

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

**LEA Name: KIPP DC PCS**

**LEA Head of School Name: Susan Schaeffler**

**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.**

KIPP DC's operations plans allow for on-site learning for all students for at least 180 days at six hours per day. In order to accommodate all students in person five days per week, KIPP DC will hire additional teaching staff and provide additional space for classroom instruction at campuses. KIPP DC will add 126 new school-based roles, including additional small group instructors, classroom teachers, support staff, mental health practitioners, and teachers for students with special needs. KIPP DC has begun the hiring process for these positions and interested applicants can apply at <https://www.kippdc.org/join-our-team/apply-now/all-roles/>. To provide more core classroom space for schools KIPP DC has identified more than 35 new classrooms and is converting another 61 to core classroom spaces with at least 20 seats for students per classroom. KIPP DC is also creating classroom spaces by constructing tents in outdoor play areas, constructing modular classrooms at the Smilow and Shaw campuses and reserving space at nearby Department of Parks and Recreation centers to ensure additional spaces for students to learn.

KIPP DC's 2020-2021 school year calendars for Pre-K - 8th grade and high school can be found in the Supporting Documents section.

KIPP DC's operational plans adhere to OSSE's May 21, 2021 health guidance through the following means:

- All schools will provide on-site learning for all students for at least 180 days at 6 hours per day or 1080 hours.
- All schools will provide professional development and training for staff to ensure a healthy and safe learning environment.
- According to our most recent planning and in light of the most recent health guidance, students in PK - 8th grade will remain in cohorts by classroom. In high school, students will be permitted to mix cohorts. We will maintain cohorting through the following methods:
  - Physical Space: Students will have designated spaces to walk in the hallway. Bathrooms will have a limited number of individuals permitted in them at any time. Class / Group sizes will be reduced in classrooms.
  - Scheduling: Schools will limit the number of groups using playgrounds, outdoor spaces, and cafeterias to ensure proper distancing.
  - Staffing: To accommodate smaller group sizes, KIPP DC is hiring a number of additional staff members across campuses.

KIPP DC will require all students and staff to wear CDC-approved masks/facial coverings. KIPP DC is arranging classroom furniture to allow for students to socially distance as recommended by the Department of Health and OSSE. Relatedly, the number of students per classroom will be reduced from classroom sizes in the 2020-2021 school year.

In the event a student, staff member, or KIPP DC partner (e.g., a contractor) tests positive for COVID-19 and was recently on KIPP DC property, KIPP DC will notify DC Health of the positive test result. KIPP DC will take all appropriate

safety measures to ensure the safety of staff and students, including cleaning and disinfecting the affected areas, and following DC Health's quarantine guidance. KIPP DC will personally notify individuals believed to have been in close contact with the infected person about the positive case, so that they may quarantine and take any other precautions. Staff and students who are exposed to COVID-19 but vaccinated will be able to continue to attend school in their cohort, barring any COVID-19 symptoms. KIPP DC will rely on decisions from DC Health regarding any additional safety measures that may be advisable, including quarantines or closures.

In the spirit of transparency, KIPP DC will send a broad notification if a person with COVID-19 was in a KIPP DC building during the seven-day period preceding their COVID-19 symptoms or their test. In that case, KIPP DC will notify anyone who was in the building on the same day as the person with COVID-19. Per DC guidance, notifications to families will, depending on the type of notification, be conducted via phone call, text message, email, or the school's Remind application.

KIPP DC is providing distance learning for students with medical certifications. This distance learning can be made available to students who must learn at home due to quarantine requirements or other health requirements, or even in the unlikely event of an entire campus closure due to an outbreak. Additionally, for students who are learning remotely, KIPP DC can make materials pickups available to students at centralized locations on campus that minimize exposure and contact between students. All students will be given two electronic devices that can access the internet, one for home and one for school.

**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.**

KIPP DC will provide instruction remotely for any student who is medically eligible through the Virtual Learning Program. Pending Public Charter School Board approval, KIPP DC plans to offer virtual instruction to students beyond those eligible for medical reasons. Students who participate in KIPP DC's virtual program will participate in six hours instructional time, consisting of synchronous and asynchronous instruction. Additionally:

- KIPP DC's Virtual Learning Program will be a full-time fully virtual program for students in Pre--8th grade. The KIPP DC team is looking into programs for our high school students as we continue to gauge interest on how many students are interested in a virtual option.
- Program is built to scale down to 2-4% of students and up to 20-25% of students without meaningful additional cost or impact to in-person schools.
- The program contains a blend of asynchronous and synchronous instruction, led by dedicated virtual program digital learning creators and learning coordinators.
- Students will be engaged and assisted through the role of the manager of student success, who will assist families with virtual attendance concerns, third party program issues, and establishing a strong sense of belonging within the virtual school.
- The virtual learning program will also partner with Outschool, an online school marketplace, for enrichment and elective courses.
- Curriculum materials created for the virtual school will be accessible for all KIPP DC students, regardless of school/program location.
- Note: Distance learning will only be available for students who submit a standardized medical certification form completed by a licensed physician, so our current belief is that demand may be low.

