

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

**LEA Name: The Sojourner Truth School PCS**

**LEA Head of School Name: Justin Lessek**

**LEA Type: Middle School**

**Date Generated: 08/18/2021**

### 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 Sojourner Truth Public Charter School (Truth PCS) allows for on-site learning for all students for 1,141 hours, and professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](https://thetruthschool.org/calendar) (<https://thetruthschool.org/calendar>), and a sample schedule of a typical school week can be found [here](https://drive.google.com/file/d/1yoOP0Q6d94MNjneiM8PJ9uO0KdgYg3gX/view?usp=sharing) (<https://drive.google.com/file/d/1yoOP0Q6d94MNjneiM8PJ9uO0KdgYg3gX/view?usp=sharing>). The Operation plan adheres to [OSSE's Health Guidance of June 15, 2021](https://coronavirus.dc.gov/healthguidance) (<https://coronavirus.dc.gov/healthguidance>) through the following means:

Students will be placed into cohorts by multi-grade level "ecosystems". Each ecosystem will have around 40 students (across the 6th, 7th, and 8th grades) and at least four adults (two lead content teachers and two SPED co-teachers or aides). We will maintain cohorting through the following methods:

- Physical Space: Each ecosystem will move between two main classrooms throughout the day.
- Scheduling: Ecosystems will be paired, and every two ecosystems will have a separate bell schedule (including lunch and recess) as compared to the other two. This will cut down on the physical number of students in any shared space (hallway, cafeteria, courtyard) over the course of the day.
- Staffing: Staff will also be "cohorting" with their assigned ecosystems in order to limit movement between one group and another as much as possible. Elective teachers (specifically Art, PE, and Spanish) will be an exception to this.

Truth PCS will require all students and staff to wear CDC-approved masks or facial coverings, and will adhere to the 3' social distancing guidance within classrooms and therefore limit the spread by avoiding the seating of students within arms reach of one another.

The only time masks will not be worn is while students are eating, and at these times they will remain 6'

apart. We will use the following areas during these times:

- Outdoor courtyard and indoor multipurpose room

In the event of a positive COVID-19 case within our school, we will follow the guidelines of 10-day quarantines for all non-vaccinated individuals that have been identified as close-contacts. For staff and students who are vaccinated, they will be able to continue attending in-person school in their cohort. For those students who must quarantine, we will follow the following school extended absence policies for staff and for students:

- Attendance will be taken period by period based on real-time touchpoints with teachers and co-teachers;
- The co-teacher for any given core contact class (STEM or Humanities) will be the primary POCs for quarantining students for that class.

In the event of an unexpected closure or partial closure, we will communicate with families using multiple methods. The Executive Director, Principal, and Director of Operations will convene (in person or via phone) to confirm the situation and to make sure each is fully aware of the status and details. Next, the staff and families immediately affected by the closure will be sent an email to notify them, and then the larger school community will also be sent an email. All of this should happen within 30 minutes of the initial determination.

Following that, the team will make personal phone calls to each of the families and staff affected by the closure, and will follow up with a text message in any case where the phone call did not result in a direct conversation. All of this should happen within 60 minutes of the initial determination. We will respond to questions in the moment, but will also compile an “FAQ” doc that will be sent as follow-up. Families will be encouraged to call or text us directly on the school line (202-747-0904) if they have questions.

Prior to the first day of school, all families will be surveyed to assess their capacity and technological (and wi-fi) access and readiness for remote and online learning. This will be done during the orientation week with students. Whether students attend orientation or not, contact will be made with 100% of families to ascertain their readiness. Then, in the case of a COVID-19 positive case and the need to quarantine, Truth will know exactly which students are in need of technology support in order to access their classes. All classes and schedules will proceed at their scheduled times, and students will access them via google-classroom links. Families that have been identified as needing support with wi-fi or technology will be able to pick up a chromebook and hot-spot (if needed) starting at 7am on the first day of quarantine, and the school will personally deliver chromebooks and hot-spots to any families unable to pick up.

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, families will be asked to notify us immediately of any positive result. They will do so by contacting our office immediately (ideally through our “[covidresults@truthpcs.org](mailto:covidresults@truthpcs.org)” account. As long as no recent contact has been made with other unvaccinated staff or students, then that COVID-19 positive student is the only one in need

of a quarantine. If, however, other unvaccinated students have been exposed, then Truth's usual protocol will be followed.

As noted above, families that have been identified as needing support with wi-fi or technology will be able to pick up a chromebook and hot-spot (if needed) starting at 7am on the first day of quarantine, and the school will personally deliver chromebooks and hot-spots to any families unable to pick up. All classroom materials and resources will be shared online via google-classroom and google-meet sessions. If and when there are any exceptions to this, materials will be shared via pick-ups and personal drop-offs.

The above operations plan can be implemented in our current facilities, and using our current staff and anticipated hires.

