

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Social Justice PCS

LEA Head of School Name: Mr. Myron Long

LEA Type: Middle School

Date Generated: 08/20/2021

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 Social Justice School allows for on-site learning for all students for 180 days at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found using [this link](#). A sample schedule of a typical school week can be found using [this link](#).

The Social Justice School (SJS) will offer full-time In-Person Learning for all of our scholar-activists for the 21-22 school year. We will have 9 classrooms that can safely accommodate at least 30 scholar activists each. Given our small school size, each classroom will have approximately 17-20 scholar activists which will allow ample space for social distancing.. SJS has 10 staff members who will be able to provide in-person instruction.

We will ensure that all students have access to the materials that they need in order to be successful during in-person instruction. All students, both in-person and online, will receive the following materials for each class:

- Samsung Chromebook
- Texts and workbooks from the EL Literacy Curriculum
- Workbook from Illustrative Mathematics
- Workbook and Science materials from Amplify Science
- Additional sketch and raw materials for their Liberatory Design Lab, World Language and Health classes.
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- In addition, each family will have access to Google Classroom, Zoom and Powerschool in order to review their scholar’s grades and attendance report. In order to ensure that our families know how to utilize each of these virtual platforms, we will host a “Back to School Night” for all families during the second week of school. We will also distribute materials for students who are receiving instruction online the week before school starts. The Materials Distribution day, for students who are online, will

include a tutorial for students and families on how to access their assignments on Google Classroom, how to check their grades and attendance on Powerschool, and how to log into Zoom so that students can be successful.

In the instance that a scholar or staff member is excluded from school due to a confirmed or suspected Covid-19 exposure, we will ensure that scholar or staff member will have adequate access to technology and any necessary learning materials in order to fully engage in distance learning.

- **Staff Members:** In order to reduce the spread of COVID-19, we are requiring all staff to take their school-issued technology home with them each day. This procedure will be in place just in case they are exposed or receive a positive COVID-19 test when they are not in the building. If a staff member needs any additional learning materials or instructional texts, it will be mailed to their home address within 48 hours.
- **Scholars:** In the instance that a scholar-activist is excluded from in-person instruction, our Family Engagement Specialist will deliver a loaner Chromebook within 48 hours via contactless dropoff. Additionally, we will use swivel cameras that will transmit in-class instruction to scholars learning from home.

In the event that our entire campus is closed due to an outbreak (COVID-19), SJS will ensure that our students and families are prepared to transition to distance learning. To do this, we will provide families with an electronic copy of our COVID-19 outbreak distance learning schedule and ensure that each student has a Chromebook and instructional materials. Additionally, our Family Engagement Specialist and Senior Operations Manager will send a robocall, email and automated text message to all families to inform them of the COVID-19 outbreak.

As a proactive follow up, we will directly call any family who doesn't pick up the robocall or automated text message. We will then host a Community Meeting on Zoom to review the COVID-19 outbreak schedule. Once we review the schedule with our families, members of our Leadership Team (Director of Operations (DOO), Director of Student Support Services (DSS), Principal, Senior Operations Manager (SOM), Executive Director (ED), and Family Engagement Specialist (FE) will deliver Chromebooks and materials to each scholar's home via contactless drop off.

In the event of an unexpected closure or partial closure, we will communicate with families within the same day of the decision by sending a robocall, email and automated text message to inform them of the unexpected or partial closure. Members of our Leadership Team will be available on an on-call basis to answer any questions that families may have. Our families will be able to reach each Leadership Team member by calling their school-issued cell phone number or by sending an email to their school email address.

Additionally, should our building close unexpectedly, all scholars will be able to access all of our school's curriculum by using our personalized Google Site. This website houses links to all virtual learning platforms that teachers use during daily instruction (i.e. Nearpod, Google Classroom, Dreambox, iReady and LearnZillion)

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.**

As an LEA, SJS will deliver distance learning programming for students with medical certifications. Students who receive this method of instruction will follow the same schedule as their in-person peers. To do this, teachers will simultaneously provide synchronous instruction for their in-person students and online students by utilizing a Poly Studio USB camera.

- **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;**

Teachers at SJS will use the Poly Studio to support synchronous instruction for students who are learning online. This particular camera model is used by universities and schools across the country and allows teachers to simultaneously teach students in-person and remotely. The Poly camera tracks the person who is speaking so that the teachers can move freely throughout the classroom and so that teachers can provide instruction to both groups of students. Students will follow the instruction (via the Poly camera) on their school-issued Chromebook using an online meeting platform such as Zoom. Teachers will broadcast their lessons via Zoom so that students have the opportunity to ask questions and participate via the chat function on Zoom. Teachers will require students to complete tasks on Google Classroom so that both students who are in-person and online can have the opportunity to share their work. Students at home will have opportunities throughout the lesson to join a small breakout room via Zoom. In addition, students who are

remote will have the opportunity to get direct feedback and support from their teachers during office hours which will happen each day at the end of the school day.

- **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**

In order to facilitate this process effectively and ensure that our medically-excluded families know how to utilize each of our virtual platforms, we will host a technology training session during our “Back to School Night.” During this training, these families will learn how to use each of the relevant learning platforms, how to support their scholar with a strong at-home learning environment, and they will receive all of the necessary curricular and supplemental materials. We will also offer this training virtually for families who aren’t able to attend in person.

- **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.**

We will provide all assignments to students learning from home on Google Classroom as well as provide access to all texts via Learnzillion, Amplify Science, or Google Classroom. Students learning from home will also have access to i-ready (for reading and math enrichment and intervention)..

Additionally, our teachers will collaborate with our Student Support team weekly to tailor instruction to individual scholars depending on their unique needs and learning styles. To ensure that the above remote learning model is highly effective, we will employ the following:

- Staffing Model: One General Education Teacher & One Inclusion/Intervention Teacher in each classroom
- Materials: School Classroom, Instructional Texts/Novels/Workbooks
- Technology: Teacher Laptop, Poly Studio USB Camera, Student Chromebook
- Schedule ([21-22 Schedule](#))

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.**

Our Leadership Team will implement the Panorama Survey to students, staff, and families. We will use the results of the surveys to guide our SEL program as described below.