Our LEA chooses to offer a remote learning program through our unique KIPP DC remote program. The program will offer the core academic content for students through Canvas. We plan to use the following materials with our remote instruction: KIPP DC-created daily videos, immediate student practice that is submitted for review, and small group instruction following a teacher analysis of the submitted student work. Students will continue to engage in practice in small groups and receive immediate feedback with their learning coordinator in a small group setting. We have found that the following remote learning practices provide the most effective instruction: students will engage in morning asynchronous instruction, complete a small section of independent practice based on the asynchronous videos, and then take a midday break.

While students are engaging in a mid-day lunch/movement break, KIPP DC's learning coordinators will be analyzing student work and working to put students in small groups based on their understanding and submitted student work. When students return from their mid-day break, they will join small group instruction for the remainder of the day. This instruction is tailored to their submitted practice and known reading levels and math levels. Students will engage in small group instruction from 12:30 pm or 1:00 pm until 4 pm. This time is synchronous and students will engage with a learning coordinator and student peers. Our KIPP DC-created instructional videos will follow our in-person scope and sequence, and will be available to all KIPP DC learners. We will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend on-site learning with the following anticipated modifications:

KIPP DC will employ 19 staff members to support students learning remotely. More details about the staff members supporting students learning in this way can be found below:

- Director of Program (1) - Experienced KIPP DC Administrator Erin Huesby.
- Associate Director of Program (1) - Will possess knowledge of K-8 education and special education/504 plans, with ability to coach and support.
- Manager of Student Success (1) - Responsible for data analysis, attendance outreach, community partnerships, and student engagement.
- Learning Coordinators (8) -
  - 10:1 Ratio.
  - Small group and individual coaching
  - Math, ELA, SPED and Lab Science Certifications
- Mental Health Practitioner (1) - Responsible for individual counseling, advisory, crisis
- Business / Compliance Manager and shared Data support (1) - Office manager, compliance, reporting.
- Digital Content Creators (6) - Create KIPP DC curriculum videos for students to watch as part of asynchronous instruction.

- **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;**

KIPP DC will provide the following materials for students to use at home:

- iPads with external keyboards for students.
- Chromebooks for parents to monitor student work, grades, and participate in conferences.
- WiFi support as needed.

- **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**

All participating families will receive iPads (for student instructional use), Chromebooks (for parent monitoring and support), and families will be supported with obtaining Wifi, if needed. Students requiring additional assistive technology due to medical conditions will be supported as they have been in the past with KIPP DC. KIPP DC has scheduled the week of August 9-13th for families to pick up and test technology in the home, participate in orientation meetings, and work with the virtual school staff to set up home school areas. Families will also use this time to test their WiFi and see if they require additional support from KIPP DC.

- **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.**

KIPP DC will be using Canvas as our learning management system for all grades. Remote students will login each day for an advisory meeting at the start of the school day, either at 8:00am or 8:15am. After their advisory meeting with their teacher and advisory group, students will then log into Canvas to watch their asynchronous instructional videos for the day. These videos are created by KIPP DC's Digital Learning Creators to mirror the content that students are receiving in person. After watching and engaging with these shorter 7-12 minute videos, students will engage in independent practice, and then submit their independent practice to their learning coordinator for review. Learning coordinators will work together during a midday break for students to analyze student work, with an eye towards misconceptions. Learning coordinators will then use misconceptions to plan afternoon small group instruction.

