

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

**LEA Name: Friendship PCS**

**LEA Head of School Name: Patricia Brantley**

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

**Date Generated: 08/24/2021**

### Background and Purpose

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

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

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

## Application Questions

### Safe Reopening

#### 1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
  - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
  - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
  - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
    - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
    - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

The Operation Plan for Friendship Public Charter School allows for in-site learning for all students for at least 180 days at 6 hours per day, or no less than 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#) under Parent Resources.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline. The individual campus will notify families immediately after the decision is made using PowerSchool. Moreover, Friendship will place an announcement on the campus webpage, main webpage, and social media platforms before the close of business. In the event that a parent/guardian has a question, they may contact the school. In addition, parents/guardians can also use [wecare@friendshipschools.org](mailto:wecare@friendshipschools.org) to send an email or visit our main webpage and interact with a live team member using a bot. All questions are responded to the same day.

Key to a smooth year is uninterrupted learning through dissemination of materials. All curriculum is ordered and delivered directly to each Friendship Campus under the direction of the Business Services Manager. Once received, all materials are inventoried and delivered directly to each classroom. Every scholar will receive the necessary materials to engage in daily lessons without the need to share materials with other scholars in the classroom. Materials will be available at the scholar's desk in an individual box.

Additional materials are available for any scholar that may need to remain at home for a period of time due to exposure or illness. The materials will be available for pick-up or Friendship will deliver. The materials also include a Chromebook and/or iPad and a WIFI device (as needed). Friendship classrooms are equipped with web cameras in order for the scholar to participate in simulcast instruction.

Friendship will maintain a page on the website for students to access materials, if needed.

The information can be found [here](#).

If a team member or scholar tests positive, we will act urgently to ensure the safety of all people. Friendship will continue to follow the guidance published by DC Health & OSSE for schools.

- If the student tests positive and they are currently in the building, they will be brought to an isolation space monitored by someone with protective PPE. If it is a team member, the team member will be given the option of waiting in the isolation space until someone is able to pick him/her up or the team member will be released to go home and quarantine.
- The students' parent or guardian will be contacted for them to be picked up as they will need to begin quarantine.
- Friendship will immediately notify DC Health by submitting an online form consisting of all the necessary information to conduct contact tracing and engage with either the student or team member.
- The students and/or adults who were in the classroom with the positive student will remain in the classroom until parents/guardians can pick up their student or released at the end of the day.
- If it is a team member that is released, Friendship will utilize one of the additional acceleration teachers to cover the class or secure a substitute to cover the class. For scholars, he/she will have the opportunity to complete assignments give Google Classroom with an option to join the classroom through simulcast opportunities
- During contract tracing, and student or adult that was asked to quarantine must not attend school in subsequent days while DC Health completes its contact tracing investigation.
- The adults who were potentially exposed to the COVID-19 positive student will also need to quarantine, unless they have been fully vaccinated.
- Deep cleaning will occur in the space(s) the student was in including the classroom, isolation space, etc.
- Friendship will notify our school communities of the positive case via a formal letter sent via email, and stay in constant communication with those students and staff that are in quarantine.

The operations plan can be implemented using our current staff and anticipated hires in our current facilities plus facilities we plan to build (i.e., outdoor classrooms), renovate (improved elementary/middle classrooms) and/or acquire.

**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.**

For scholars with an approved medical certification consent form, Friendship will offer a distance learning program through its DC Public Charter School Board approved Friendship K-8 Online Campus (Stride K12) and 9-12 Friendship Collegiate Online Academy (Edmentum). The DCPCSB has reviewed information provided by each online provider, including the curriculum, during the approval process. Both providers offer over 25 years of online experience, utilize a curriculum that is Common Core aligned, and program for at least 6+ hours of daily instruction. A scholar's daily schedule can involve whole group instruction, small group instruction, asynchronous/self-guided learning, and participation in office hours. Moreover, Stride K12 and Edmentum use a learning management system (LMS) that was internally developed and both train parents and scholars on how to navigate the LMS.

• **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;**

Friendship will provide each scholar a Chromebook and access to WIFI. A scholar will be assigned a learning coach (parent + teacher of record) to monitor and support the scholar on a daily basis. Stride K12 will directly mail each participating student all the instructional materials needed to support the online learning. EdOptions provides all instructional materials needed for each course. Contractually, each provider is responsible for securing the instructional staff needed to support the online campus/academy.

In the event that a scholar would like additional resources during asynchronous learning,

they can be found [here](#).

- **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**

A scholar will be assigned a learning coach (parent + teacher of record) to monitor and support the scholar on a daily basis. Stride K12 will directly mail each participating student all the instructional materials needed to support the online learning. EdOptions provides all instructional materials needed for each course. Contractually, each provider is responsible for securing the instructional staff needed to support the online campus/academy.