Social Justice School (SJS) is committed to ensuring that our scholar-activists develop as whole human beings. To that end, we provide a variety of opportunities/structures to support our scholar-activists' social-emotional, mental and behavioral health needs. SJS is an Expeditionary Learning [EL] school. As such, we implement a structure and a philosophy called CREW. This structure is in place as a means to support each other during times of triumph and setbacks and that we are one community working together to achieve social justice.

In the 2021-22 school year, each scholar will be a part of a tight-knit CREW (12 students to 1 teacher) and they will meet daily every morning before they begin their core content classes. These daily CREW meetings are designed to explicitly address our scholar's social-emotional wellbeing and to emphasize the different facets of our Habits of Scholarship and Character framework. Crew is the structure in which students receive their Social-Emotional-Learning lessons.

Twice a month, we will utilize an EL Crew Survey that will assess our scholar's engagement with their CREW members and determine if there are any gaps in our curriculum. In addition to CREW, scholars will attend a weekly Community CREW every Wednesday. At Community CREW, we reinforce the SEL lessons that are first taught in CREW and it's an additional opportunity to address needs as they arise and to celebrate the hard work of our community.

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.

At The Social Justice School, we believe in providing targeted support to students based on their actual needs. To do this, SJS has implemented a robust Response to Intervention (RTI) process. Any staff member can refer a student for the following types of concerns: academic, behavioral, attendance, and social-emotional. Students are referred to our Social Worker and the Director of Student Support Services. The Director of Student Support and our Social Worker meet to determine the first initial check-in post a student referral. The Student Support Team meets with the student, the teacher and the parent to identify the possible barriers to the scholar-activist being successful.

The goals of the intervention are documented and tracked weekly. After four weeks, the SST team will reconvene to determine if the intervention was successful. At SJS, RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on

individual student responses to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The members of The Social Justice Response To Intervention team may include, but not be limited to the following professionals:

- Referring Teacher
- Director of Student Support
- Principal
- Counselor
- If applicable: Any related service provider (Occupational Therapist or Speech Language Pathologist)
- Parent (if appropriate)

SJS will implement a tiered approach to mental health. Our social worker will support students who are referred and for students who are on their caseload because of the student's Individualized Education Plan. In addition, SJS will continue to partner with Onyx Therapy Group to provide a tiered approach to providing access to mental health clinicians. We offer a tiered approach to support the mental health of our community. In collaboration with Onyx Therapy, our Leadership Team began the Audre Lorde Therapy Program -- a whole-person, whole-family approach to mental health support. This program is offered to students, their caregivers, and any other family member who might need mental health support. The three tiered program is outlined below:

- **Tier I:** Psychotherapy sessions that are aimed to support the development of trauma-informed parenting skills.
- **Tier II:** Group therapy which creates collective spaces for participants to receive mental health support based on common needs.
- **Tier III:** Therapy that is tailored to meet the individual needs of participants. We offer a similar tiered approach for our teachers as well.

Positive Behavior Intervention Systems (PBIS)

SJS will use the Positive Behavior Intervention Supports System (PBIS) to encourage positive behavior. This is a research-based program, shown to work with similar populations that includes incentives for positive behavior, and consistent behavioral expectations across the school. In addition to PBIS, we have school-wide support in place for recognition of positive behavior and examples of the Habits of Work and Character such as awards and recognition at our Community Meetings. We support students by explicitly teaching our Habits of Work and Character and setting Habits goals, as well as facilitating community-building activities during CREW. When harm occurs, restorative practices will be used for those involved "to understand what happened, its impacts, and how to repair the harm."

We have a tiered PBIS system so that ALL students can participate in incentives and not just the same group of students. There is an earned incentive twice a month, such as a roller-skating party and there are quarterly incentives that all students will be able to participate in as members of our community.

Restorative Justice

As a Social Justice school, committed to equity, we will use restorative justice practices. These practices

encourage students who are involved in major conflicts or behavior issues to do a healing session (for themselves and the community) before they re-enter the community. This may be a circle, a formal apology, or listening to how their behavior affected others. These circles build key Habits such as apologizing, listening, empathy, taking responsibility for actions, and creating positive change. Instead of being ostracized, students are re-integrated into the community. They often have been shown to have a preventative effect as well, as all students hear how another student's actions may have negatively affected the community. They are also a key component of Social Justice because they represent a designed response to systems of oppression and allow students to problem-solve their own challenges. They also allow for feedback from peers and adults. Finally, restorative practices exemplify our value of being empathetic.

Developmental Designs

Developmental Design is an approach to creating a school culture where students are invested. In this model, teachers teach students to be self-aware and to manage their behavior. To do this, students and teachers work together and democratically establish 3 to 5 consistent schoolwide positively stated expectations. These expectations are taught and practiced during Crew. The 3 to 5 consistent school-wide positively stated expectations will be based on the themes of Safety, Belonging, Mutual Respect, and Engagement.

Teachers and students also work together to democratically establish 3 to 5 schoolwide pathways (redirections) towards self-control. The pathways of self-control are strategies that students use to get back on track when a disciplinary issue has occurred. It's important to note that Developmental Design stands in contrast with rigid one-size-fits-all classroom management frameworks. There are prescribed consequences for specific actions in rigid classroom management frameworks. For example, if a student does X then they automatically receive consequences. Developmental Design is built on the idea that teachers have a menu of pathways (consequences) to use in order to get students back on task. The teacher assigns the pathway that works for that student based on their relationship and knowledge of that student's need.

Those pathways could include:

- Take a Break in the classroom (student is assigned or chooses to go to the designated "take a break" space with their work and rejoins the class when they are focused)
- Take a Break outside of the classroom (student is assigned to or chooses a space in a different teacher's classroom to go to and take a break space with their work, and rejoining the class when they are focused and check-in with the teacher)
- Loss of Privilege (student might not be able to attend recess or choose their seat during lunch)
- Short Problem-Solving Conference (student and teacher meet to identify a written agreement that both the teacher and student agree to in order to resolve the problem)
- Long-Term-Problem Solving Conference (student, teacher, and family meet to identify a written agreement that both the teacher and student agree to in order to resolve the problem that the student is facing)

School Discipline Policy

Our discipline policy will align with our approach and philosophy, which is inclusive and grounded in Social Justice. Our belief is that behavior policies should be trauma-informed and that self-awareness, self-management, and responsible decision-making are skills that can be taught. We will analyze our behavior data through an equity lens in order to ensure that our systems and policies do not result in disproportionate suspensions or office referrals for any subgroups. This includes analyzing behavior data and observing in

classrooms to ensure that behavior policies are not unfairly targeting certain subgroups. It also entails frequent professional development for teachers on diversity, equity, and inclusion work as well as culturally responsive teaching.