## **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.**

KIPP DC will offer multiple trainings to teachers and staff during summer PD to address the impact of pandemic trauma and the need to re-envision supportive classroom environments for students for August. These PD sessions will offer strategies for teachers to implement using a social emotional lens and anti-racist lens to ensure maximum student inclusion. KIPP DC is taking a number of new steps to ensure that all students social-emotional, mental, and behavioral health needs are supported in the upcoming school year:

- KIPP DC currently employs a Multi-Tiered System of Support to ensure that all students receive the support they need to succeed in school. In the 2021-2022 school year, in light of the limited in-person schooling that students received last year, KIPP DC will focus on Tier 1 systems and practices at each grade level to ensure that all students have a high-quality Tier 1 experience before being referred for additional supports.
- Early childhood schools will incorporate in-class lessons that promote social and racial identity with our youngest learners in PreK3 - Kindergarten.
- Elementary schools will adopt a social-emotional learning curriculum to be taught by teachers and mental health coordinators in each school and align teachings from these lessons to normed cultural practices throughout the school.
- Middle schools will adopt a social-emotional learning curriculum to be developed by school-based PBIS coordinators and mental health practitioners, and taught by teachers during advisory periods multiple times per week. The concepts from these lessons will be integrated with the larger push for positive behavior incentive plans that PBIS coordinators will implement in schools.
- High schools will adopt a social-emotional learning curriculum to be developed by teachers and mental health practitioners and taught during advisory periods throughout the week.

Each grade level at KIPP DC will adopt a needs assessment to determine student areas of social emotional support. This includes the DECCA at the ECE level, the KIPP CARE Rubric (Cultural Affirming and Responsive Experience) for ES, MS, and HS that will examine school culture through an equity lens. MS and HS will also use the 2019 YRBS data to inform school-wide programming around high level mental and physical health needs identified in the surveys (e.g. suicide prevention lessons, etc.).

Students in need of acute mental health services will continue to be referred through our Tier 3 level of MTSS. Tier 1 systems and supports will focus on the entire student population. This includes normed routines and expectations, verbal de-escalation strategies, redefined interaction norms that are culturally appropriate, in-class social emotional learning lessons, and culturally responsive discipline practices. For students with acute grief and trauma as a result of the pandemic, KIPP DC will partner with community organizations that specialize in trauma and grief counseling to provide therapy.

MHPs will continue to provide direct services to students in need of mental health support, in collaboration with existing partner clinicians (CBO clinicians with Catholic Charities and Mary's Center, clinical psychologists (KIPP DC and WISE), psychiatrists (WISE). Please see the attachments in the Supporting Documents section for further information.

#### **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.**

As they do each year, KIPP DC headquarters staff will provide training to all school leadership teams on appropriate and legal approaches to student behavior and discipline. This training will include special considerations regarding how best to work positively with early childhood and elementary students while abiding by DC Health guidelines in an age-appropriate way, how to implement discipline in a remote setting, and reminders of DC's school discipline legal requirements.

All school leadership teams will be provided with guides on how to respond to student behavior in ways that de-escalate, are trauma-informed, and minimize the use of exclusionary discipline practices (e.g. suspensions). Notably, KIPP DC requires all principals to receive the approval of their supervisor, the Deputy Chief Academic Officer, before issuing a suspension of any length. KIPP DC's school leaders and Deputy Chief Academic Officers regularly work with KIPP DC's Director of Student Policy to ensure all suspensions are executed in accordance with DC law and are equitable across the district.

Students in grades 6-12 will participate in SafeSchools training on a variety of topics, including student health and sexual misconduct. Additionally, when students are consistently exhibiting negative behaviors or experiencing challenges at school, KIPP DC convenes teams of teachers, student support staff, and mental health professionals to troubleshoot, generate solutions, and create action plans. Finally, KIPP DC's leadership, policy and data teams regularly review the use of exclusionary discipline and whether exclusionary practices disproportionately impact specific groups of students.

**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.**

KIPP DC has contracted with Preferred Meals, Revolution Foods, and Heavenly Edibles to provide nutritious food for qualifying students regardless of their learning environment. Students who attend school onsite will eat meals both in classrooms and in cafeterias. In all instances, students will abide by necessary distancing requirements consistent with DC Health and OSSE regulations. At a minimum, students will eat meals at least three feet apart. All vendors, lunch administrators, and teachers will receive training around compliance with federal and local guidelines. All staff members will have access to necessary personal protective equipment within their classroom or cafeteria as needed.

Over the past school year, KIPP DC is proud to have provided free meal delivery to any KIPP DC families in need. Families who are learning remotely can expect meal delivery or pickup services to continue as needed. For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided via delivery or pickup at a designated campus convenient to the student. Families will complete an online registration form to request meals and specify any dietary requirements.

## **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.**

KIPP DC will provide professional development for teachers around self-awareness and identity as it relates to one's ability to be emotionally recovered from the impact of the pandemic and being able to provide a supportive environment for students upon their return to school. These sessions will occur during summer PD and have follow-up sessions to assess implementation of strategies in the fall. KIPP DC will continue to partner with an Employee Assistance Program that provides up to five free counseling sessions for all manner of personal and workplace stress. Additionally, KIPP DC provides regular Wellness days for staff with professional development in the morning and no assigned work in the afternoons. Finally, KIPP DC provides a number of benefits for staff including reduced price gym membership, free meal delivery, and discounts on local programs.