In the event that a scholar would like additional resources during asynchronous learning, they can be found [here](#).

- **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.**

For scholars with an approved medical consent form, Friendship will offer a distance learning program through its DC Public Charter School Board approved Friendship K-8 Online Campus (Stride K12) and 9-12 Friendship Collegiate Online Academy (Edmentum). The DCPCSB has reviewed information provided by each online provider, including the curriculum, during the approval process. Both providers offer over 25 years of online experience, utilize a curriculum that is Common Core aligned, and program for at least 6+ hours of daily instruction. A scholar's daily schedule can involve whole group instruction, small group instruction, asynchronous/self-guided learning, and participation in office hours. Moreover, Stride K12 and Edmentum use a learning management system that was internally developed and both train parents and scholars on how to navigate the LMS.

## **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.**

Friendship Public Charter School believes in developing the whole child to meet their social-emotional, mental health and academic needs. It is our goal to offer a multitude of touch points to include, but not limited to:

- Hosting Restorative Circles with students and teachers to develop relationships, respond to conflicts and build a positive school community. Circles give scholars an opportunity to listen and share with one another in a safe learning environment.
- Facilitating professional development to identify social-emotional needs of the school community and provide sustainable strategies to meet individual needs.
- Providing Trauma informed professional development for leaders, teachers and clinicians that provide preventive and early intervention strategies to create a supportive and nurturing school environment.
- Ongoing parent workshops that provide parents and caregivers with the tools needed for healthy responses to the social-emotional needs of their scholars.

Friendship Public Charter school provides direct mental and behavioral health services for students through culturally responsive interventions. With a staff of licensed Psychologists, Social Workers, Counselors and clinical interns, FPCS is able to provide a well-rounded and robust mental health program for the FPCS community. Crisis teams are equipped to respond to campus needs and emergencies. Additionally, FPCS collaborates with area mental health agencies (DBH, CHAMPS, SMILE Therapy, Wendt Center for Grief and Loss) to offer supplemental support.

Moreover, Friendship schedules as part of a scholar's day time to meet as a community to build relationships, solve problems, and discuss priorities during Morning Meetings and Class Advisory times (high schools).

As part of our MTSS process, universal screeners are given to all scholars at the start of the school year to determine the levels of intervention needed to meet the social-emotional and academic needs of scholars. Multiple tiers of intervention are delivered using a collaborative problem-solving approach. Friendship's most comprehensive approach is at Tier I. At Tier I, all scholars receive Friendship's world-class curricular offerings including Wit and Wisdom, Eureka Math, FOSS, and HMH Social Studies. In addition, our scholars receive classes in the Arts, classes in specific high school academies, and online programming (e.g., Edmentum). Tier I instruction for all scholars looks like whole group, small group (teacher and student led) as well as independently directed. When a scholar does not respond to the same instruction as his/her peers, a student will receive Tier II supports. Tier II supports can be requested by either a classroom teacher, parent, and/or the scholar when progress is not being made when compared to his/her peers. At Tier II, an individual plan will be developed that details the specific support(s) a scholar may need. Support may look like small group instruction, pullout instruction, co-teaching classrooms, or even online instruction (e.g., ExactPath). Scholars receiving Tier II supports will be assessed every four weeks and progress reports shared with

staff and families. Once a child is performing like his/her peers and making progress, Tier II supports can be eliminated. If a student is not making progress at Tier II and/or through the implementation of our beginning of year diagnostic, Tier III supports can be put into place. A request for Tier III supports can be made by the staff member supporting the scholar at Tier II, a parent, and/or another member of the child's instructional team. Tier III supports will involve pullout instruction, small group instruction, intensive tutoring, and assessments every two weeks to monitor student progress. If over time a student makes progress at Tier III, Tier II supports can be implemented. If a scholar does not make progress at Tier III, the school team and/or family member can call for further educational testing to determine if a scholar is in need of an individual educational plan.

An integrated data collection process and assessments are administered to inform decisions of tiered instruction and intervention delivery. Through MTSS, behavioral needs are identified, adjustments are made to instruction and interventions are designed based on student social emotional and/or behavioral needs.

- 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.**

Friendship PCS values a school culture that welcomes students, teachers, staff, and family members. Our core values are essential in creating a positive school climate and sets the tone for all behavior. We believe in taking proactive measures to address the student's behavior, not the student. Therefore, our Code of Conduct uses a Multi-Tiered System of Support (i.e., Positive Behavior Intervention (PBIS) and Positive Behavioral Supports (PBS), mediation, restorative circles), in lieu of out of class/school suspension. Expulsion is only considered when the behavior poses a serious safety risk to individuals on campus or during school-sponsored activities. As we transition back to the school building from a global pandemic, we are providing our staff with intensive trauma-informed professional learning to ensure that all teachers and staff have the tools needed to recognize and respond to children impacted by traumatic stress and trauma.

