

Application Questions for School Year 2021-22 Continuous Education Plans (CEPs) and 2020-21 Assessment Data Collection - June 30, 2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring 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 will 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.

Whereas last year the CEPs included a section addressing how LEAs would prepare and maintain a safe physical environment, this year we are requiring that all public and public charter LEAs, as well as all private, parochial and independent schools in the District, submit separate **health and safety plans** that describe how they will safely reopen schools in accordance with DC Health and OSSE's health and safety guidance. OSSE will review each plan and provide comment, which may request follow-up by the LEA or school. We expect to release the questions for the health and safety plans later in May via direct email to LEA leaders and heads of school, as well as on [OSSE's web site](#).

Finally, to align with requirements from the US Department of Education, OSSE is conducting a **school year 2020-21 assessment data collection** for all individual public and public charter schools serving students in grades K-12 to understand how they assessed students during the pandemic. These collections will be reviewed and approved by OSSE.

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's [Guiding Principles for Continuous Education](#).^[1] 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. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2021-22 school year, including for in-person learning and distance learning under limited circumstances. We strongly encourage you to review these guiding principles closely before drafting your CEP application, as well as the [Continuous Education Resource Guide](#) and accompanying [Technical Appendix](#), which provide additional resources for developing your plans.

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website, and all LEAs and independent schools must share them directly with their families upon

review or approval by OSSE. For public charter LEAs, the DC Public Charter School Board (PCSB) will also use the content of the CEPs for oversight purposes in the 2021-22 school year. Please consult the accompanying [Technical Appendix](#) document for additional requirements on stakeholder engagement and sharing plans with the public.

For private, parochial and independent schools, the deadline to submit health and safety plans will be **5 p.m. on Friday, June 11, 2021**. For public and public charter LEAs, the deadline to submit CEPs and health and safety plans will be **5 p.m. on Wednesday, June 30, 2021**. For individual public and public charter schools serving K-12 students, 2020-21 assessment data collection responses are due at **5 p.m. on Thursday, July 15, 2021**.

At this time, OSSE and PCSB are providing LEAs and schools with the application questions so they may begin to work on their responses. Later in May, OSSE and PCSB will provide more detailed information on the process for submission. The process will be very similar to last year, with application submission through OSSE's Quickbase portal.[2] OSSE has also released a [Technical Appendix](#) document where you can find more information on the application submission process, evaluation framework, technical assistance and monitoring.

Question 1(Q1)

Q1. 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;

Bridges PCS can accommodate all students in person five days a week in its current physical space.

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

Bridges PCS can accommodate all students in person five days per week with its current staffing level. Additional staff are however being hired to support learning recovery, intervention and learning acceleration. This additional hiring is being managed by the school's HR department and members of the Instructional and Operations Teams.

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:

In preparation for time-limited distance learning, BPCS will have available student chromebooks and pre-bagged educational supplies. Families may come to the school to obtain these items and for families unable to do so, our Family Engagement Specialist and Operations Team Members will drop off items to homes. If a classroom is being shut down and students are being sent home during the school day, technology and learning supplies will be distributed with students as they are picked up by their parents or guardians. When a classroom staff person is excluded from being on-campus instruction is able to

continue because rooms are staffed with Assistant Teachers and Co-Teachers. In addition, instructional coaches or substitute teachers will be brought in as needed.

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

i. All BPCS staff have technology issued to them to accommodate distance learning. During this upcoming school year, devices will be in use while in person and will be brought home daily in the event of an exclusionary event.

If notification is received to quarantine a cohort of students that are presently in the building, technology and supplies will be issued to students as they are dismissed. For those students not present in the building families in need of a device and/or supplies may come to the school to sign out technology and receive supplies.

ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

ii. BPCS has an ample supply of chromebook tablets, chromebook notebooks and related technology resources in the event that a campus outbreak or community conditions may warrant a closure. Families will be able to obtain technology and supplies at the school or make arrangements for dropoff at their homes.

Continuous Education Plan Questions

Safe Reopening

1.A Physical Health and Safety

· Please see the “Health and Safety Plan” section below for health and safety questions.

1.B: Support Across Learning Environments

1. **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;
- 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.

Operation Plan for Bridges Public Charter school allows for on-site learning for all students for 180 day 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 [here](#). We are currently looking at three options: 1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. At the time this application is due, we are currently exploring all three options to ascertain which is the most appropriate for our student population.

Physical Distancing

As feasible, BPCS will practice 6 feet of social distancing during arrival, dismissal and when moving within the hallways at school. Signage includes floor markings, directional arrows and common area postings of signs. When possible, staff will maintain 6 feet of social distancing from each other and students. Within the classroom students shall be separated by 3 feet of distance (head to head).