## **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.**

KIPP DC communicates with families about safe reopening, student well-being, and accelerated learning in a variety of ways. KIPP DC regularly meets with a group of highly engaged parents through its Parent Advisory Board. KIPP DC has held regular KIPP Conversations on a variety of topics to virtually engage with families and receive feedback and input. KIPP DC also employs Engagement Fellows to conduct parent interviews on a variety of topics. Finally, KIPP DC regularly provides surveys to families to solicit feedback on a variety of topics. In each of these methods of communication, KIPP DC can provide interpretation services to ensure all families can access materials.



Each KIPP Conversation has time set aside for questions, feedback and input. Parent Advisory Board sessions are entirely parent input, inclusive of an Engagement Policy meeting that we hold annually to identify how we should be engaging parents. Our core components are:

- This is what we heard
- This is what we have done
- What do you think we should be doing

During this meeting, we highlight the 6 standards of parent and family involvement and ask families, what do you currently see, what should we continue doing and what should we consider implementing. Those standards are listed below:

- Communication
- Parenting
- Student Learning
- Volunteering
- School Decision Making and Advocacy
- Collaboration.

For further information and examples of meeting materials, please see the Supporting Documents section.

## **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.**

In school year (SY) 2020-21, KIPP DC provided all students with access to devices to access virtual instruction and internet hotspots when appropriate. KIPP DC also offered a variety of in-person learning options consistent with OSSE guidelines and health and safety requirements.

We identified which students were consistently less engaged with distance learning based on the following behaviors: student attendance, work completion rate, responsiveness/participation in outreach, student grades or GPA, activity on-line, or participation in class discussions. Each school worked closely with an attendance coordinator, mental health practitioner, data analyst, and compliance manager to determine appropriate interventions to ensure attendance at virtual learning or in-person learning. These interventions include daily phone calls, the creation of attendance plans, flexible education plans, and others.

## **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;**

KIPP DC will use diagnostic, interim, benchmark, end-of-course assessments, and end-of-year assessments in all grade levels and core classes. Please refer to our Draft Assessment Calendar in the Supporting documents section for a comprehensive list of assessments. Our primary external assessments by grade band are listed below:

- Early Childhood: Tools of the Mind assessments (math and literacy), MAP (math and literacy), F&P (literacy), Really Great Reading (literacy)
- Elementary: MAP (math and literacy), F&P (literacy), Really Great Reading (literacy)
- Middle School: MAP (math and literacy), Reading Inventory (literacy), i-Ready (math)
- High School: MAP (math and literacy), Reading Inventory (literacy)

For elementary students, middle school students, and high school students, we will also administer interim assessments in science, math, and ELA. For math and ELA, we will either use ANet or teacher-created assessments based on standardized tests. For the sciences, we will have KIPP DC-created unit tests (using our Edulastic platform to deliver these assessments to students and collect outcomes for analysis and evaluation) aligned with our science curricula and supplementing any formative and published assessments that come with the curricula. Finally, all grade levels will use additional assessments created by KIPP DC when 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);**

Please see the attached Draft Assessment and Survey Calendar for KIPP DC’s most up-to-date thinking regarding assessment timeline.

For elementary and middle school science we will administer the end of unit assessments using the Amplify curriculum. There will be approximately three end of unit assessments for the first semester. This will differ across elementary schools due to the variability of their schedules and the frequency with which they have science. For middle schools, we will follow the below schedule:

Grade	Assessment Date
5th	Modeling Matter – September 27 <sup>th</sup> The Earth System – November 13 <sup>th</sup> Ecosystem Restoration – January 13 <sup>th</sup>
6th	Microbiome – February 8 <sup>th</sup> Metabolism and Engineering – March 15 <sup>th</sup> Thermal Energy – May 5 <sup>th</sup> Earth’s Changing Climate – June 6 <sup>th</sup>
7th	Geology and Mars – February 8 <sup>th</sup> Plate Motion & Engineering – March 16 <sup>th</sup> Chemical Reactions – May 5 <sup>th</sup> Matter, Energy & Ecosystems – June 6 <sup>th</sup>
8th	Harnessing Human Energy – September 8 <sup>th</sup> Force and Motion – October 12 <sup>th</sup> Natural Selection – December 3 <sup>rd</sup> Evolutionary History – January 11 <sup>th</sup>

For high school biology and chemistry we will administer the KIPP Foundation end of unit assessments on Edulastic. There will be approximately 6 units for biology and 9 units for chemistry. Interim assessments will be given at the end of the second quarter and at the end of the fourth quarter.