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

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

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

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

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

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

Sojourner Truth PCS chooses to offer remote learning for students with medical certificates through our own unique program. The program will offer the core academic content for students through Summit Learning

and Google classroom. A chromebook, charger, headphones (with microphone), and wi-fi hotspot (if needed) will be necessary, and in all cases where a family with a medical certificate indicates need we will supply everything.

We have found that following a specific daily schedule with ongoing, live, teacher-led sessions (incorporating face-to-face communication and applications like nearpod that solicit live student engagement) combined with check-ins from teachers have provided the most effective remote instruction for Truth students. This is supplemented with IXL for individualized lesson work and Read 180 for reading intervention support. Personalized learning is a pillar of our approach to instruction at Truth, and we will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend our on-site learning option, including breaks for things like lunch, recess, and solo time.

As far as staffing is concerned, a specific teacher will be identified as the lead each period for any students with medical certificates that are learning remotely - this individual will be responsible for full engagement with the online learner and will not have to juggle between in-person and remote students.

- **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;**

Truth will provide a desk and chair for any families that are interested, and will create a packet each unit for materials that will be used for classwork that term. These packets can be picked up from the school during the first two weeks of each unit. Technology will also be made available from the school, as detailed previously in the plan, and chromebooks, chargers, hot spots, and headphones can be picked up at the school (and will be personally delivered as needed).

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

Students with medical certificates will follow the same schedule as students without certificates, which means they will engage in a STEM block, a Humanities block, an elective block, and solo/mentor time each day. As noted above, Truth will provide a desk and chair for any families that are interested, and will create a packet each unit for materials that will be used for classwork that term. These packets can be picked up from the school during the first two weeks of each unit. Technology will also be made available from the school, as detailed previously in the plan, and chromebooks, chargers, hot spots, and headphones can be picked up at the school (and will be personally delivered as needed).

- **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.**

Students with medical certificates will follow the same schedule as students without certificates, which means they will engage in a STEM block, a Humanities block, an elective block, and solo/mentor time each day. They will access their live courses at their schedule times via Google-Classroom and Google-Meet, and will use Summit Learning as the hub for accessing lesson resources and for turning in assignments.

## **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.**

Truth will host group sessions, one on one sessions, and host classroom workshops 2-3 days a week educating students on various mental health and wellness topics that are relevant to their lives and our school and community.

Truth will conduct screens based on referrals and observations of students and the behaviors displayed. This will then be thoroughly communicated with SST (contracted out or not) to provide the support for each student. Parents will also be part of the entire process.

At Truth, the service providers will take into account individual student schedules, communicate with teachers and families and then schedule services accordingly to avoid pulling students out of content classes. To remain consistent, services will be at the same time weekly/ bi-weekly.

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year:

- *Panorama Surveys--SEL Assessment*
- *Kickboard*
- *Weekly Social-Emotional Check-ins (school designed)*

Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, Truth is prepared to offer support through the following means:

#### Mental Health Program--

Sojourner Truth's mental health program offers prevention, early intervention and clinical services for our students, their families and staff. Currently on staff we have 1 Wellness Coordinator, 2 full-time counselors, 1 DBH Social Worker that have worked to develop an integrated, comprehensive program of support and services to do the following:

- Develop evidence-based programs to provide positive school climate and promote student skills in dealing with anxiety and depression, bullying and conflicts, solving problems, developing healthy peer relationships, engaging in activities to prevent suicide and substance use, etc.
- Develop early intervention services for students in need of additional supports
- Develop student and family supports and resources.
- Develop a school culture in which teachers and other student support staff are trained to recognize the early warning signs of mental health issues with students.
- Develop a referral process to ensure that all students have equal access to services and support.

Good mental health is critical to children's success in school and life, especially after being faced with various traumatic experiences from the pandemic. Research demonstrates that students who receive social-emotional and mental and behavioral health support achieve better academically. School climate, classroom behavior, engagement in learning, and students' sense of connectedness and well-being all improve as well.

#### Behavior Management--

Truth's behavior management system aligned with the school's mission, which is to *empower students to transform the world*. The primary objectives of the disciplinary response system at Truth PCS is to support a quality learning environment through self-discipline and self-direction and instill our core values of honoring self-development, designing for positive impact, challenging mind, body and spirit and pursuing justice everywhere. Truth PCS's Code of Conduct gives students guidelines and clear expectations that will reinforce critical-thinking skills, positive decision-making skills, and the use of sound judgment, basic reasoning, and analysis in their day to day activities. Students are expected to enter the school each day ready to learn, respect, and cooperate with other members of the Truth PCS community.