- 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.**

Friendship will provide meals including Breakfast and Lunch for all students who are participating in in-person learning. In addition, students participating in eligible after school activities and programs will also be served an After School Snack or Supper.

For students who choose to participate in distance learning, if that is an option, we will provide Grab'n'Go meals for Breakfast, Lunch and FFVP to the extent that USDA waivers allow us to continue to serve non-congregate meals. Based on waivers already released from the USDA-FNS for SY 21-22, either students, or



parents/guardians of eligible students will be allowed to pick up Grab'n'Go meals at any of our sites. These Grab'n'Go meals will be available for multiple days from one pick up, to maximize the number of students reached and minimize a family's efforts to keep their students fed.

For students who choose distance learning and for whom receiving Grab'n'Go meals at one of our sites might cause an undue burden, we will continue to provide them with a list of DCPS sites that will be distributing meals and update that list as necessary.

## **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.**

Friendship's employee wellness program was created to inspire and engage all staff to make small, achievable changes in their daily routines to reach their mental and physical health goals. We offer a robust Employee Assistance Program to all of our staff through our health issuance Guardian Health. However, seeing the need for increased support during the pandemic, we decided to purchase an additional and more robust Employee Assistance Program through the BHS EAP program. Through BHS, staff have access to

- Master's level clinician for in-the-moment support and guidance when needed
- Behavioral health resource navigation including short-term counseling support
- Legal or financial support
- Childcare or eldercare referrals
- Lifestyle management resources
- Monthly training or webinar series.

In addition, FPCS has instituted the following practices to ensure self-care for teachers and staff:

- Wellness Days: Four early release days to allow teachers and staff time to focus on their personal physical, emotional and mental well-being.
- Wellness Wednesday: Professional learning sessions for teachers and staff geared to providing strategies to manage grief and loss, stress management, healthy living and many other social-emotional and mental health needs.

When traumatic events occur in our country or school community, crisis teams across the district provide emotional support through grief counseling, town hall meetings and/or outside referrals.

## **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.**

Throughout the pandemic Friendship has remained committed to communicating with our families regarding our status. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations, Parent Advisory Committee meetings and our weekly Learning Without Limits e-newsletter. We will continue to use these same modalities to communicate safe reopening plans. To ensure that all voices were incorporated in our school reopening plan, a school reopening taskforce was convened in December 2020 and included a diverse group of stakeholders; parents, teachers, students, staff and vendors. Because of the importance of developing a comprehensive plan, an interdisciplinary approach that drew on the expertise from across the district was essential. The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors, thus, the plan will be available to all stakeholders via the district website at [www.friendshipschools.org](http://www.friendshipschools.org), and will be updated throughout the school year, as necessary. The plan will also be shared with parents via the district and campus Parent Advisory Councils (PAC), parent orientations and our e-newsletter. To ensure that we reach families who speak a language other than English, the plan will be translated and shared during the ELL parent orientation meeting. Four times per year, students, teachers and parents engage in Quarterly Learning Conferences (QLC). During the QLC, parents receive information on their scholar’s academic progress including classroom grades, attendance, behavior and most recent assessment data. It is during this time that parents will receive information on their student’s status and progress with learning. Based on the data provided, student, parent and teacher will work together to develop a plan to reach the goals established to ensure student success.

## **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.**

Beginning September 8, 2020, Friendship opened five (5) learning hubs and welcomed nearly 3% of our scholars and by November 9, Friendship had expanded learning hubs to all campuses and had approximately 7% of our total enrollment in attendance. Families were given the opportunity to sign up to attend the hub based on a need: child of a first responder, student seeking a secure working environment, students not responding to virtual learning, etc. In addition, Friendship prioritized spots for disengaged students, students with disabilities, homeless students and students with extenuating circumstances. By Quarter 4, Friendship had for 9% of our total enrollment reporting 4-days per week. As we conclude

our Summer School Learning Academy, nearly 25% of our total enrollment is participating with nearly 82% of these students reporting to in-person learning. Friendship has spent SY20-21 looking at attendance, student work completion, student/family outreach, student grades or GPD, summative assessments and class participation to consistently identify students and invite him/her to in-person learning.

For students disengaged in learning, Friendship PCS is providing the following strategies for the SY21-22.