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

## **grades; and**

KIPP DC sets goals for performance on the NWEA MAP. These goals are based on the typical growth ranges published by NWEA. After the fall assessment window, KIPP DC determines the typical growth range for a student based on their initial score and sets a goal for that student. Then, KIPP DC evaluates student performance on these goals in the winter administration of the assessment and again in the spring administration. Performance on the MAP assessment is an excellent early indicator of which students require additional interventions.

- **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**

After the fall assessment window, KIPP DC determines the typical growth range for a student based on their initial score and sets a goal for that student. Then, KIPP DC evaluates student performance on these goals in the winter administration of the assessment and again in the spring administration. Performance on the MAP assessment is an excellent early indicator of which students require additional interventions. For students who require additional support, KIPP DC convenes teams of teachers to discuss possible interventions and decide on an action plan for a specific student. These interventions can include additional instructional time in the form of high-dosage tutoring, smaller group sizes, additional independent assignments to be completed at home, a change in the curricular materials used with a specific student, or other supports.

- **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 36 students enrolled in non-public schools. They are enrolled in Accotink Academy Therapeutic Day School, Foundation School of Montgomery County, High Road of Maryland, Ivymount School, Lt. Joseph P Kennedy Institute, New Beginnings Vocational Program DC, Pathways School, Phillips Program: Fairfax, Phillips School: Annandale, Phillips School: Laurel, Sheppard Pratt School: Lanham, Sheppard Pratt School: Rockville, The Foundation School at PG County, and The Village Academy of Maryland, per OSSE's placement process. We collaborate with all placement schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: Collecting and reviewing all NPP Remote Learning Plans, approving all continuing payment requests during remote closures, partnership with NPP placement schools to ensure all students had access to technology and providing Chromebooks and hotspots when requested, providing technical support on the creating of interim learning plans, supporting with the monitoring of student attendance and other troubleshooting as requested. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. KIPP DC attends all IEP meetings as the LEA representative and supports the team in ensuring that the IEP goals reflect any additional supports that are needed as a result of a disruption of learning. We communicate directly with families to support them through the enrollment process, placement logistics within the continuum of supports, and any additional troubleshooting support as requested.

### **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.**

As described in the previous questions, KIPP DC has extensive plans for assessing students through multiple means, monitoring their progress, and providing additional support. KIPP DC collects and stores student data in a variety of systems, including ARC, DeansList, and PowerSchool. KIPP DC also works closely with Achievement Network, Empower K12, and TNTP to collect and analyze data in a way that supports our staff with addressing student learning needs.

This summer, KIPP DC will provide targeted math and literacy tutoring to groups of students virtually and in-person. Students attending on-campus KIPP DC camps will have access to 1-1 tutoring with the Literacy Lab and students who are not attending in-person camps will be able to access mathematics tutoring with Mathnasium.

Furthermore, KIPP DC is launching an academic acceleration program and hiring staff to manage the new program. The Academic Acceleration Program is a pro-active program designed to support general education students who are performing significantly below grade level benchmarks and standards. Students considered for entry into this program will be those who are identified as being in the bottom percentile of students according to beginning of year diagnostics. These students will bypass school-based supports for students in tier 2 and tier 3 and engage in an 8-week cycle of academic acceleration with a campus-based accelerator who will:

- Provide small group instruction in accordance with the student's instructional plan
- Analyze and respond to student data
- Monitor progress of instruction action plans assessments, daily instructional notes and weekly summary reports
- Provide a weekly summary report of the student's progress and updates to the instructional plan

At the end of an 8-week cycle, student progress will be assessed and a determination will be made in collaboration with school leaders, families and accelerators to either continue participation in the Academic Acceleration Program, or re-enter school-based supports for tier 3 and tier 2.

**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.**

KIPP DC will provide additional instructional staff throughout all grade levels and campuses to ensure that students are making adequate academic progress. This investment in additional staff is a critical strategy to respond to lost instructional time as a result of the pandemic. Additionally, KIPP DC will train staff members on high-dosage tutoring and other strategies and partner with out of school time providers to ensure that all students receive the support they need in the upcoming school year.

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Chief Academic Officer and Deputy Chief Academic Officers, our coaches and our school leaders.