Truth PCS will include Restorative Practices as a method when assigning responses to students for

behavior. A restorative pathway repairs the harm that has been done to the community through one's negative behavior or interactions. Restorative Practices fit into a Multi-Tiered System of Support, proactively supporting all students and providing targeted and intensive interventions for students with higher levels of need. Restorative Practices include, but are not limited to, Restorative Conferences, Restorative Circles, Peer Conferences, Affective Statements, Collaborative Class Agreements, Problem-Solving Anchor Charts, and other activities focused on mindfulness. These practices can provide opportunities to meet all of the goals of our Code of Conduct: for students to repair harm caused by their actions, learn new skills that will prepare them for success at Truth and beyond, and take ownership over their behaviors. Thus, these practices provide Truth PCS with meaningful alternatives to suspension that align with our core values.

#### Wrap-Around Services--

Wraparound services are a key component of school-wide systems of positive behavior support and will aid in the transition back to school for students and families. The philosophy of Wraparound is based on an unconditional commitment to our students' success. At Truth, we use a team approach to develop a plan of supports and services to help students and families. The comprehensive planning process will look at all areas/ domains of the family's life. Life domains include all of the regular daily activities critical to the healthy development of all students and families such as family, living situation, social/friends, psychological/emotional, educational/vocational, legal, social/recreational, cultural, medical, and crisis and safety planning. The 2 Truth counselors will provide services and serve as the liaison for outside agencies.

#### Scheduling Considerations--

In order to meet the academic and social emotional needs of each student, we have made strategic scheduling changes to allow for time for an uninterrupted work-block, community meetings, student exploration time, teacher mentoring and solo time. Students are grouped into "Ecosystems". Each ecosystem has 4 teachers and a counselor to provide academic and social emotional instruction and support and resources aren't stretched thin. The schedule is [here](#).

All of this information will be shared with students during their orientation (during the week of August 23rd), at weekly community meetings during the school day, and with classroom visits from Truth's Counseling team.

It will be shared with families during monthly Community Meetings and weekly email newsletters from the Principal, and with staff during our PD weeks in August and with regular reports from our Counseling team during Monday afternoon staff meetings.



- 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.**

Truth PCS will monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches. Truth’s discipline plan can be found [here](https://drive.google.com/file/d/1t-1biLgAJ14MIp_j08qVGrOUHmsOZdvk/view?usp=sharing) ( [https://drive.google.com/file/d/1t-1biLgAJ14MIp\\_j08qVGrOUHmsOZdvk/view?usp=sharing](https://drive.google.com/file/d/1t-1biLgAJ14MIp_j08qVGrOUHmsOZdvk/view?usp=sharing)), and the matrices of Truth’s responses to various behaviors can be found [here](https://docs.google.com/document/d/1zXtA5hnZ5Ov_lOi1yaaDaWU1HfZKWjXyJHLjALhv2s4/edit?usp=sharing) ( [https://docs.google.com/document/d/1zXtA5hnZ5Ov\\_lOi1yaaDaWU1HfZKWjXyJHLjALhv2s4/edit?usp=sharing](https://docs.google.com/document/d/1zXtA5hnZ5Ov_lOi1yaaDaWU1HfZKWjXyJHLjALhv2s4/edit?usp=sharing) ).

- 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.**

Truth PCS contracts with Revolution Foods to provide meals. Students can receive breakfast each morning starting at 8:15am, and then receive lunch during their lunch period (starting at either 11:15am or 12pm, depending on the cohort).

For our students who access our school through remote learning options, meals will be available for pick up on a weekly basis, and each package includes breakfast and lunch for the week. This information is shared regularly with parents via email newsletters and also personal contact. This same option is available for single students who are self-quarantining due to a potential exposure outside of the school. In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, Truth will distribute meals in the same manner - via pick-up of a weekly food package.

In the advent our entire school is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through weekly pick-ups of food packages that have been prepared by Revolution Foods.

## **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.**

Truth plans to support teacher and staff social-emotional and mental health needs. During the 2020-2021 school year, Truth PCS hired a mental and physical health professional to a part-time position as an on-campus Wellness Coordinator. The Wellness Coordinator work directly with staff and students on self-care, yoga, meditation, and mindfulness through free weekly and by-appointment sessions. Based on positive feedback from staff and students and in preparation for the social-emotional and mental health needs that we anticipate needing during the upcoming year, the Wellness Coordinator has been made into a full-time on

campus position for SY2021-2022. The Coordinator will join the Student Support Team in their design and implementation of mental health care supports for *all* students, special supports and thematic units for various groups (of students that have been identified and for those that engage on a voluntary basis), and also one-on-one therapy sessions. The Coordinator will also continue to engage with our full staff on a weekly basis and be available for one-on-one support for physical activity, mindfulness, and other mental health support.

For staff in crisis or needing acute care, such as grief, depression, or trauma, Truth offers immediate support through CareFirst. We also are providing on-site support through individual counseling with our Wellness Coordinator (as mentioned above) and our social workers. Additionally, funds in the budget have been allocated to staff wellness and we have engaged with staff retreats, weekly wellness events and on-site yoga and fitness classes.