Arrival and dismissal will be offered on a staggered schedule and dedicated entry and exit (3 locations) for assigned groups of walker, car drop off and bus riders. Dedicated staff are assigned to these roles to facilitate safe and efficient practices and to maintain consistent cohort groups.

Cohorts

BPCS cohorts will be distinct and remain stable throughout the day as per students' assigned classroom based on age and grade. The classroom cohort will remain distinct when using assigned restroom breaks, playground and movement in the hallway. Students will eat in the classroom and specials to include art, music, foreign language and gardening will occur in the assigned classroom. Physical education will occur at Keene Field when weather permits. In school physical education will occur while students are masked and in smaller cohort groupings based on the 3 feet of separation.

Related service providers will be assigned to classrooms for group services and when feasible will have students assigned to their caseloads from assigned classrooms. All potential push out services will require that social distancing be maintained between provider and students.

And a sample schedule of a typical school week can be found here. The Operation plan adheres to OSSE's Health Guidance of May 21, 2021 through the following means:

Students will be placed into cohorts by ADD YOUR COHORTING METHODOLOGY. (*Example: grade level, classroom, "school within a school"*). We will maintain cohorting through the following methods:

- Physical Space: (*e.g. hallways, separate entrances, bathrooms, classrooms, another facility*)
- Scheduling: (*e.g. staggered start and end times, staggered meals and recess*)
- Staffing: (*e.g. paraprofessionals, tutors, teachers*)

Our LEA will require all students and staff to wear CDC-approved masks/facial coverings. Our LEA will adhere to the 3' social distancing guidance within classrooms and therefore limit the spread by ADD HOW YOUR FURNITURE MAY BE ARRANGED.

During times when masks are not worn by students, students will remain 6' apart. We will use the following areas during these times:

- LIST ALL AREAS (*e.g. classrooms, offices, hallways, lunchrooms, outdoor spaces*)

In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not vaccinated for 10 days. For staff and students who are vaccinated, they will be able to attend school in their cohort. For those students who must quarantine, we will follow the following school extended absence policies for staff and for students: [LINK TO POLICIES](#).

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline. How will you notify families? What methods will you use? How will you respond to their questions? How can they get in touch with you? (This may all be better placed in a Family Communication Policy, which you could link to here.)

Key to a smooth year is uninterrupted learning is through dissemination of materials: How will you safely distribute materials so as to limit exposure?

- Uninterrupted instruction through remote learning: How will students be able to immediately (i.e. next day) access your school's curriculum while off-site? (*e.g. will students have access to the necessary equipment and hands-on materials at home?*)

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- Communication with families: How will families notify you of the expected exposure?
- Dissemination of materials: Without requiring families to unnecessarily endanger others, how can they access materials needed for uninterrupted learning?
- Uninterrupted instruction through remote learning: How will you ensure families have equipment?

Choose what is accurate:

The operations plan can be implemented in our current facilities.

OR

The operations plan cannot be implemented in our current facilities and we are working with: LIST government agencies and private vendors to secure additional space. Some options include: LIST OPTIONS (*e.g. outdoor space, city-owned facilities, etc.*)

The operations plan can be implemented using our current staff and anticipated hires.

OR

The operations plan cannot be implemented without hiring additional staff. We are working with: LIST government agencies and private vendors to find qualified staff. We are currently seeking LIST OPEN POSITIONS.

2. 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):
 - i. The LEA itself
 - ii. Another District LEA (please select name)
 - iii. 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)

The operation plan for Bridges Public Charter school allows for on-site learning for all students for 180 day 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 [here](#). We are currently looking at three options:

1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. At the time this application is due, we are currently exploring all three options to ascertain which is the most appropriate for our student population.

- b. How the LEA will deliver its distance learning program (select one):
 - i. Centrally at the LEA level
 - ii. By campus/at the school level
 - iii. Both (please describe the LEA's approach)

The operation plan for Bridges Public Charter school allows for on-site learning for all students for 180 day 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 [here](#). We are currently looking at three options:

1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. At the time this application is due, we are currently exploring all three options to ascertain which is the most appropriate for our student population.

- 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.

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1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. At the time this application is due, we are currently exploring all three options to ascertain which is the most appropriate for our student population.

- 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;

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- 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

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- 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.

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Student and Staff Well-Being

2.A: Whole Child Supports

Q. 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;

The LEA will utilize Second Step in classrooms PreK-5th grade once a week, monthly classroom guidance lessons by school wellness staff, and utilizing restorative practices to build relationships and provide opportunities for student social-emotional learning and mental health awareness.