We are identifying what worked well by looking at a variety of factors including family and teacher feedback through surveys, assessment results from students, and best practices in re-establishing strong classrooms and schools. Using information gleaned from the 2020-2021 school year, we are planning on supporting teachers through professional development and coaching throughout the year. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will assess student performance on an on-going basis, review data on student behavior, and student attendance. We will use these and other data points to continue to determine student need and teacher development based upon that need.

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

KIPP DC will extend a variety of effective practices introduced during distance learning to enhance students' academic and/or social emotional progress. KIPP DC will continue to employ a variety of strategies for communicating with families. During the 2020-2021 school year, KIPP DC staff were generally unable to hold face-to-face conversations in-person with families and had to resort to other modes of communication including phone calls, FaceTime, Zoom calls, text messages, the Remind application, School Messenger, social media (Instagram and Twitter), etc. Moving forward, KIPP DC will continue to employ a multi-layered system for communicating with families and will not rely only on 1-2 forms of communication for families.

Additionally, during the 2020-2021 school year, KIPP DC purchased Chromebooks or iPads for all KIPP DC students. Previously, KIPP DC had purchased devices for all students for school use only. These new devices were intended for use by students at home. Moving forward, KIPP DC will continue to ensure that all students have access to a device for learning at home and a device for learning at school. This 2:1 device to student ratio has a number of advantages:

- Minimizes chances for device damage while transporting devices back and forth to school.
- Ensures that all students have access to a device at school that is fully charged, operational, and regularly checked on by KIPP DC staff.
- Allows students to engage in remote learning if needed due to illness, quarantine requirements, or other reasons.

**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 vital 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 continue to offer a number of supports to ensure student success. Both KIPP DC high schools will offer virtual credit recovery options during the summer for students. Each year in the summer, KIPP DC staff identify students who are missing credits needed for graduation through a comprehensive audit. After this audit, KIPP DC staff provide options for students to earn credits outside of the traditional school day and school year. Any student who wishes to can access credit recovery programs. KIPP DC employs dedicated staff to work directly with students on credit recovery. Additionally, KIPP DC employs a dedicated 12th grade Dean of Students to manage the credit recovery process.

KIPP DC's credit attainment, recovery, and support systems consistently ensure a high on-time graduation rate for students consistently.

Our high school students receive robust college and career counseling and supports that are designed to enrich their academic journeys and ensure success after graduation. Ninth and tenth grade students receive guidance and participate in various career and college exploration opportunities, including college/career field trips, panels and other exploration opportunities, and individualized academic/on-track meetings as needed.

In eleventh and twelfth grade, students are assigned an individual counselor and work closely with this individual (and the broader team) to develop individualized college and career wish lists and application plans. In a typical year, KIPP DC offers multiple college tours off-site and college admissions visits at our school sites. We also maintain strong relationships with CTE and employment partners and host info sessions open to the school community. Twelfth graders across our network enroll in Senior Seminar, a course designed to prepare students for post-secondary transitions, provide application and financial aid training and support, and build self-advocacy skills that will enable their success after graduation. All of our KIPP DC families have access to 1:1 FAFSA and application completion support, and students who graduate from our high schools are supported by KIPP Through College and Career advisors as they matriculate to (and persist) in college and or/CTE programs.

COVID-19 has highlighted the importance of creating and leveraging virtual opportunities for our students and families to meaningfully connect with school staff and post-secondary partners. In the past year, we found ways to offer our typical in-person programming and 1:1 support in virtual formats. As we enter SY 2021-2022, we know that dual options (in-person and virtual) will be vital for our families. While we will return to in-person programming and support for SY 2021-2022, we will also offer opportunities for students and families to receive virtual support including 1:1 Zoom meetings for application and FAFSA completion and virtual college visits and fairs.

### 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.

KIPP DC will work directly with families as part of the multi-disciplinary team process to ensure that all decisions regarding students' Individualized Education Plans occur in formal meetings with parents and staff at the table together. All students with disabilities will participate in diagnostic assessments at the start of the year and the school teams will recommend changes in response to those assessments.

The LEA has an extensive plan for assessing students through multiple means, monitoring student progress, and providing additional support if needed. For students with identified disabilities, we plan to observe, assess and monitor all students upon their reintegration into in-person learning. We will hold meetings with all families throughout the school year to review their updated data and determine additional supports on an individualized basis. Campus based student support team members will work with their school teams to ensure that all students participate in assessments upon their return to school with the appropriate testing accommodations as needed. Campus based student support team members will also support school teams in data analysis with a lens of viewing students with disabilities. Additionally, school teams will review the progress monitoring data collected throughout the 2020-2021 school year on individualized IEP goals to determine if additional support is needed.