## **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.**

Truth has already been meeting with groups of parents, staff, and students to ensure the collaborative creation of its continuous education plan for next year, and so in many ways the communication around the plan has already begun.

Truth PCS plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently via weekly bulletins from the Principal, family orientation meetings during the week of August 23, 2021, ongoing monthly community meetings, and website updates (including social media as appropriate). To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on Student and Family Home Language Surveys. Our website updates, weekly bulletins, and orientations are all shared in Spanish as well.

The Truth PCS team will solicit and incorporate student and family feedback on these plans by reviewing survey responses and the direct feedback given during community meetings. All community meetings will be held in both English and Spanish and include a Q&A portion, and leadership will meet following each meeting to compile notes and ensure that each comment or question is considered and that the answer is shared with a follow-up community message (that includes both the session's slide deck and also the answers to questions that were asked). All session follow-up materials will be shared in all languages indicated as needed from the Home Language Survey. Truth PCS will also have a focus group of parents that meets monthly to discuss our protocol and implementation.

The Truth team will solicit, review and incorporate feedback from the broader community at least once a

month so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, Truth will track instructional progress on our data dashboard, and our instructional team will review it on a weekly basis to monitor progress regardless of interruptions. One-on-one communication between teachers and families will be a top priority, and we will continue to provide quarterly progress reports (shared both via US mail and electronically) at the 5-week mark of each term.

## **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 2020-21, we identified specific students that were consistently less engaged with distance learning based on: in class attendance, in-class task completion, overt in-class participation, project completion rate, and family responsiveness to outreach.

All students had access to school-provided equipment by August 31, 2020, and technology issues were addressed on an ongoing basis. We used an online chat function on our website, as well as a help-desk that could be accessed in person, by phone, or online. Families struggling with tech issues could also email our tech team at [techsupport@truthpcs.org](mailto:techsupport@truthpcs.org).

Truth PCS also offered on-site learning options to students from the first day of SY2020-2021. We prioritized spots for families that self-identified as being most in need of it. This original group was comprised of 20 total students (divided into two cohorts of 10 students).

In February of 2021, Truth PCS began offering additional on-site learning options for students. Truth identified those that were in highest need based on attendance, engagement and academic support, and also opened up additional opportunities to any and all students based on interest. Of those identified as being highest need, about 75% returned to on-site learning, leaving around 10 students as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, Truth is implementing a summer school program throughout July of 2021, as well as on-site tutoring and small group accelerated learning throughout the 2021-2022 school year.

Truth PCS will review data on student engagement on a weekly basis during Instructional Leadership Team and Leadership Team meetings.

Parents of students that are in highest need of support due to disengagement have all been notified via direct phone conversations with the Principal. Every Truth PCS student has a specific teacher-mentor, and through the upcoming school year the teacher-mentor will be the primary point-of-contact with families with respect to academic engagement and academic progress:

- Teachers and co-teachers will have weekly opportunities to review instructional data during data meetings;
- Teachers and co-teachers will then make direct and personal contact with families to make sure they are aware;
- Teacher-mentors will have one-on-one coaching conversations with students, and will refer students to the Student Support Team (consisting of Counselors, Wellness Coordinator, Dean of Students, and Special Education Coordinator) or to the RTI process as needed.

## **Accelerated Learning**

### **3.A: Set Clear Goals and High Expectations for All Students**

#### **9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:**

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

#### **10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:**

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment
ELA: All students will finish the year on or above grade level in reading, as well as demonstrate expected growth over the course of the year.	Reading as measured by RIT score	6-8	NWEA MAP
Math: All students will finish the year on or above grade level in math, as well as demonstrate expected growth over the course of the year.	Reading as measured by RIT score	6-8	NWEA MAP
Science:	N/A	N/A	N/A
English language proficiency: used for accountability purposes and as benchmarks against which educators can measure future performance (goal will be for all EL students to demonstrate 1.5 pts of growth in each domain)	WIDA scores for each domain (reading, writing, speaking, listening)	6-8 EL students	Screeners assessment with reading / writing / speaking / listening from ESL teacher at BOY; teacher-created interim assessments to include reading / writing / speaking / listening at MOY; ACCESS 2.0 in spring

- **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);**

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: All students	Reading as	6-8	NWEA MAP	Aug 30-Sep 15;

will finish the year on or above grade level in reading, as well as demonstrate expected growth over the course of the year.	measured by RIT score			Dec 15-Jan 30; May 15-June 17
Math: All students will finish the year on or above grade level in math, as well as demonstrate expected growth over the course of the year.	Reading as measured by RIT score	6-8	NWEA MAP	Aug 30-Sep 15; Dec 15-Jan 30; May 15-June 17
Science:	N/A	N/A	N/A	N/A
English language proficiency: used for accountability purposes and as benchmarks against which educators can measure future performance (goal will be for all EL students to demonstrate 1.5 pts of growth in each domain)	WIDA scores for each domain (reading, writing, speaking, listening)	6-8 EL students	ACCESS 2.0	In accordance with OSSE testing windows for winter/spring (anticipated April 15-June 1)