- Summer school: To ensure that we meet the needs of students who were disengaged in SY20-21, we are offering engaging summer learning and exploratory experiences through our Summer Learning Academy, inclusive of credit recovery for 9-12 graders.
- Individualized and Small Group Support: Additional Acceleration Teachers have been hired for SY21-22 to provide one-on-one and small group sessions of intensive tutoring, credit recovery and academic support.
- Social Emotional Mentorship: Utilizing clinical staff and community partnerships to identify and support disengaged students in need of targeted social emotional support.

As we begin SY 21-22, Friendship will continue administering the NWEA MAP as well as a diagnostic. The beginning of year NWEA MAP assessment and diagnostic will be administered Aug-Sept with student level reports and outcomes communicated to stakeholders thereafter. The MOY NWEA MAP Assessment will be administered in January and the EOY NWEA MAP Assessment will again be administered in May. All other academic updates to families can be found [here](#) under Family Resources.

### **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;**

Our LEA will rely on the PARCC as our summative assessment. This past year we offered our own, internally created non-state summative assessments but feel that the resumption of PARCC eliminates the need to repeat these assessments. While we believe that our internal assessments provided us with valuable instructional information that PARCC does not, we are concerned about over-testing our students. Internally, we will use multiple formative, district-level assessments in ELA (K-10), Math (K-10), and Science (5-10). These include the NWEA MAP Diagnostic, NWEA MAP Growth, and an internal benchmark assessment that is aligned to PARCC.

- **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);**

Throughout the school year, Friendship will offer multiple formative, district-level assessments to measure student learning throughout the year in ELA, Math, and Science.

These include NWEA MAP, which will be offered three times during the year (September, December, and June); NWEA MAP Diagnostic, our universal screener in September; and a benchmark assessment in preparation for PARCC in March.

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

Given that we are only using PARCC as our summative assessment, we will not be using a non-state summative assessment for SY 2021-22 and will therefore not have goals for a non-state summative assessment. We will, however, use data from our formative district- and classroom-level assessments to drive instructional changes throughout the year. District-level teams review monthly district-level assessment data to identify school leaders in need of support and to highlight areas of success that can be shared across the district. School-based leadership teams review their students' formative district and classroom-level data on a weekly basis to identify teachers in need of additional support. Instructional Coaches work daily with teachers on their caseload to review data from formative classroom assessments to refine instructional plans and develop student-level intervention plans.

- **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.**

The LEA collaborated with the non-public & residential schools in SY 2020-2021 toward creating a welcoming and stable environment, providing equity supports, multi-layered curricular, programmatic, and technology-based infrastructure, ensuring compliance management, diversification and individualization of services, as well as conducting auxiliary outreach programs for students and families. The LEA's commitment to the least possible interruption of services yielded favorable results in that nonpublic school partners

welcomed the LEA support and sought a wide range of counsel and advice from the LEA throughout the Covid-19 school closure time-period. Following are the individual domains of collaborations the LEA made with its non- public and residential school partners:

Welcoming Environment to all non-public students/families:

- Baseline Needs: Reviewing individual student data and family information;
- Invitation to Network: Creating and promoting psychological wellness inclusive of positive culture and trauma responsive opportunities for non-public students/families;
- Data Review: Behavioral data was reviewed to determine and address barriers that reduced student capability to adapt and acclimate to the new norms;
- Trauma Informed Response: Assigned selected students and families to support groups using a trauma lens mechanism;
- CDC Guidance: Networking with Non-Public Schools and Students/Families regarding CDC guidelines and school programs (partial, quasi-full, and full opening);
- LEA-SEA Partnership: Network with State Education Agency in re-identifying a Non-Public School if a student's needs surpassed the scope of what the current Non-Public School could provide; and
- Rapid Response Support Team: Facilitated and/or secured grief counseling services.

Provide Procedural, Technical and Curricular Support to students in Non-Public Schools:

- Setting Support: Determined Instructional Models: virtual, hybrid or phased-in traditional setting;
- Equity: Established educational equity for all LEA students in the Non-Public Schools;
- Infrastructure: Provide each student/family with access to a laptop and internet service to access educational and social emotional services prescribed in their IEPs;
- Technology: Provided technical assistance to Non-Public Schools;
- Programs: Provided curricular soft platforms for learning;
- Auxiliary Support: Provided school supplies necessary for successful virtual/distance learning education;
- Monetary Support: Funded interim Non-Public placements when OSSE was unable to timely secure a location of service;
- Equity Assurance Support: Ensured each student/family had individualized access to school enrollment and registration; and
- Compliance Management: Evaluated the students in a timely fashion using a diagnostic firm that specialized in distant evaluation methods.