A list of possible behaviors and redirections are below:

	Sample Behaviors	Redirection
1	Minor disrespect	Reminder/redirect
	Not following norms	Proximity
	Calling Out	Regroup/take break
	Unaccountable Talk	Positive modeling
	Checked out, off-task	Teacher/advisor check-in
		Move student
		Formal apologies
		Teach Habits of Character
		Reflection sheets
2	Using profanity	Office referral
	Possession of electronic items during the school day	Family Meeting
		After school reflection
	Disruptive behavior	Restorative circle
	Horseplay	Community service
	Disrespect to staff or other students	Short-term problem solving conference
	Excessive noise in the classroom, hall, or building	
	Running in the hall, or building	
	Offensive gestures (non-sexual or non-threatening)	
	Writing or tagging that is not permanent or etched/engraved into school property.	

<p>3</p> <p>Destruction of school or personal property valued at less than \$500</p> <p>Academic Dishonesty</p> <p>Excessive disrespect to staff or other students</p> <p>Failure to attend detention or class during the regular school day</p> <p>Forgery (including forging passes i.e. bathroom, library, nurse, etc.)</p> <p>Repeated Office Referrals</p> <p>Gambling</p> <p>Lying or giving misleading information to school staff</p> <p>Non-threatening verbal altercations including language that is bigoted or prejudicial or stereotypical</p> <p>Offensive gestures that are sexual or threatening behavior</p> <p>Possession, sale, or distribution of flammable products such as matches, lighters, lighter fluid, torches, firecrackers, etc.</p> <p>Promotion of fighting or other violent behavior</p> <p>Skipping class and/or leaving class without permission.</p> <p>Leaving the building without permission.</p> <p>Use of electronic devices (phones, laptops, e-readers, tablets, smart watches, etc.) access inappropriate content</p> <p>Unauthorized possession of over the counter or prescription medication</p>	<p>Meeting with family and Crew Leader</p> <p>Restorative Circle</p> <p>Community Service</p> <p>After school reflection</p> <p>Saturday School Service Projects</p> <p>Re-entry procedure</p> <p>Behavior Plan</p> <p>Family Meeting</p> <p>Long-term problem solving conference</p>
<p>4</p> <p>Unauthorized use, selling or distribution of over the counter or prescription medication</p>	<p>Tier 3 Consequences</p> <p>In-School Suspension</p>

<p>5</p> <p>Any willful behavior that caused, attempted to cause, or threatened to cause bodily injury or emotional distress on or off school grounds.</p> <p>Such behavior includes but is not limited to the following actions:</p> <p style="padding-left: 40px;">Bullying that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Unauthorized sale or distribution of Schedule 1 through Schedule 3 controlled substance that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Sexual misconduct, sexual harassment, sexual assault, lewd or indecent behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Dating violence that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Sale or distribution of drugs, alcohol, or other items that cause, attempt to cause, or threaten to cause bodily injury or emotional distress</p>	<p>Suspension</p> <p>Expulsion</p>

Possession or use of any item that can be used as a weapon that causes, attempts to cause, or threatens to cause bodily injury or emotional distress

Arson, biohazard or bomb threats that causes, attempts to cause, or threatens to cause bodily injury or emotional distress

Possession of any firearm (as defined by the Gun Free Schools Act)

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.

We believe that providing healthy and nutritious food is an act of justice. This is why we chose to partner with Revolution Foods in the 2020-2021 school year and have also renewed our contract for the 2021-2022 school year. Revolution Foods is a trusted and reliable food vendor in DC and they have been able to consistently provide healthy meals and snacks to our scholar activists. We will provide breakfast, lunch and snacks to all of our scholar-activists. As a CEP school, we are able to provide meals to all of our scholar activists free of charge. This year, we were able to utilize a meal delivery provider to drop off meals to our families who were participating in distance learning. These drop offs took place once a week on Mondays.

For the 2021-2022 school year, we will continue to offer a weekly box of meals for any families who choose to participate in distance learning. Our families will be able to pick up these meals once weekly on Mondays. We will coordinate with the family to arrange for weekly meals drop off. The meals that we will provide will be in alignment with any dietary restrictions. This drop off plan will be consistent with the amount of time that the scholar activist will be self quarantined. We will coordinate with the families of that particular cohort to arrange for weekly meal non-contact delivery via UPS or FedEx. The meals that we will provide will be in alignment with any dietary restrictions that the scholar activists have. This delivery plan will be consistent with the amount of time that the scholar activist will be self quarantined.

SJS will communicate our weekly food menus on social media, our website, and our weekly newsletter. In the event that our entire LEA is unable to operate, we will designate a pickup window for all of our families to come to our campus and pick up meals for the week.

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.**

At the Social Justice School, we are committed to supporting the social-emotional and mental health needs of our staff. To do this, we will execute on our wellness statement, see below, as a school.

WELLNESS PURPOSE

We take care of ourselves

We create space for us to listen and respond to our physical, emotional, spiritual, and mental needs

We support each other when we need to tend our physical, emotional, spiritual, and mental needs

We unpack our own social trauma in order to support our community unpacking their social trauma.

We are getting free by getting well.

HOW DOES THIS HAPPEN?

Circle of Freedom	Where does it live?	What do we ask?
<p>Create Space to Listen & Respond to needs</p>	<ul style="list-style-type: none"> • Large Adult Crew • Wellness Partners • Morning Check Ins/ Huddles- • One-on-one coaching sessions • Professional Development Days • Summer PD 	<ul style="list-style-type: none"> • What do I want to celebrate? • Have I done anything you want to highlight? • Have I done any harm? • What has it been like to be you lately? • Is there anything that is in the forefront of your mind that has to be resolved/shared so you can be fully present in this meeting?
<p>Support each other to tend to needs</p>	<ul style="list-style-type: none"> • Professional Development- Problem solving practices • Check In's/Huddles • Adult Crew • Summer PD • Leadership Team Meeting 	<ul style="list-style-type: none"> • How can we support you in getting what you need? • What do you definitely NOT want to happen? • What do you definitely NOT want us to do for you? • Is there someone else in our crew or in our larger village in order to solve the problem? • Do you need time to connect with a person to problem solve? • Do you have an idea of what you want the outcome to look like?