Students with disabilities will follow the same assessment parameters outlined for our general education students (below):

- BOY Assessment Battery
- Implementing a Bridge Approach to account for standards that were omitted during the 2020-21 school year
- Prioritizing standards in each strand
- Spending more time on lessons associated with "power standards"



- Spiraling in omitted standards at critical bends in each unit

Using a shorter assessment cycle and administering mini-diagnostics at the beginning of each unit. We will conduct BOY assessments to determine instructional support for all students who require accelerated learning. For students with disabilities, we will use that data and determine if additional supports need to be formally documented on the student's IEP through an MDT meeting that includes the student's family. At the campus level, schools are using BOY assessment data to determine shifts within the Tier 1 setting to include accelerated learning pathways for students within the curriculum. School teams will communicate directly with families regarding the instructional approaches designed for their students.

Campus based student support team members will meet with school leadership to review students who are receiving accelerated learning and interventions to ensure students are receiving services in their least restrictive environment. Should students require distance learning through our virtual program and they receive related services through an IEP or 504 plan, the related service providers may consult with parents to provide strategies and support either by phone or on a Zoom call. Related service providers will document these supports through the students' service logs and the internal communication system (Deanslist)

The LEA will continue to ensure that all barriers are removed so that families members with a disability, or limited English speakers, have full access to all programs, services, or activities. During the 2020-2021 school any family member of a student with a disability, or English Language Learner, who required an accommodation, or interpreter, was documented during the individualized learning plan meeting process for implementation. Additionally, through parent surveys as well as on-going parent communication, accommodations, or interpreted services, were also documented and provided to families. During the 21-22 school year, KIPP DC will continue to be intentional about inquiring and providing appropriate aids and services so all families can access content to support their child's learning.

**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.

We will screen all new to KIPP students, enrolling in a DC school for the first time, who have indicated a language other than English on their Home Language Survey at the beginning of the school year in accordance with the OSSE requirements. If the student answers yes to any of the essential questions on the Home Language Survey, and are also enrolled in distance learning, the ELL teacher will administer the provisional screener to determine whether the student is identified as needing additional ELL services within (30) days of the first day of enrollment.

The LEA will notify parents of ELL students that their child was identified as needing ELL services. This will be done to the extent practicable in the language that the parent(s) can understand. ELL teachers will track and document the issuance of Parent Notification Letters and Parental Consent for Services. The Parent Notification Letter contains the reason for identification as an ELL and placement in a language assistance program, the child's level of English proficiency, the method of assessment, the method of instruction, how the programming will help the student meet age appropriate academic standards, and the specific exit requirements for the program.

The ELL teachers will review data for all previously identified ELL teachers through the universal screeners administered by the schools for reading and writing skills at the beginning of the school year. This data will inform the annual goals drafted for ELL students to work toward English proficiency in the (4) language domains. During the 20-21 school year, there were (2) students who received a provisional screener. Both students were able to have an in-person screening completed in February 2021. At this time, KIPP DC does not have any additional students who were provisionally screened during the 20-21 SY and will not need to conduct any re-screenings at the beginning of the 21-22 SY.

We will have our ELL Teachers attend regional summer professional development regarding the Tier 1 ELA curriculum to ensure that there is transferable teaching happening between the classroom environment and the ELL services the student is receiving.

We will use the network ELA curriculum to establish a baseline and monitoring how ELL students are doing using our Analytics and Reporting Center (ARC) to pull how this subset of students are doing across the network in relation to their grade level peers.

Related to learning acceleration, KIPP DC has hired an additional staff member to work directly with and support ELL students. All ELL students, whether in-person, hybrid, or remote, will have access to the same acceleration supports as general education students, with the ability to access acceleration services and high-dosage tutoring opportunities. ELL teachers and general education teachers will meet regularly to review all students' data, particularly on assessments described in Question 10 to ensure that all students are making progress and to put in place Tier 2 or Tier 3 supports when needed. Particular effort will be placed in connecting equally with remote teachers for those ELL students being served virtually as in connecting with our in-person staff, to ensure that all ELL students are receiving these acceleration supports.

## 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.

KIPP DC has made extensive investments 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. These investments have ensured

that students are able to distance appropriately and cohort when necessary. To that end, KIPP DC has made additional classrooms available to students for instructional purposes and lowered group sizes. This creation of additional classrooms has required extensive renovations, the purchase of additional furniture, and hiring additional instructional roles. KIPP DC will hire between 3-6 additional teachers per school for the 2021-2022 school year at a cost of approximately \$9 million.