Collaborated with Non-Public Schools' Tutoring and Supports Sessions- Before or After School (BAS)

- Additional Academic/Social Emotional Supports: Non-Public Schools designated time before and after school hours for tutoring and office hours for students and families;
- LEA HUB: Access to LEA's in-person programs;
- Win/GAP Analysis: Created individual student learning plans for distance learning based on strengths and areas of improvement (GAP analysis);
- Vertical Dialogue: Engage the student, parent, and Non-Public Schools in vertical conversations and planning to address the gaps within 10 months of the school year;
- Adjusted Curriculum: Selected and implemented an adjusted, virtual curriculum for non-

mastered skill mitigation;

- Sustainability: Coached on how to create low internet fatigue inducing sessions;
- Technology Consultations: Coached how to teach computer literacy and technology-based skills;
- Learning Outcome Feedback: Emphasized the importance of immediate feedback strategy (positive narration, emphasize on the skill mastery a student produced without using qualifier of good, better, best);
- Feedback Cycles: Made recommendations and cultivated adult & student feedback cycles; and
- HR development: welcomed Non-Public Schools' personnel to attend LEA's PD sessions in the given domain.

Collaborate on Related Service Provision Expectations and Mandates:

- Diversification: Incremental introduction of video modality and respect of cultural mores and norms;
- Flexibility: Offered services in nonstandard windows (before/after school or on weekends); and
- Environment Scanning: Elicited student/family availability and considered multiple children's homesteads with both working parents.

Student Virtual or In Person Attendance:

- Check Ins: Non-Public Schools to check in with each student/family and provided regular biweekly updates to LEA
- Mitigation Plan: collaborated with the Non-Public Schools in recovery of hours and content for each student; scheduled attendance and recovery meetings with the parent or adult student; progress monitored daily until mitigation plan was completed;
- Case Study: allowed students, parents, or adult students to dialogue about attendance preclusions and what the LEA and Non-Public Schools can do to assist;
- Recovery Modality: synchronous and asynchronous
- Workload Management: volume control, deliverable reconfiguration, and pacing are necessary when a student is in crisis due to attendance, pacing, and metacognitive lift.

Collaborated with Non-Public Schools Regarding Secondary Transition Program:

- Non-Dismissal of Secondary Transition Mandate: while the physical distance was in place, all secondary transition requirements had to be reconfigured to match nonphysical modality (community service hours, practicum, etc.).
- Acceleration: provide alternative modes of ST goal attainment via video or soft modality.

Collaborate with Non-Public Schools on Recovery Plans (if any):

The decision about whether the student is owed compensatory education/recovery services is driven by information and data collected from a variety of sources and reported during either a) an annual IEP meeting, or b) during an ESY team meeting. This information guides the IEP decision-making process. This information includes:

- Present Level of Academic and Adaptive Performance: Data on the student's progress prior to and during the school closure to assess academic and/or behavioral progress in the general

education curriculum and on the student's IEP goal(s). Data to consider: grades, progress reports, classwork, informal/formal evaluation tools, teacher/service provider observation(s), parent feedback, comparison to the progress of all students, and interdisciplinary consults.

- **GAP:** Data on the student's ability to recoup skills and make progress on IEP goals upon the return to school.
- **SCHOOL CLOSURE:** Documentation of accommodations and/or services provided (e.g., amount of instruction and services including dates, times, and duration), as well as accommodations and/or services the non-public school was/is unable to provide during the extended school closure and re-opening of school.
- **VIRTUAL SCHOOL DAY STRUCTURE:** Data of the length of school closure (e.g., time without any instruction, time with virtual and/or distance learning, etc.), including information related to the general education curriculum provided to all students and the student's ability to access virtual and/or distance learning opportunities.

### **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.**

Our approach to addressing interrupted instruction and the need to accelerate learning for the coming school year is captured in detail below, in response to question 12. In summary, Friendship will address students' learning loss through targeted interventions and small group work facilitated by our additional acceleration teachers and assistant teachers and through high-dosage tutoring.

Friendship's approach to collecting, analyzing, and using data to inform instruction will continue from previous years. At the most fundamental level, teachers will collect and use exit tickets and short-cycle (bi-weekly) assessments to adjust instruction and to identify small-groups. This instructional planning is informed by regular coaching and instructional support from instructional coaches and administrators.

Schools will also use multiple district-level assessments to inform instruction and interventions in SY 2021-22. At the beginning of the school year, Friendship will administer the NWEA MAP Diagnostic to identify students for tier 2 and 3 interventions. Throughout the year, school and district leaders will use NWEA MAP data to identify students for additional interventions and to determine which students are remaining on-track and which are falling off-track as the year progresses. Lastly, our district benchmark in March will help us understand our students' readiness for PARCC and will identify the standards that each student needs to focus on to meet college expectations. This will then inform Friendship of those students who need small groups for tutoring as well as for in-class instruction.