<p>Unpack own social trauma through storytelling</p>	<ul style="list-style-type: none"> • Adult Crew • Wellness Partner • Coaching Meetings • Summer PD- Leadership Leads 	<ul style="list-style-type: none"> • What hurt am I holding on to? • Why does this thing hurt me? • What story am I telling as a result of my hurt? • How is this hurt showing up in my day to day thoughts, perceptions, and actions for myself and others?
<p>Getting free by getting well</p>	<ul style="list-style-type: none"> • Adult Crew <ul style="list-style-type: none"> ◦ Leadership Share ◦ Wellness Partners- 15 mins in beginning ◦ Explicit story telling time- “I got a story to tell” • Professional Development 	<ul style="list-style-type: none"> • I can leverage my story as a source of power • I can identify the structural source of my trauma, in connection to a wider system of oppression, because I can’t fight what I don’t know. • I use my story as a fuel to fight for freedom

In addition, SJS has partnered with two organizations to support the social-emotional and mental health needs of our staff. One organization is 11:11.

11:11 was created by a former teacher who was seeking to provide support for schools to develop a wellness program for their staff. SJS has partnered with 11:11 to provide professional development for our staff. The topics included were: interdependence, mourning, and healthy relationships.

SJS partnered with Onyx Therapy to provide direct access to mental health clinicians in a group setting. Our teachers have had several opportunities to process the emotional toll of this school year and to dream about how we can reimagine school for the 21-22 SY. SJS has allotted funding to continue this partnership for the 21-22 SY. Onyx Therapy will implement a tiered response to staff mental health. The tiered responses are as follows:

- Tier One: Direct 1:1 clinical support to our staff
- Tier Two: Group therapeutic support for all of our staff

SJS is committed to hosting a variety of professional learning sessions to promote adult wellness. Some of the topics that we will discuss are: breathing techniques, journaling, yoga, and responding to trauma.

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.

Input from families

SJS is committed to building our reopening plan with our families, and not for them. To do this, a member of the SJS staff has already spoken to each of our currently enrolled families and our families who will attend SJS for the next school year. We asked families about their hopes, dreams and concerns about a safe full reopening. We shared with them that we will be fully in-person next year and explained the precautionary measures that we were taking in order to ensure that our community was safe. We provided tours for incoming and current families in order to showcase our capacity to implement the guidance from CDC and DC Department of Health. In addition, we provided written communication, in English, Spanish, and Amharic to families about our plan to reopen which will also include our CEP Plan. *In addition, we will host virtual and in-person back-to-school nights in order to highlight the critical components of our CEP Plan.* We will continue these practices next school year. We will use the feedback from parents to revise our plan.

Communications to families

We will also have a staggered start for next school year. Different grade levels will start on different days to ensure that we can speak with families about our expectations and our plans for keeping our school community safe, reopening, and accelerating learning. In addition, we will send our written communication, in Spanish, English, and Amharic, that explains the additional support that we are including to accelerate learning. Some of those supports include Empower Block (intervention), additional student support staff, and afterschool programming. For a full list see the Accelerated Learning Section.

SJS will provide mid-quarter and end of the quarter reports to families. These reports will include the following data: attendance, grades, behavior infractions, MAP Assessment Data (BOY, MOY, and EOY), I and I-Ready Assessments Data (BOY, MOY, and EOY). All reports will be translated into Spanish, English, and Amharic. Teachers are expected to communicate with families at various times throughout the month. Each call has a different cadence and purpose. Staff members will have access to a language line to prevent any language barriers to effectively communicate with parents whose home language is not English. The chart below describes our communication norms for our staff members.

Classroom Communication

Form	Purpose	Frequency
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<p><i>Positive Phone Calls/Texts/Emails</i></p>	<p>Teachers should send several positive texts or phone calls each week per cohort to notify families of positive action that a scholar-activist might have displayed aligned to our habits of character or 3 core values.</p>	<p><i>Weekly</i></p>
<p><i>Failing Class</i></p>	<p>To notify families if their SA is failing one or more of their classes. In addition, the teacher should identify the reason why the SA is failing and also identify any missing assignments that the SA might have during the quarter.</p>	<p><i>Every 3 Weeks</i></p>
<p><i>Wellness Calls</i></p>	<p>For crew leaders to check in with their crew families regarding how they are doing as parents, to ask them about their experience at SJS, to identify any concerns they might have. And, to identify any additional resources or support that they may need from SJS.</p>	<p><i>Twice a Quarter</i></p>

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, we identified students as being consistently less engaged with distance learning based on the following behaviors: (student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity on-line; participation in class discussions).

All students had access to school-provided equipment by August 11, 2019, and technology issues were addressed on an ongoing basis. Parents called our DOO, brought computers off, and entered tech tickets. (e.g. on-going basis, once a month, when brought to staff’s attention). In August, SJS first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified, 15% returned to on-site learning, leaving 10 students as consistently less engaged with learning in the 2020-21 school year. For these students, we have already conducted home visits, offered in-person learning opportunities, and followed our protocol for reporting. We are planning to create individualized attendance plans, create school-wide attendance incentives, personalized school-wide attendance incentives, and implement a check-in/check-out protocol to support student attendance.

Looking ahead to the 2021-2022 school year, SJS will re-establish routines and expectations in order to emphasize the importance of regular school attendance engagement. Throughout the spring, our SJS

Leadership Team has shared with families that our school will be fully in-person, with expectations that each scholar-activist will be at school, on-time every day. In order to reinforce the importance of regular school attendance and engagement to families, we will share expectations with families multiple times over the summer and during the school year, particularly during back-to-school nights. Our Leadership Team will use final grade, NWEA Map, and attendance data to identify students that were less engaged with distance learning during the 2020-2021 school as either measured by (1) poor or failing grades, (2) below grade proficiency levels as measured by MAP data, (3) number of unexcused absences. Furthermore, during the summer, we plan to hold “empathy interviews” - with each of these families to understand the root causes behind these absences with the goal of generating solutions that we hope will increase attendance. We will use the result of the empathy interviews to carefully design an attendance intervention that aligns with the root cause for the lack of attendance and engagement.