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

Goals: Our vision is for students to graduate from Truth prepared for college, the career of their choice, and for life in general. When it comes to ELA, this means our students should graduate from Truth with strong skills in textual analysis, using sources, inquiry, analysis and synthesis, and writing. For math, this means that students should have mastered the Common Core State Standards through grade 8, high school algebra, high school geometry, high school probability and statistics, and high school functions. We monitor their progress towards meeting the goals as follows:

#### ELA

For ELA, we expect students to reach grade level expectations in each of the Summit Learning cognitive skills. For 6th graders this means level 3.5, for 7th graders this means level 4, and for 8th graders this means level 4.5. The Summit Cognitive Skills rubric can be found [here](https://drive.google.com/file/d/14FOd9RL44DnTjdT9QCMHRmBQAtNJS1L9/view?usp=sharing) ( <https://drive.google.com/file/d/14FOd9RL44DnTjdT9QCMHRmBQAtNJS1L9/view?usp=sharing>) for reference. We also want all students to finish each year on grade level for reading (as indicated by NWEA MAP) and to have demonstrated their annual expected growth per NWEA MAP projections. Monitoring progress will be the same as last year, with teachers giving ongoing feedback with respect to the cognitive skills (and implementing interventions as the data indicates need). NWEA MAP tests will show RIT scores that will be compared to expected scores based on grade level, and interventions will be implemented where the data indicates need.

#### Math

For math, we expect students to achieve skill mastery based on grade level expectations from the Common Core State Standards. This will be assessed both on NWEA MAP assessments and ongoing classroom tasks and assessments. Monitoring progress will be the same as last year, with teachers giving ongoing feedback with respect to common core standard and skill mastery (and implementing interventions as the data indicates need). NWEA MAP tests will show RIT scores that will be compared to expected scores based on grade level, and interventions will be implemented where the data indicates need.

#### Science

For science, we expect students in grades 6-8 to demonstrate mastery of NGSS-aligned content related to Life Science, Physical Science, and Earth Science. There is no non-state summative assessment that Truth PCS students will take, and progress monitoring will be done entirely with in-class tasks and formative assessments.

#### 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 gain 1.5 points in ACCESS in each language domain (reading, writing, speaking, and listening) each year.

- **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**

Monitoring progress will be the same as last year, with teachers giving ongoing feedback with respect to the cognitive skills (and implementing interventions as the data indicates need). NWEA MAP tests will show RIT scores that will be compared to expected scores based on grade level, and interventions will be

implemented where the data indicates need. We will expect students (and subgroups) that start the year behind others to make larger gains over the course of the year than their peers, and we will track performance so that supports like Read 180, our math intervention class, and tutoring can be strategically implemented as needed.

- **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 1 student enrolled in a non-public school. They are enrolled in Children’s Guild, per OSSE’s placement process. We collaborate with Children’s Guild regarding disruptions in student learning that occurred in school year 2020-21 via email and direct phone conversation. Additionally, we collaborate with the families to ensure students’ Individualized Education Plan’s goals reflect this disruption. This is done through email and direct phone conversations.

### **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.**

Truth PCS has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. We use NWEA-MAP, Read 180, and Summit Learning to collect and analyze data and to support our staff in addressing student learning needs. The plan includes standards-based growth and proficiency data, which is analyzed during professional learning community meetings, department and interdisciplinary meetings, whole staff meetings, and in one-on-one sessions between teachers and instructional coaches. The data is used not only to identify which students need intervention in our Read 180 intervention course and our math intervention course, but also the individualized challenges and supports that are presented to each student during their regular STEM and Humanities lessons.

#### **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.**

Activity	Yes/No	Explanation of approach and expected impact on accelerating student learning

Adjusted class/block/bell schedules	<b>Yes</b>	In order to maximize time for math, reading, and writing, Truth is adjusting its schedule for students to have a 195 min core academic work block. The uninterrupted work period is fundamental to the Montessori approach, which recognizes and respects individual variations in the learning process. the following lessons presented: mini-lessons, impressionistic lessons, procedural lessons, small-group lessons using flexible grouping based on needs, and individual lessons. Students also have a 75 minute solo block which will be used for intervention and extension.
After-school programming	<b>Yes</b>	After-school programs offer a key opportunity to expose students to clubs, athletics and even higher education and career path options and to teach them skills that can unlock doors to future careers. Truth will offer a host of activities, sports and clubs, and is contracting with a provider for after-care (Positive Vibes Empowerment) to ensure after school academic support as well.
Longer school day	<b>No</b>	
Longer school year	<b>No</b>	
Summer 2021 programming	<b>Yes</b>	Truth is holding a four-week summer session from July 6,