**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.**

KIPP DC plans to provide excellent, high-quality tutoring and enrichment programming to up to 2,000 students on campus, off campus, and virtually for multiple weeks this summer at a cost of approximately \$1.7 million. KIPP DC students are participating in a variety of programming options including:

- Academic and non-academic enrichment programming at four of our campuses paid for by KIPP DC. This programming will occur from June 28 - July 23. This includes everything from math and reading tutoring to dance classes.
- Off-campus programming with partners including Headfirst Sports Camps and the Washington Nationals Youth Baseball Academy paid for by KIPP DC.
- Programming at one of the many programs we have found for students off campus at discounted or no cost to families.

All on-site programming will follow the latest public health guidance, as well as our health and safety protocols. Our [summer program webpage](#) highlights the robust programming we will be offering.

In addition to the additive instructional roles and smaller group sizes detailed above, KIPP DC expects to invest at least \$1.5 million in targeted math and reading interventions, hiring tutors, and providing students with high-dosage tutoring opportunities in the summer and the school year.

**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.**

We expect to supplement our core school model and meet the needs of our students and families in a variety of ways, including:

- On top of a 1:1 device policy at school, give every student a laptop for use outside of school for homework, enrichment, and to extend some of the benefits we've learned re: home learning
- Provide a stand-alone virtual program for SY22 for any student needing it. See question 2 for more information on KIPP DC's virtual program.
- Hire and support a math and reading intervention team across all campuses.
- A math and reading accelerator team, including in-school and out-of-school support for staff and students
- Expand our current out-of school programs with additional seats for students, as well as increasing the budget for school-based tutoring programs. Each school has up to \$20,000 allocated to set up teacher-taught after school tutoring sessions. This allows schools to have enough funding to pay teachers for additional tutoring, as well as reach more students
- Build out robust athletic and extracurricular programs for our students
- Continue to provide home internet support for families in need
- Continue to provide meal delivery service for families in need

A strong operating approach for SY22 will continue to require a healthy and safe learning environment in our schools. This is a multi-faceted concept that is continuously evolving with vaccine uptake and eligibility. That said, we have and will maintain the following health and safety protocols which balance proven health safety, efficiency, and confidence building:

- Air quality upgrades - all campuses have been outfitted with a combination of UV-C and HEPA technologies to filter and improve air quality. The UV-C technology is permanent and will improve overall air quality indefinitely.
- Facility upgrades - all campuses have been outfitted with fixtures in line with CDC guidance (e.g., touchless faucets and

fountains, hand sanitizer). Again, this is a permanent change.

- PPE - we will continue to offer and use PPE throughout the building for staff and students. While some PPE guidance is changing we anticipate mask usage for most/all of next school year.
- Additional nursing and operational expertise - for at least next year we anticipate supporting campuses with two additional roles: a COVID-19 specific nurse and a COVID-19 specific operational lead. At least one and perhaps both of these roles will be contracted out.
- COVID-19 testing - given the public health and school benefit, we anticipate continuing to screen staff and students with a combination of pooled and individualized tests. KIPP DC staff and related contractors will continue to handle all contact tracing (and report to DOH as required)
- Other efforts - improved cleaning protocols, COVID-19 mitigation signage, new furniture

In addition to new summer programming described above, we will hold our traditional summer activities in new and different ways:

- Professional development for KIPP DC leaders and teachers will remain mostly virtual throughout the summer. There will be some school-based development at the end of July, as schools prepare to return to in-person in August.
- Operations teams will be on-site preparing campuses by mid June, and have a slate of facility projects and classroom preparation to ensure a strong start for SY22 (e.g., installing new furniture for social distant classroom set ups, adding outdoor learning / play spaces, moving multiple schools, preparing new spaces in trailers or DPR facilities, adding thermal screeners to each school's main entrance)
- Technology teams will receive any damaged Chromebook laptops in mid June with plans to re distribute to all students in early August - planning for one laptops at home and one at school for each student.

**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.**

KIPP DC is developing opportunities for students to participate in high-dosage tutoring during the regular school year and participate in high-quality out of school programming. These tutoring programs will be targeted to students most in need of academic support. While KIPP DC's student population is predominantly students of color from low-income families, KIPP DC staff are ensuring that tutoring and out of school opportunities will respond to students disproportionately impacted by the COVID-19 pandemic. At the beginning of the school year, all students will be assessed for necessary skills and intervention strategies will be designed to address gaps where they exist.

## 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.