During the school year, our Leadership Team will implement the following actions to help our school maintain a strong attendance and engagement rates:

- Provide daily robocalls at the start and end of the school day to families whose scholar-activists are absent
- Create Attendance Intervention Plans for all students who were chronically absent from school
- Create school-wide attendance incentives to motivate students and to celebrate their growth in attendance
- Conduct home visits to better understand why students are truant
- Hold monthly attendance data meetings where we will:
 - Analyze student attendance data
 - Create attendance interventions for truant students
 - Review the results for any implemented interventions and modify those as needed
 - Create positive attendance incentives
- Continue to hold regular student support team meetings
- Use weekly professional development to analyze student achievement data including grades on class assignments, exit tickets, and overall class grades
- Sending regular progress reports home to parents/guardians

SJS remains committed to ensuring that our students are on time and ready to learn for the 21-22 SY. To do this, we have flagged students who are truant or chronically absent during the 20-21 school year. SJS will connect with each student, and their families, on this list in order to develop individualized attendance goals and strategies to reach those goals. Our Student Wellness Support Team (Director of Student Support Services, Crew Leader, Social Worker, and principal) will meet monthly to analyze and monitor student In-Seat Attendance data. Students, from the 20-21 school year, who are meeting their goals will be celebrated. In the 20-21 school year, SJS had about 20% of their students flagged for attendance challenges. For these students, we have already conducted home visits, offered in-person learning opportunities and our Ella Baker Summer Academy, and followed our protocol for reporting. We are planning to create individualized attendance plans, create school-wide attendance incentives, personalized school-wide attendance incentives, and implement a check-in/check-out protocol to support student attendance.

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;**

SJS will offer the following summative assessments to eligible students in the 2021-22 school year:

- Unit Assessments
- NWEA MAP
- PARCC
- WIDA ACCESS Testing

As these are summative assessments, they will be conducted at the end of each unit, quarterly and annually depending on the assessment.. Results will be used internally and with families but will not be part of school accountability. The following table provides an overview of our LEA’s assessment schedule outside of the state-required assessments. This schedule is subject to change based on student need, the usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

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

The following table provides an overview of our LEA’s assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

Subject Area and Goal	Content Area Details	Grade Level(s)	Assessment	Administration Schedule
<i>ELA: Every student will be reading at or above grade level.</i>	<i>ELA</i>	<i>5-7th</i>	<i>NWEA ELA</i>	<ul style="list-style-type: none"> • <i>BOY: Aug 30 - Sept 15</i> • <i>MOY: Dec 15 - Jan 30</i> • <i>EOY: May 15- June 15</i>
<i>Math: Every student will be proficient in Math</i>	<i>Math</i>	<i>5-7th</i>	<i>NWEA MAP</i>	<ul style="list-style-type: none"> • <i>BOY: Aug 30 - Sept 15</i> • <i>MOY: Dec 15 - Jan 30</i> • <i>EOY: May 15- June 15</i>
<i>ELA: Every student will be reading at or above grade level.</i>	<i>ELA</i>	<i>5-7th</i>	<i>I-Ready ELA</i>	<ul style="list-style-type: none"> • <i>BOY: Aug 30 - Sept 15</i> • <i>MOY: Dec 15 - Jan 30</i>

				<ul style="list-style-type: none"> • <i>EOY: May 15- June 15</i>
<i>Math: Every student will be proficient in Math</i>	<i>Math</i>	<i>5-7th</i>	<i>I-Ready Math</i>	<ul style="list-style-type: none"> • <i>BOY: Aug 30 - Sept 15</i> • <i>MOY: Dec 15 - Jan 30</i> • <i>EOY: May 15- June 15</i>
ELA: Every student will be reading at or above grade level.	Reading as measured by increase in Rit score in ELA	<i>5-7th</i>	Mid and End of Unit Assessments for EL Literacy Curriculum	Mid/End of each Quarter
Math: Every student will be proficient in Math	Math as measured by increase in Rit score in Math	<i>5-7th</i>	Mid and End of Unit Assessments for Illustrative Mathematics	Mid/End of each Quarter
Science: Every students will be able to think, write and argue like a scientist	Science as measured by achievement score on End of Unit Assessments	<i>5-7th</i>	Chapter Assessments and End of Unit Assessments for Amplify Science	Mid/End of each Quarter
<i>English Language Proficiency</i>	<i>N/A</i>			

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

For the **NWEA MAP** assessment, our goals are determined by our Instructional Leadership Team. Before the 2021-2022 school year begins, we will meet to set internal goals for both sections (Math and ELA) of the MAP Assessment. After defining these internal goals, our Instructional Leadership Team will conduct (3) Data Analysis and Planning sessions -- ensuring that each session aligns with our MAP Assessment calendar. During these sessions, teachers will review student progress towards their growth goal. They will then use a combination of different data sets (i.e. MAP Assessment data, content grades, and attendance) to structure their intervention groups and to identify the anchor standards that are essential for each grade level in Math and ELA.

An example of these internal goals that will be set by our Instructional Leadership Team are as follows:

- At least 60% of all students will achieve at or above the 50th percentile or meet or exceed their typical spring growth target in reading based on NWEA MAP's national norm by June of each year.
 - At least 60% of all students will achieve at or above the 50th percentile or meet and exceed their typical spring growth target in math based on NWEA MAP's national norm by June of each year.
 - At least 80% of students will pass their Mid/End of Unit assessments with a score of at least 80% in Math, ELA, Science, and World Language
-
- **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**

Each month, teachers will examine student data with their coach using the Relay Weekly Data Meeting Protocol. This protocol allows teachers to identify students who are on track towards meeting their goals and students who need additional support. Teachers, with the support of their coaches, will create reteach plans to address student misconceptions on specific standards.. Also, through our partnership with EL our ELA teachers get the opportunity to internalize and plan for each ELA Unit with our EL School Designer. We also have contracted with an additional Math coach to provide the same level of support around planning and monitoring progress for our Math teachers. In addition, through our partnership with EmpowerK12, we have a customized dashboard that gives us access to the following sources of data which are aligned to our organizational goals: attendance, GPA, MAP, I-Ready, suspension and expulsion, progress towards standards mastery.