		2021 to July 30, 2021. The session is open to all, but is particularly targeted at students who did not make their expected growth in reading and math his year (as indicated by their performance on the EOY NWEA-MAP assessment).
Summer 2022 programming	<b>Yes</b>	Truth will offer a summer session during July of 2022. The session will include three blocks each day: Math, ELA, and physical education. Curriculum will focus on the review of and lessons in specific standards and skills that students did not meet proficiency in yet (as indicated by report card data). Like the 2021 summer session, the 2022 summer programming will be taught by STEM and Humanities teachers from Truth.
School break/holiday programming	<b>No</b>	
Weekend programming (e.g., Saturday school)	<b>No</b>	
High-dosage tutoring <sup>5</sup>	<b>Yes</b>	Truth participated in a design workshop with CityBridge Education Foundation to create a plan for high-dosage tutoring over the summer and also the fall. Truth has a plan to incorporate high-dosage math tutoring as part of its summer program, and in the fall we will use our solo/intervention/mentor block during the day to

		<p>ensure that the students who need the most support continue to receive tutoring.</p> <p>Tutoring will come directly from Truth staff who are being given a tour of duty that includes tutoring during the solo/intervention/mentor block of the school day. A select group of students will receive tutoring on Monday, Wednesday, and Friday, and another group will receive their tutoring on Tuesday and Thursday.</p>
New curriculum purchase	<b>No</b>	
New intervention program or support	<b>Yes</b>	<p>Truth has experience providing Read 180 as an intervention, and this year we will also provide Math 180 as an intervention for the first time. Students will take Read 180 and/or Math 180 during the solo/intervention/mentorship block of the school day.</p>
New uses of staff planning time for accelerated learning	<b>Yes</b>	<p>We have increased our capacity to provide small-group and personalized support during class by adjusting our staffing model to ensure a co-teacher in every core content classroom.</p>
New professional development for staff on accelerated learning	<b>Yes</b>	<p>We have adjusted our weekly schedule so that Mondays are now half-days for students, allowing for 2 hours of PD each week. A portion of this weekly PD will be to analyze student</p>

		work and identify students and areas for intervention, and another portion will focus on specific strategies to support accelerated learning.
Additional staffing	Yes	As mentioned above, we have adjusted our staffing model to make it more robust, by adding a co-teacher to every core content classroom.
Additional vendor and/or community partner support	No	
New hardware purchase	No	
New software purchase	No	

**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.**

Truth has drafted its pre-service PD plan for the two-and-a-half weeks in August prior to the first day of school with students, and we are in the process of creating our overall plan for staff professional learning plan so that it can account for lessons learned during the pandemic and so that it can build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being lead by Truth’s Principal, Executive Director, Wellness Coordinator, Direct of Operations, Counselors, Instructional Coaches, parent leads, and Board Chair.

We are identifying what worked well by analyzing Panorama and Insight Survey data, feedback from Family Surveys, interviews with staff, and interviews with parents and students. Using information gleaned from school year 2020-21, we are planning on supporting teachers through the 2.5 weeks of pre-service PD before the first day of school, and weekly 2-hour PD sessions on Mondays (which are early-release days for students).

Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year. As the year continues, we will continue to collect and analyze data from surveys and interviews

and use it to inform decisions regarding professional development.

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

Truth has identified the following strategies as being exceptionally helpful during remote learning, and they will be continued throughout the 2021-22 school year:

- Personal teacher-mentors for each student, that served as the liaison between school and home for families, and through whom important information and changes in protocol or policy could be disseminated directly to students and their families
- Maintaining a consistent schedule and cohorts for students so that their school day - even though it was remote - could be as consistent as possible over the course of the year
- Ongoing opportunities to get together on campus (even if outdoors and for only a limited time)
- Parent focus groups to share ideas and pain points
- Regular staff meetings as a full PLC to remain grounded and connected as a team
- Keeping the building open and available, even when 100% of students were remote, for staff to connect and teach from as needed
- A single on-line platform (Summit Learning for us at Truth PCS) so that parents and students did not need to keep multiple platforms straight and to avoid confusion regarding which site to go for which class
- Regular opportunities for student check-ins with our Counseling team (including random classroom pop-ins from our Counselors)

These particular strategies were identified as effective based on feedback from staff, students, and families. We plan for close to 100% of students to be on campus for SY2021-2022 and for some of the above to be unnecessary, but will continue implementing most because they are likely best practice in general during times of stress and change. We will continue to monitor effectiveness via general indicators (such as attendance and task completion) and also direct conversations, surveys, and interviews with staff, families, and students.