#### **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.**

After School Programming: We have added an experiential learning component to our extended day programming which will include learning experiences beyond the brick and mortar aligned to core curriculum units of study.

Summer 2021 Programming: We have added an experiential learning component to our summer learning academy experience and collaborated with external providers to deepen the scope of hands-on learning. We are also providing developmentally appropriate learning through play experience for, new to Friendship families, and our current preschool and pre-kindergarten students.

Weekend Programming: Our Saturday school programming will extend and enrich the learning experience for students across grades K-12

High Dosage Tutoring: Armstrong and Blow Pierce are currently working with City Bridge/City Tutor DC to define this program for SY 2021-2022.

New Intervention Program or Support: We will be adding six (6) additional personnel to each campus in the form of accelerated teachers and accelerated teacher assistants.

New uses of staff planning time: Intellectual Prep will focus on defining and practicing lessons prior to implementation.

New PD for Staff: All additional accelerated teaching staff will receive professional learning in the use and implementation of close reading, guided reading, math story problems, level-literacy intervention and small group targeted phonics instruction.

Additional Staffing: Friendship hired three (3) acceleration teachers and three (3) Teacher Assistants for each campus Friendship will be hiring a Director of MTSS at the Community Office level.

New Hardware Purchase: Classroom web cameras, document cameras, and promethean boards to support simulcast instruction when needed.

New Software Purchase: Schoology, Learning management System (LMS) from PowerSchool

**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.**

Friendship’s approach to reviewing and revising its staff professional learning plans is based

on ensuring we have continuous stakeholder feedback in place to support the needs of our team members. Stakeholders include but are not limited to school-based instructional staff, school-based non-instructional staff, parents, students, and district-level team members. Through survey engagement, steering committees and town hall sessions we have been able to identify the professional learning needs of our team members and prepare a succinct plan that will support their learning, well-being, and safe return for the 21-22 SY.

The review process is data-driven, iterative and reflective of continuous feedback from team members. The process allows us to have a living document supported by clear initiatives; Friendship's goal alignment to ensure safe reopening, the well-being of students and team members and accelerated learning. In this approach, it provides us the ability to respond to student needs in real time and refine current professional development practices and systems. The LMS will provide a space for the codification and capturing of instructional, social-emotional, and culturally responsive approaches to teaching and learning to support the consistent implementation of best practices across all Friendship campuses. We are implementing a professional learning management system (LMS) that allows for engagement in varied modalities of learning such as synchronous, asynchronous, and self-paced. Individualized professional growth plans will drive team members' engagement and learning pathways for the 21-22 SY. The Professional Growth Plan will ensure team members' development is aligned to each team member's needs and the students they serve.

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

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

- Open Office Hours: instructors and administrators are available to students during post school hours
- Student Course Selection: offering of singleton courses based on student interest and teacher recommendations
- Experiential Learning Opportunities: expansion of outdoor classroom opportunities and off-site learning experiences aligned to specific units of study and student interest
- Tailored use of blended learning platforms: remote access provides students the opportunity to enhance discrete skills and complete assigned intervention.
- Multiple opportunities to demonstrate learning the ability of students to upload assignments, create video submissions and/or share out responded to student preference and learning style
- Varying levels of collaboration: virtual meeting platforms allowed students to collaborate with teachers and peers to form study groups and share resources.
- Building a Comprehensive Learning Management System: Friendship is building out through Schoology a comprehensive PK3 - 12 experience that clearly articulates daily lessons and objectives, identifies core and supplemental curricular, and provides assessments.
- Technology access: ensuring students have access to technology and WIFI as a standard

practice is critically important to ensure access to teaching and learning at all times.

**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.**

For grades 9-12, credit attainment and recovery will be important for students who were fully or somewhat disengaged during the 2020-21 school year. For students who are behind their cohort in credit attainment and therefore risk not graduating in four years from the start of their 9th grade year, we will offer the following programs and interventions:

- Grade Level Counseling – The Student Support Team will facilitate grade level town hall meetings to discuss grade level expectations, review graduation requirements, and distribute Memorandum of Understanding (MOU).
- MOU – Every scholar will receive a Memorandum of Understanding (MOU) that summarizes their current on track status. The MOU serves, as a yearly contract that outlines courses and tasks scholars must complete to remain on track for graduation. The MOU outlines current courses, completed credits, recovery courses (if applicable), completion of standardized assessments, community service hours, and graduation tasks and requirements.
- Credit Recovery – Any scholar who did not successfully complete and earn credit for any core course is scheduled for mandatory Summer Learning Academy and/or Saturday School.
- MTSS - All scholars who are retained or in jeopardy of being retained will be supported via the MTSS process. During the initial MTSS meeting, the team will create individualized success plans to outline the recovery courses needed with a timeline of completion. The team will also identify and plan for the scholar’s social-emotional and behavioral needs.
- College and Career Counseling – Scholars will explore college and career opportunities daily through their grade-level specific College and Career Prep course. Lessons are created with grade level tasks with input from the School Counselor, College and Career Counselor, and Academy Lead Teachers. Lessons are supported using the Naviance platform as well as academy initiatives and resources. Scholars will also receive preparation and training to support potential internship opportunities. The College and Career Prep course also introduces scholars to strategies to teach and support time management, study skills, graduation requirement tracking, college admission process, career and personal planning while meeting grade-level targets.

### **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.**

Our LEA is committed to serving students with disabilities. During the pandemic, we continued to serve our students with disabilities through classroom instruction, interventions, and related services; all rendered virtually. However, we understand that many students with disabilities may have experienced educational gaps during the pandemic. These gaps will be determined by an individual review of data and baseline assessments upon return for SY 21-22.

Our LEA will conduct individual reviews for students with disabilities. During these reviews, our IEP teams will review individual academic and social emotional student data to determine and address barriers that reduced the student's capability to adapt and acclimate to the new norm. The IEP team will complete a recovery plan to determine if recovery services are warranted

The decision about whether the student is owed recovery services is driven by information and data collected from a variety of sources and considered during the individual review meeting. This information guides the MDT's decision-making process. This information includes:

- **Present Level of Academic and Adaptive Performance:** Data on the student's progress prior to and during the school closure to assess academic and/or behavioral progress in the general education curriculum and on the student's IEP goal(s). Data to consider: grades, progress reports, classwork, informal/formal evaluation tools, teacher/service provider observation(s), parent feedback, comparison to the progress of all students, and interdisciplinary consults.
- **Gap:** Data on the student's ability to recoup skills and make progress on IEP goals upon the return to school.
- **School Closure:** Documentation of accommodations and/or services provided (e.g., amount of instruction and services including dates, times, and duration), as well as accommodations and/or services the school was/is unable to provide during the extended school closure and re-opening of school.
- **Virtual School Day Structure:** Data of the length of school closure (e.g., time without any instruction, time with virtual and/or distance learning, etc.), including information related to

the general education curriculum provided to all students and the student's ability to access virtual and/or distance learning opportunities.

Friendship will determine and design appropriate services through the recovery process during these meetings for students with disabilities. Our parents are part of the IEP team. All parents of students with disabilities will be notified of the plan to hold individual meetings to consider and address any gaps of loss of services caused by the Pandemic. In addition, we will hold back to school nights at each campus with sessions for parents of students with disabilities.

It is never our goal to place any student in a more restrictive environment than is warranted based on individual student data. Friendship will follow LRE protocol to determine the least restrictive environment for each student with a disability. Friendship has purchased intervention software to assist the recovery process for our students with disabilities.

The special education department offers parenting training for students with disabilities through our Parent University. This happens once per month and we cover a range of topics such as "Understanding your child's IEP" or "Dealing with Social Emotional Functioning" just to name a few. We have learned a lot during the pandemic about the use of technology. Our parents responded well to our virtual training and attendance increased. Moving forward, we will offer a hybrid model for parent training.

Friendship makes every effort to accommodate family members with disabilities in the special education process. We have access to assistive technology and interpreters to accommodate family members with disabilities. In addition, our Director of Parent Relation serves as an advocate to ensure our parents' needs are being met.

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

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

- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

## English Learners

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

- **a. The LEA’s approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

Friendship has adopted the World-Class Instructional Design and Assessment (WIDA)- Screener-Placement Test, and the Pre-IPT test to help determine eligibility for placement in the English language development program. Each test assesses a student's abilities in all four-language domains (Listening, Speaking, Writing, and Reading) to ensure that students’ language needs are properly identified and addressed through the EL educational program.

However, with the outbreak of COVID-19, the LEA adopted the Provisional English Learner Identification process developed by OSSE. This process consists of administering the Pre-IPT Oral Remote, which is a State-Approved EL Identification Screener Assessment. In terms of communication, the LEA ensures that explanation is provided to parents orally as related to the information required to be in the parent notification letter to start providing EL services remotely to the potential EL student. The LEA keeps track of all students who are screened using the provisional method and records the results as “Provisional EL” (PEL) or “Provisional Not EL” (PNEL) as recommended by OSSE.