- 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

The LEA will utilize our internal referral process where teachers and staff can refer a student for wellness services based on a variety of needs including mental health concerns, bullying, concerning behaviors, and limited access to technology or resources through an online referral system. The School counselor/School Social Worker will distribute the referrals to the appropriate individual. Parents can refer via phone from calls to the front desk. Additionally, staff will be able to refer students utilizing the LEAs internal Multi-Tiered Systems of Support (MTSS) process.

- c. How the LEA will provide direct mental and behavioral health services for students in need.

The LEA is in partnership with the Mary's Center. Mary's Center provides individual, group, and family psychotherapy services. The LEA School Counselor/School Social Worker provides IEP behavioral and social support services and short term counseling to students, as well as grief and loss groups for students and families. Beginning the 2021-2022 school year, school clubs for all students will occur weekly in order to encourage social interaction.

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: School-wide needs assessment for teaching staff created by the school counselors, DBH and Child Trends survey for staff, students, and families, as well as use the EmpowerK12 survey results from the previous school year. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means: Select staff members will be participating in restorative justice training over the summer to prepare for the 2021-2022 school year. We will continue our MTSS process four different times throughout the school year. Wellness staff will continue to conduct professional development for all staff regarding trauma-informed practices as well as wellness office hours for additional support on individual classroom issues or concerns. These professional development opportunities and wellness office hours will continue into the 2021-2022 school year. With the assistance of the school counselors, behavioral techs, ABA coordinator, and Director and Assistant Director of Student Support Services, the school will continue to implement the behavior tier system. Bridges PCS will continue to partner with Mary's Center through our DBH grant to provide a community support worker for our families. Through this partnership we are able to provide resources for housing, food insecurity, clothing and household needs, legal assistance, medical care, academic support, childcare needs, and more. The school base mental health program at Mary's Center provided individual care coordination for students by providing self-care strategies for parents and increased self-efficacy for parents to assure students are in a safe and comfortable online learning environment from home.

We will begin implementing clubs which will take place from 1:00-2:00pm on Fridays. These clubs will take place during the regular school day that way all students will be able to participate. The clubs will help encourage social interaction and will be inclusive for students in all classes and all abilities. Our students will participate in clubs on a weekly basis. The parents and the students will determine which club they would like to join. The clubs will be broken up into cohorts by grade including an ECE (PreK-Kindergarten) cohort, early elementary (1st-3rd grade), and an upper elementary (4th and 5th grade). This will give students the ability to interact with other students and further explore areas of interest to the student. We will continue to implement Second Step in classrooms PreK-5th grade once a week and monthly classroom guidance lessons by school wellness staff focusing on topics such as bullying, careers, friendship, mindfulness, and coping strategies for all students. Students in grades PreK- 2nd grade will participate in the Healthy Relationships Project Care for Kids prevention program.

For students who are showing the need for more intensive, one-on-one support, the LEA will continue our partnership with Mary's Center Clinical Social Worker to provide individual, group, and family psychotherapy services. Our Bridges School Counselor/School Social Worker will provide IEP behavioral and social support services and short term counseling to students. We will also be implementing Grief and Loss groups for students and families. We will hold as many groups as is needed for our student body.

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.

The LEAs proactive approach Wellness staff have conducted professional developments for all staff regarding trauma-informed practices as well as wellness office hours for additional support on individual classroom issues or concerns. Safety Care training is provided for select staff. The school behavior committee developed a comprehensive behavior tier system and conducted professional development for staff implementation. The school will utilize Responsive Classroom as well as strategies from the *Innovative Schools Summit* around discipline with at-risk and struggling students.

Our LEA is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches including: Bridges PCS will continue to provide positive behavior support using a PBIS model of discipline management. Students' behavior concerns will be tracked and logged using our school's Powerschool system. There will also be a Safety Care professional development for select staff. Our Wellness staff will continue to conduct professional developments for all staff regarding trauma-informed practices as well as provide wellness office hours for additional support on individual classroom issues or concerns. Bridges PCS has created a staff behavior committee to develop a comprehensive behavior tier system and continues to conduct professional development for all staff to be trained on implementation. The committee will utilize Responsive Classroom strategies and strategies from the *Innovative Schools Summit* around discipline with at-risk and struggling students. Lastly, staff will participate in on-going professional developments throughout the year on ways to appropriately manage classroom behaviors

5. 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.

1. On-going surveys of families to gauge access to healthy food and social-emotional support will be conducted.

2. The school will provide food distribution (breakfast, lunch and snacks) to families and additional food support over longer breaks, holidays and in the event of a quarantine event. Food distribution is for families whose student(s) attends school in person or are virtual.