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

N/A

**3.C: Special Populations**

**Students with Disabilities**

**LEAs must include students with disabilities in the general application of these guiding principles. After doing so,**

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

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

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

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

Students will be assessed to capture baseline data using NWEA-MAP Reading and Math. There will be three benchmarks: BOY, MOY and EOY. Results will inform teachers and service providers where the students are performing and what supports they will need to ensure that academic gaps are addressed and appropriate interventions and strategies are implemented. Counselors will conduct needs assessment interviews and surveys with all students over the first month of school as well in order to identify social emotional social emotional gaps. Internal assessments will be scored using the Summit Cognitive Skills rubric, and will be administered quarterly to inform what cognitive and competencies skills will be incorporated in the reteach window.

At Truth we have a competency framework that assesses progress towards our core values (honor self - development, pursue justice everywhere, design for positive impact, and challenge the mind, body and soul) and another that assesses progress towards academic skills (the Summit Learning cognitive skill rubric). The Summit Learning Cognitive Skill rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills that are necessary for college and career readiness. Combined with Montessori's prepared learning environment, students will be met where they are and provided individualized supports within the learning ecosystem where students will have a Humanities, STEM, and two special education teachers and counselor, reading/ math interventionist, and related service providers to address student needs.

Students placed in a non-public setting will also be assessed using MAP Reading and Math to capture baseline data and benchmarks. The non-public setting will be responsible for implementing interventions and updating the IEP. If a student requires distance learning, Truth will ensure the student has access to all curriculum materials, access to live instruction, individualized support from a special education teacher (i.e. pull-out services, small group, and mentor check-ins) and receive related services via google meet or Zoom.

Additionally, Truth will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities:

All IEPs and progress notes will be reviewed prior to school starting. This information will be used to update current and incoming students' IEPs and will be reviewed within 30 days after school starts. Goals will be updated and adjusted to meet the students' needs and aligned to the Summit Learning cognitive skills and common core standards. Students with disabilities will routinely be screened to gather data to inform continuous recovery service delivery. The use of formal (MAP Reading and Math) and informal assessments (diagnostics and teacher made assessments) supported by anecdotal notes from observations, will inform the educational team of the appropriate interventions and strategies to address the needs of the students. Students who need triennial testing for special education eligibility services will receive a comprehensive psycho-educational assessment to ensure the student is receiving special education services under the correct disability category and identify any areas of need that are not addressed in the current IEP. Truth will review and ensure the delivery of individual recovery services for students with disabilities in nonpublic schools is done in a timely manner.

Element	Truth
How the need for accelerated learning for students with disabilities will be evaluated	Students with disabilities will routinely be screened to gather data to inform continuous recovery service delivery.
How appropriate services will be determined or designed for students with disabilities	Appropriate service will be determined based on the area of need, related services on the IEP and information gathered from screeners, and benchmark assessments, and observations will inform what appropriate interventions and strategies will support the student's needs
How accelerated learning will be scheduled and delivered to students with disabilities	During Academic blocks (195 mins) students with disabilities will receive their push in supports and work in small groups or one-to-



	<p>one with a member of their educational support team. During electives students will receive interventions such as Read 180 and Math supports. Scheduling for intervention will take place daily between 30- 45 minutes within the academic block.</p>
<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<p>Truth will meaningfully engage parents and families of students with disabilities by sharing information on how they can be active participants in assisting their children in learning and achieving at high levels in all academic subjects. Truth will host workshops for parents on how to use Summit learning and Eschool plus. Resources will be available for parents on the Truth website.</p>

Truth will ensure equitable access to educational opportunities across learning environments by incorporating recovery services into continuous education for students with disabilities and will continue to meet the least restrictive environment requirements of student IEPs, and by ensuring all classrooms are set up in the Montessori way of preparing the environment will ensure equitable access to educational opportunities for students with disabilities. Truth will ensure that students with disabilities receive equal access to interventions by using data and progress monitoring tools to inform what supports and interventions are most appropriate for the student and provide a prepared environment to deliver supports. Truth 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 incorporating recovery services into continuous education for students with disabilities and following the Montessori method of meeting the student where they are by providing a prepared environment to meet the needs of the student in the least restrictive environment following the requirements of student IEPs. Students will receive interventions in appropriate settings from a trained staff member to ensure the student is receiving quality supports and is not placed in a restrictive environment.

Truth will continue to support parent training for students receiving related services through distance learning by introducing parents to the members of the related service team, inform families of the specific related services the student is receiving and the duration of the service. Truth will host workshops for parents, for example: how to use Summit learning and Eschool plus at convenient times for families to join. Resources will also be available for parents on the Truth website. Truth will communicate individual student recovery plans to families of students with disabilities, including whether or not a student’s individualized education program (IEP) will require revision in order to afford the necessary supports for the child to access continuous education that incorporates recovery services.

Truth will take the following steps to ensure that family members with disabilities can access content to support their students' learning:

Truth will meet families where they are and ensure they have access to educational content, as well as, access to staff members for direct support. At Truth students have a teacher mentor who will be in communication with families. Truth will host workshops for parents for example: how to use Summit learning and Eschool plus. Sessions will be offered at convenient times for families to join. Resources will also be available for parents on the Truth website. Individual supports for families will also be available upon request.