Friendship bases its ESL Program practices on an eclectic approach, which allows teachers to glean effective elements from many methods that allow all students to access the Common Core State Standards and FPCS curriculum. Using an intensive English program, the academic content areas of English language arts, social studies, science and mathematics are used to drive the success of all ELs. This ensures that ELs have access to the same academic content and performance standards as non-ELs. The Program services consists of the following:

- Content-based language instruction in which English is taught through vocabulary related to the content areas; aimed at proficiency in English and academic achievement
- Literacy-based instruction in which ELL teacher teaches language goals based on the WIDA standards
- Co-taught content-based instruction in which ELL teacher teaches language goals based on



- the WIDA standards, in collaboration with the regular education teacher
- Collaboration with the regular education teacher to modify curriculum to enrich language development
- Small group instruction through push-in ELL programming for students with limited or no command of the English language (students with LEP levels of 1 or 2)
- Students are clustered to increase access to language instruction
- ELL teacher provides instructional materials to promote language development
- Study hall/resource hour for ELL students (in collaboration with mainstream teachers) includes pre and post teaching concepts, monitoring daily work progress, reviewing for tests, organizational skills, and prioritizing assignments.

The goal of the Content-Based approach is the acquisition of English and grade level academics so that the student can succeed in an English-only classroom.

In terms of data, ELs receive Progress report, Report Cards, Languages Progress Report on a quarterly basis. The quarterly Language Report addresses ESL-specific language standards contained in the WIDA Standards for each of the four domains, providing an average progress score, as well as more specific scores for each given task. LEA also uses benchmark Assessment data, classwork, WIDA ACCESS score to determine Els progress.

#### 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.**

Our plan includes mitigation and prevention strategies that are to the greatest extent practicable, consistent with the most recent OSSE and DC Health guidance on reopening schools. These plans include:

- Personal Protective Equipment (PPE)/ COVID testing (protective supplies and equipment and regular COVID testing of students and adults)
- Technology and connectivity (installation of interactive panels, web cameras, document cameras and cleanzone carts to support in-person and distance learning)
- Personnel (new accelerated teacher and teacher assistants to address post-pandemic learning loss/recovery and support tutoring and academic acceleration)
- Academic systems/operating tools (implementation of evidence-based interventions that respond to student academic and social-emotional needs)
- Facilities and other (safely reopening building, regular and intensive cleaning, signage, germicidal UV lighting upgrade and air-handling/window upgrade, outdoor classrooms)

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or**

extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Over the course of the next three years, Friendship will use the 20% in the following areas:

- Expansion of summer learning and extended day opportunities to include; experiential learning, intensive reading and math instruction (phonics, guided reading, close reading, math story problems and 9th grade bridge orientation).
- Personnel to include; additional acceleration team members per campus to provide small group instruction, high dosage tutoring and individual remediation/intervention support. An MTSS Director will lead MTSS Coordinators at each campus. In addition, mental health personnel through internal support as well as partnerships will address the social-emotional needs of student's post-pandemic.
- Academic systems and support to include Edmentum products such as ExactPath and Study Island.

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

Friendship will utilize the remaining 80% to address the following:

- Continue to expand on our technology infrastructure and upgrade each Friendship classroom with interactive panels, web cameras, document cameras, speakers, and cleanzone carts. The installation and upgrades will support learning in the classroom as well as at home (if needed).
- Friendship will ensure that every scholar has a connected device with the necessary protective covering that can travel to and from a campus on an as needed basis.
- Personal protective equipment will be purchased for all campuses, including PPE kits for each educational space. The kits will include masks, sanitizer, gloves, face shields, and sanitizing wipes.
- Signage will be updated and/or installed to provide visual health/safety reminders for scholars, team members, and visitors
- Friendship will maintain our current level of enhanced cleaning and sanitization across campuses.
- Germicidal UV lighting will be installed
- Windows and other HVAC upgrades to maximize fresh air in classrooms or educational spaces.
- Academic systems and support to include; the build out of a high-quality learning management system (Schoology) to provide 24-hour access to learning resources and materials, evidenced-based blended learning platforms and high dosage tutoring partnerships.

**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.**

Friendship will determine the effectiveness of the interventions in the following ways:

- Weekly post assessment in reading and math during Summer Learning Academy;
- LEA wide diagnostic administered within the first 4-weeks of SY 21-22
- Instructional rounds and classroom observations (formal and informal)
- Content level biweekly assessments and exit tickets
- Quarterly benchmark assessments
- Parent, student, and team member surveys, including health and wellness surveys
- Mental health staff and other reports and feedback on students social, emotional and mental health needs

## 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.