English language proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after 4 years through our Sheltered Instruction Model.

As with SWD, we will implement a full continuum of services for ELLs. We will provide equal access to all programs, including tutoring, support services, art programs, technology programs, and all after-school programs, including athletics.

English learners will receive tiered support based on their English proficiency during the Empower block (which is the second block of ELA). ELs will be served through a combination of a sheltered model (known as the Sheltered Instruction Observation Protocol or SIOP) and the Inclusion/Collaborative model because it best aligns with our philosophy and approach. We will also have explicit English language development (ELD) instruction in a pull-out (small group) model and an array of supports.

We will also integrate aspects of the Attaining Core Content for English Language Learners approach, or ACCELL, model by explicitly teaching vocabulary, reading, and writing across the curriculum. ELs will receive the same academic content and be held to the same academic standards as native English-speaking students with appropriate scaffolds and adaptations. ELs will receive tiered supports based on their English proficiency. To ensure academic success and that EL students are accessing our model, teachers will carefully monitor progress in weekly grade-level teams. They will analyze performance on summative and formative assessments as well as student work and classroom observations. They will develop interventions designed to support EL students where required.

- **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 2 students enrolled in non-public schools. They are enrolled in Kennedy Krieger and The Lab School, per OSSE's placement process. We collaborate with Kennedy Krieger and the Lab School regarding disruptions in student learning that occurred in the school year 2020-21 in the following ways: Our Director of Student Support Services meets monthly to assess student progress towards academic and social goals which includes an analysis towards the progress of their IEP goals. In addition, our Director of Student Support Services collaborates with both Kennedy Krieger and the Lab School to analyze students' attendance and to identify any interventions that need to be implemented. Our Director of Student Support Services also meets with families monthly to discuss progress and solve any challenges that prevent access to learning.

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 Question 10, the LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use EmpowerK12 and ED-Ops to collect, analyze and support our staff in addressing student learning needs. We will meet with teachers bi-weekly to review student progress towards the goals that were mentioned above. Students who are not making progress or not making progress at the rate that will accelerate their learning will be flagged and discussed during our RTI meetings. A description is

below.

At SJS we believe in providing targeted support to students based on their actual needs. To do this, SJS has implemented a robust Response to Intervention (RTI) process. Any staff member can refer a student for the following types of concerns: academic, behavioral, attendance, and social-emotional. Students are referred to our Social Worker and the Director of Student Support Services. The Director of Student Support and our Social Worker meet to determine the first initial check-in post a student referral. The Student Support Team meets with the student, the teacher and the parent to identify the possible barriers to the scholar-activist being successful.

The goals of the intervention are documented and tracked weekly. After four weeks, the SST team will reconvene to determine if the intervention was successful. At SJS, RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student responses to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The members of The Social Justice Response To Intervention team may include, but not be limited to the following professionals:

- Referring Teacher
- Director of Student Support
- Principal
- Counselor
- If applicable: Any related service provider (Occupational Therapist or Speech Language Pathologist)
- Parent (if appropriate)

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

• **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year

- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

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

Section	Activity	Yes	Explanation of approach and expected impact on student learning
Schedule Adjustments	Adjusted class/block/bell schedules	X	We will utilize a Double Block of Math and ELA with the expected impact of students having more opportunities to access grade level standards and prerequisite standards that may have been missed due to the COVID-19 pandemic.
	After-school programming	X	We will offer a variety of after-school programming options for our students, including photojournalism, debate, soccer, coding, dance, and theater. Additionally, we want to make sure that we have programming that addresses the increased need for community and belonging given the impact of the pandemic. Through these programs, our students will develop their skills in making connections and collaborating. We believe that these programs will lead to an increased sense of belonging as evidenced by the Panorama survey.
	Summer 2021 programming	X	This summer, we will be offering our Ella Baker Summer Academy (EBSA). EBSA will run for five weeks throughout the summer starting on 6/21 and ending on July 21st. We are partnering with the National Summer School Initiative to provide summer programming for Math and ELA. Students will spend the first two hours of each day in a Math/ELA class and the second two hours in one of the following enrichment classes: Coding, Photojournalism,

			Basketball and Theater. We offered this program to all students and prioritized students needing additional support as a result of a lack of attendance or overall engagement this school year. We expect students to make growth in Math and ELA as measured by a pre/post assessment. In addition, we expect students to increase their sense of belonging as our programming will be in person.
	Summer 2022 programming	X	We will offer a similar program in Summer 2022. See above.
Instructional Changes	High-dosage tutoring ⁵	X	SJS is planning to partner with the Literacy Lab, a proven and reputable organization that provides Literacy support through high-dosage tutoring. The Literacy Lab tutors will push into our intervention block and provide small-group instructional support for a small cohort of students. We expect students to make 1.5-2 years of growth in their ELA proficiency.
	New intervention program or support	X	We will use I-Ready for our Math and ELA Intervention. Students will attend their intervention class 4 times per week. We expect each student to make at least 1.5-2 years of growth.
	New uses of staff planning time for accelerated learning		
	New professional development for staff on accelerated learning	X	All teachers will be trained on how to create and internalize lesson plans that are aligned to Universal Design Principles. Teachers will

			meet weekly with their coaches to engage in the lesson plan internalization protocol that is rooted in the Universal Design Principles. We expect lessons to provide more access points which will lead to an increase in student achievement.
Staffing and Related Supports	Additional staffing Additional vendor	X	We added an additional Math interventionist to our staffing model. We anticipate that our Math interventionist will be able to support students who need additional support in Math and that students will make an additional 1.5-2 years of growth.

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 Principal, Director of Student Support Services, and our Family Engagement Specialist. We are identifying what worked well by looking at a variety of factors including: teacher feedback, empathy interviews, student feedback, grades, attendance, and assessment results. Using information learned from the 20-21 school year, we are planning on supporting teachers through our Summer Professional Development Institute and our Weekly Wednesday Professional Development. Some of the strategies that we will focus on during the summer and throughout the school year are engagement, effective reasoning, mathematical discourse, standards analysis, student work analysis, CREW (our SEL structure and philosophy), Equity in Education, supporting students with disabilities, progress monitoring, and academic interventions. Additional strategies will be added to our PD sessions once we better understand students’ actual needs after the start of the year. As the year continues, we will determine those needs by reviewing the following data sets:

- Grades
- Student in-seat attendance
- Student referrals
- MAP assessment data
- Unit Assessment data

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance

students' academic and/or social-emotional progress.