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

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

N/A

**English Learners**

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

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

English learners were given the WIDA screener assessment at the beginning of the school year to assess proficiency in the 4 domains of Reading, Writing, Speaking and Listening and student levels were shared with families. English learners were in

general education classes that were co-taught with an EL teacher and received personalized instruction to meet their needs. Truth used BOY WIDA data along with teacher created assessments to monitor language development and learning goals. The EL teacher also provided high-dosage tutoring for students to accelerate their learning.

English learners will take the WIDA Screener Assessment within the first month of enrollment to determine level of English proficiency. Those that were screened provisionally during distance learning will be on campus and screened in person during the first two weeks of school. For students who are medically fragile and, therefore, not attending school in person, they will be engaged in a one-on-one virtual screening. Once the student's learning needs are understood, the student will receive English language instruction through [Truth's EL PLAN \(https://docs.google.com/document/d/1jaMBD46EjwtyRjaO4tJKwI2YWK2frkTEEy7-n7cGBuw/edit?usp=sharing\)](https://docs.google.com/document/d/1jaMBD46EjwtyRjaO4tJKwI2YWK2frkTEEy7-n7cGBuw/edit?usp=sharing). Continued monitoring of language acquisition will occur per our plan as described in question 10.

Learning for ELs will be accelerated across learning environments with targeted push-in support directly from our EL teacher during core academic time in Humanities and STEM. This will take place in the physical classroom for students that are on campus, and it will be done virtually in a google-meet session for any students that are learning remotely. The virtual push-in will take place when the ESL teacher joins a larger virtual Humanities or STEM class, and will at times be augmented with a targeted and virtual pull-out via google-meets for some one-on-one or small group support as needed. Hybrid students will get an in-person push-in when they are on campus and a google-meet push-in while they are remote (augmented, as needed, with a virtual pull-out via google-meet). We have adjusted the schedule of our EL teachers from last year to ensure that there is now more time for pushing into classes (and, at times, pulling out for individualized support). Further, the EL teacher will hold regular small-group support sessions during our daily intervention block, and all EL students whose data indicate that it will be beneficial to them will take System 44 as an intervention. This small-group support session will be in person for any on-campus students, and a separate virtual session via google-meet will be held for any remote students (or hybrid students on their remote days).

## 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.**

ESSER III-ARP funds will be key to Truth's ability to reopen safely. Funds will be allocated partially, for example, to a use agreement with Perry Street Preparatory PCS that will provide us with more space and thus the ability to physically spread students out more and distance them from one another both during class time and also in shared spaces. The additional space will not only mitigate the likelihood of COVID-19 transmission, but will also provide more space and capacity for accelerated learning, as it will provide us with greater opportunity for pull-out space (for tutoring and small group work). In addition, ESSER III-ARP funding will allow Truth to hire an additional member of the operations team to directly support COVID-19 safety protocols such as door screenings, ensuring availability of PPP throughout the building, and managing our relationship with Curative Labs (our COVID-19 testing partner).

### **20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

Truth has a clear plan for how at least 20% of its ESSER III-ARP funding will be used for evidence-based

interventions. Read 180, i-Ready, and IXL are evidence-based intervention applications that will be used and paid for with ESSER III funding during SY21-22 and SY22-23. ESSER III funding will also allow us to run Summer School programming through July of 2021 and July of 2022 by supporting the payment of Summer School staff salaries.

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

Truth has been closely monitoring allowable uses of ESSER III funding, and has a plan to make sure that all funds are spent in accordance with guidelines. For example, the funding will be used to expand our operational support (by providing the salary for an additional operations team staff member), expanding the physical space of the school through a use agreement with Perry Street Preparatory PCS to allow for great physical distancing, supplementing our stock of technology to ensure uninterrupted learning for any students that may at times need to quarantine, to purchase air filters for any of our new spaces that do not yet have HEPA-quality filters, and to support the salary of an additional Counselor or social worker to support COVID-related social and emotional support needs.

**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.**

Truth will use the funds to offer additional opportunities to increase learning across all students, but specifically for those that have been disproportionately impacted by the pandemic. As always, Truth will be data-driven in its approach and will provide supports in a personalized fashion. These supports will include summer programming, after-school programming, intervention programming, individual and small-group tutoring, and individual and small-group therapy and counseling. Smaller class sizes and increased instructional and student support staff will also be utilized in order to provide the specific supports indicated as necessary based on student needs assessments. Truth will closely monitor subgroup performance with respect to low-income families, students of color, English learners, students with disabilities, students experiencing homelessness, students in foster care, and migrant students to ensure responsiveness if and when any under-performing subgroups are not making greater gains than their peers.

## 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.