Throughout the 2020-2021 school year we have identified the following strategies as being exceptionally helpful during distance learning and will continue to implement them into the upcoming academic year:

- We will continue to engage students using Google Classrooms and electronic versions of our curriculum through Learn Zillion.
- We will continue to hold a weekly Community Crew, a time for students and teachers to celebrate and engage in joy based activities, for next school year.
- We will continue to offer social distanced in-person gatherings to ensure that students who are learning from home feel deeply connected to our school community
- We will continue to ensure that every student at SJS has access to a chromebook and a hotspot, as needed, for next school year.

All of these strategies led to an increase in student and family engagement.

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.

Not Applicable

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.**

SJS will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit:

- Step I: At the beginning of the 2021-2022 school year, we will conduct math and reading diagnostics during student orientation days prior to the official start date of school. We will also continue to complete testing on alternate dates according to parent and teacher schedules, but to occur no later than September 15th. We will use the data from those assessments and EOY MAP data to determine the nature and extent of interrupted instruction from the previous school year.
- Step II: After reviewing the necessary MAP and assessment data, the special education teacher will identify any gaps that need to be targeted outside of the general education setting that would best be delivered in a small group or during specific intervention time (see intervention section for more info) and ensure the student's schedule is reflective of that need.
- Step III: Additionally, identified students will be assigned a Case Manager who will make contact with the parent to begin establishing a relationship with the family. The case manager, with guidance and consultation with the Director of Student Support will ensure the student's schedule is aligned with the provisions on the IEP and any compensatory services as needed.
- Step IV: Case Managers will review diagnostic Data at the end of September to determine if the IEP goals continue to be aligned to students needs. We will also take part in a whole school data review with general education staff and related service providers to determine whether or not IEP goals would need to be revised.
- Step V: Any revisions will be communicated and confirmed in concert with the parent or guardian. In this way all students will go through a 45 day review process to determine appropriateness of the IEP goals and services.

SJS will take the following steps to update IEPs as appropriate to ensure support design to ensure access to accelerated learning are made available to all students with disabilities:

- Step I: After identifying and designing a student's learning plan, we will analyze the amount of time and in what areas the students need services with our master scheduling template and assign students to cohorts based upon the availability of special educators, interventionists. Because all of our core classes are team taught, almost all students will ultimately get more specialized instruction that is indicated on their IEPs or learning plans.
- Step II: We will also schedule specialized instruction in concert with the embedded small group instruction blocks already in our schedule, modifying as students' require.
- Step III: SJS has on staff a school counselor/social worker who will provide behavioral support services to address the social emotional goals both inside and outside of the classroom. For all other related services such as speech and language, occupational therapy, physical therapy, etc, we contract with clinicians to provide direct and indirect service to our scholars. Based upon the end of the year related services provision report to determine the extent to which students were able to access related services, we will then schedule accordingly, embedding any increased, compensatory services required into the related service provision schedule.

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	For both new and existing students with disabilities, we will conduct math and reading diagnostics during

	<p>student orientation days prior to the official start date of school. We will also continue to complete testing on alternate dates according to parent and teacher schedules, but to occur no later than September 15th. We will use the data from those assessments and EOY MAP data to determine the need and type of accelerated learning.</p>
<p>How appropriate services will be determined or designed for students with disabilities</p>	<p>The provision of academic services for students with special needs will occur in two major ways. First, using our special education design plan, the case manager/special education teacher will identify IEP goals in each subject and the standards and learning targets of each related unit plan to design strategies, accommodations, and co-teaching models based on the student's needs. This planning process will occur both with the special education teacher individually and during co-planning sessions with the general education teachers to ensure alignment both with the IEP and Common Core Standards.</p> <p>The special education teacher will also identify any gaps that need to be targeted outside of the general education setting that would best be delivered in a small group or during specific intervention time (see intervention section for more info) and ensure the student's schedule is reflective of that need.</p> <p>Identified students will be assigned a case manager who will make contact with the parent to begin establishing a relationship with the family. The case manager, with guidance and consultation with the Director of Student Support will ensure the student's schedule is aligned with the provisions on the IEP and any compensatory services as needed. In addition, the Case Manager and Director of Student Support will use the NEAR guided discussion protocol with all staff to ensure any staff member who comes into contact with that student, understands the student's academic profile, present level of performance, IEP goals and services, and classroom and testing accommodations. Moreover, within the first 45 days of school, all students/families will participate in a 45 day review to ensure students are achieving maximum benefit of our program and problem solve for any issues that have arisen.</p>

<p>How accelerated learning will be scheduled and delivered to students with disabilities</p>	<p>After identifying and designing a student’s learning plan, we will analyze the amount of time and in what areas the students need services with our master scheduling template and assign students to cohorts based upon the availability of special educators, interventionists. Because all of our core classes are team-taught, almost all students will ultimately get more specialized instruction that is indicated on their IEPs or learning plans. We will also schedule specialized instruction in concert with the embedded small group instruction blocks already in our schedule, modifying as students require.</p> <p>SJS has on staff a school counselor/social worker who will provide behavioral support services to address the social-emotional goals both inside and outside of the classroom. For all other related services such as speech and language, occupational therapy, physical therapy, etc, we contract with clinicians to provide direct and indirect service to our scholars. Based upon the end of the year related services provision report to determine the extent to which students were able to access related services, we will then schedule accordingly, embedding any increased, compensatory services required into the related service provision schedule.</p> <p>Identified students will be assigned a case manager who will make contact with the parent to begin establishing a relationship with the family. The case manager, with guidance and consultation with the Director of Student Support, will ensure the student’s schedule is aligned with the provisions on the IEP. In addition, the Case Manager and Director of Student Support will use the NEAR guided discussion protocol with all staff to ensure any staff member who comes into contact with that student, understands the student’s academic profile, the present level of performance, IEP goals, and services, and classroom and testing accommodations. Moreover, within the first 45 days of school, all students/families will participate in a 45-day review to ensure students are achieving maximum benefit of our program and iterate on any service provision issues that may arise.</p>
<p>How instructional approaches used for accelerated</p>	<p>In addition to the regular modes of communication</p>

<p>learning of students with disabilities will be communicated to families</p>	<p>from teaching staff (student-led conferences, newsletters, phone calls, etc), students with disabilities will also receive quarterly progress reports which details the extent to which students are progressing towards their IEP goals. Students will also have annual IEP review setting goals through each IEP year and re-evaluation meetings every three years pursuant to IDEIA and municipal regulations. Parents can also contact their child’s case manager/special education teacher to request a review of their IEP at any time.</p>
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SJS will ensure equitable access to educational opportunities across learning environments by embedding all intervention blocks both in a separate class (Empower Block), and through specialized instruction teams taught during tier 1 instruction according to the student needs. Moreover, all tier 1 instruction will be co-planned and “universally designed” collaboratively by the special education teacher and content teacher. SJS will ensure that students with disabilities receive equal access to interventions by designing their school schedule using their diagnostic data and their IEP goals and progress needs. We will also ensure related services do not happen during the intervention Empower Block. SJS will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by ensuring the Intervention blocks Empower Block is a course in our whole school schedule, that all students will take according to their individualized need, including accelerated learning, remediation, and extension small group instruction.

We will continue to support parent training for students receiving related services through distance learning by scheduling monthly check-ins with the service providers and families to proactively share information about programming and strategies, provide training in home-centered activities and strategies, and communicate updates in scheduling. Additionally, we will take the following steps to ensure that family members with disabilities can access content to support their students’ learning: On our online platform for instruction, case managers will provide copies of service trackers and activities that related service providers and inclusion teachers have been using with students, including any follow-up or at-home activities to support the service on a monthly basis. We will also post service trackers and summaries so parents can use them for training as well as strategies and content to support their child,

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.

Not Applicable

English Learners

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

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

English learners will take the WIDA Screener within the first month of enrollment to determine their level of English proficiency. Students who are medically fragile, and, therefore, not attend school in person will engage in a one-on-one virtual screening which will be conducted by our Director of Student Support Services. Once student learning needs are understood, students will receive English language instruction through the method that is described below. Students who screen for needing additional EL support will be contacted by our Director of Student Support Services and will have a meeting either in-person or virtually, explaining their students areas of growth, strengths and supports that SJS will offer to support their EL development. Any students who were provisionally screened last year will be screened again using the WIDA Screener within the first two weeks of stage 5 enrollment. Within 30 days of stage five enrollment at the start of the school year, or within two weeks of placement if not identified at the beginning of school, SJS will notify parents of ELs that their child was identified as needing EL services. SJS will send home a parent notification letter both via email and physical mail. This letter will be translated into the enrolling parent's/guardian's home language and will outline a mechanism for consent to services.

Sheltered Content Program: Social Justice School will use this model in a modified sense, wherein the Intervention teacher will use the Sheltered Instruction Observation Protocol in small groups occurring directly prior to each new Math unit opening and ELA module opening. In this anticipation preview model, ELs will be able to access and learn content and English alongside their native English-speaking peers once back in the content classroom.

Teachers will use clear English and scaffolding strategies to preview skills and concepts that will be required in mainstream content courses. SIOP Instruction is adapted to ELs' English proficiency level, spirals through the curriculum, activates prior knowledge, and promotes classmate collaboration. All content teachers (Math, ELA, Science, and LDL) will engage in SIOP training in pre-service and strategy instruction for differentiation monthly, such that English learners can engage in academic and language development activities alongside native English speakers.

In addition the Interventionist will use the most recent ACCESS testing, Diagnostic testing data in Math and ELA and aligned WIDA English Language Development Standards to create specific ILPs with language goals focused on movement to the next language proficiency level. The implementation of this plan will occur during intervention blocks and tracked twice a month via exit tickets, diagnostics, MAP Growth Assessments and interim assessments. For students who are learning at home, the content will remain accessible through simulcasted learning sessions so students remain active participants in the instruction and language development across content and alongside native English Speakers.

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.

Social Justice PCS (SJS) will utilize ESSER III-ARP funds to ensure that our LEA has the capacity to purchase all materials, supplies, and additional resources outlined in our Health and Safety plan. In particular, SJS will use a portion of these funds to purchase PPE for students and staff and additional materials/supplies that will facilitate social distancing, including plexiglass shields, school supplies for each student, Chromebooks for each student, hand sanitizer, and masks. Moreover, SJS will purchase any other items necessary to ensure the safe opening and operation of our school for in-person learning during the 2021-2022 school year.

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

- Over the course of this current school year and subsequent school years, Social Justice PCS will use at least 20 percent of its ESSER III-ARP funds towards evidence-based interventions that are targeted to addressing the impact of loss instructional time. The interventions that SJS will implement include hiring additional instructional staff for the 2021 - 2022 school, including a Math Interventionist and an ELA inclusion teacher. SJS will also ensure equitable access to educational opportunities across learning environments by embedding all intervention blocks both in a separate class (Empower Block),

and through specialized instruction team-taught during tier 1 instruction according to the student needs.

During the upcoming 2022-2023 school years, SJS plans on hiring two to three temporary teaching aides who will assist in general and inclusion teachers in providing individualized instruction and assistance to select students.

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

Social Justice PCS will use the balance of its ESSER-III funds towards interventions that will directly support student achievement for subsequent school years including additional general math, ELA, and inclusion teachers.

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.

- Social Justice PCS will use the ESSER III-ARP grant funds to ensure that all students, teachers, and stakeholders, including parents/guardians will be able to have equitable access and participation to grant funded activities. Included in our commitment to equitable access are the following features:
 - Equitable access to instruction for all students (regardless of socioeconomic status) participating in remote learning, including free Chromebooks and hotspots with Internet access
 - Continuing to facilitate our Dream Collab, our intergenerational family leadership space, programming to enable SJS students and families to have a space to form connections with each other as a school community and innovate on challenges facing our school community
 - Continuing to work with the Onyx Therapy Group to provide access to small group and individualized mental health services for SJS students and families
 - Transportation Assistance for SJS students to get to/from school
 - Free After school care and enrichment to facilitate and promote school attendance and engagement
 - Specifically, SJS will use ESSER III-ARP funds to support the i-ready ELA and Math intervention programs. We will specifically use ESSER III-ARP funds to address the impact of loss instructional time by hiring a paraprofessional who will work with SJS students with specific instructional 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.