3. The school's mental Health / Wellness team will referred families to Bread for the City's grocery delivery program and the Capitol Food Bank for food support throughout the school year

4. Students on campus will eat breakfast and lunch on campus in the assigned classroom cohort. Classroom staff will clean and disinfect the students' tables/desks/ chairs before food is served. Classroom staff will wash their hands upon wiping down the students' desks/chairs, and put on gloves. Students will wash their hands at the classroom sink. Upon completing lunch, students will individually discard their garbage and wash their hands. The garbage bin will be near the sink in the classroom. The students will return to their desks after the desk has been disinfected by staff.

- The school base mental health program at Mary's Center provided individual care coordination for students by providing self-care strategies for parents and increased self-efficacy for parents to assure students are in a safe and comfortable online learning environment from home.
- Weekly food distribution, (breakfast, lunch and snacks) to families and additional food support over longer breaks, holidays and in the event of a quarantine event.
- On-going survey of families to gauge access to healthy food and social-emotional support
- school and SBMH staff have also referred families to Bread for the City's grocery delivery program and the Capitol Food Bank for food safety throughout the school year
- Family Law Assistance Network (FLAN) for parent workshops regarding custody, child support, and divorce matters : <https://www.dcbar.org/pro-bono/what-we-do/family-law-assistance-network>
- Students on campus will eat breakfast and lunch on campus in assigned classroom cohort. Classroom staff will clean and disinfect the students' tables/desks/ chairs before food is served. Classroom staff will wash their hands upon wiping down the students' desks/chairs, and put on gloves. Students will wash their hands at the classroom sink. Upon completing lunch, students will individually discard their garbage and wash their hands. The garbage bin will be near the sink in the classroom. The students will return to their desks after the desk has been disinfected by staff.

Our LEA contracts with VENDOR. OR My LEA provides meals. Briefly describe your meal process for students who attend school on site.

For our students who access our school through remote learning options, meals will be available for pick up INCLUDE YOUR COMMUNICATION PLAN AND PROCESS.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will

be provided DESCRIBE COMMUNICATION PLAN AND PROCESS.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals DESCRIBE YOUR DISTRIBUTION PROCESS.

In the advent our entire LEA or a campus 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 DESCRIBE PROCESS.

- *Identify the service model (such as meals in the classroom or grab and go meals) schools will use to make breakfast, lunch and afterschool meals (if applicable) available to all students in person.*
- *Identify the service model schools will use to make breakfast, lunch and afterschool meals (if applicable) to students in a distance learning environment, or what referral will be provided so students have access to meals through a community resource, including a schedule for meal distribution;*
- *Include a communications plan to promote meals available to students learning both in person and learning in a distance environment.*
(OSSE's Technical Guide Appendix, p8)

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

Wellness will continue conducting professional developments for all staff regarding trauma-informed practices, offering self-care opportunities as well as wellness office hours for additional support on individual classroom issues or concerns. Wellness will also provide professional development on grief and loss to continue to support staff social and emotional health. Team Leads will be used to support planning and opportunities for staff to connect, feel valued and appreciated.

- b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

The LEA will provide self-care opportunities for staff, listening sessions during traumatic life experiences that are occurring in the area, wellness office hours for support, and referrals to the Mary's Center clinic for individual adult services outside of school.

Our LEA plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: Wellness staff will continue to conduct professional developments for all staff regarding trauma-informed practices, offer self-care opportunities as well as wellness office hours for additional support on individual classroom issues or concerns. Wellness staff will hold listening sessions for individuals to express how they are feeling especially as major events occur throughout the 2021-2022 school year. We will offer self care opportunities for staff such as weekly journaling and meditation opportunities. Staff will also have the ability to participate in clubs to share an area of expertise with the students. For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through self-care opportunities for staff, listening sessions during traumatic life experiences that are occurring in the area, wellness office hours

for support, and referrals to the Mary's Center clinic for individual adult services outside of school. We also will continue to provide resources for outside therapy services, We also are providing on-site support through our ability to offer staff the opportunity to participate in academic and instructional coaching, mentorships, training opportunities for all staff based on their interests, participation in school wide clubs, as well as any other staff clubs individuals may want to initiate.

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[3], 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.

a. Our community of staff will solicit and incorporate student and family feedback on these plans through focus groups and surveys. The administration will guide families through the CEP and provide an opportunity for families to share feedback. Our team will solicit, review and incorporate feedback quarterly so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning.

b. Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through meetings with the Principal, weekly Tuesday folder notifications, parent surveys, focus groups/listening sessions, monthly school wide newsletter, school website and during parent orientations. 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/Family Home Language Surveys. We will be using our bilingual Family Engagement Specialist to communicate with some of our families, we will utilize translators during parent meetings, and translate all written materials to provide language access regarding our plan. All parent meetings are done in English and Spanish. All written communication to families goes out in English and Spanish.

We will be engaging our EL families and families of students with IEPs through the assigned family engagement specialist. These specialists will be able to build relationships with parents and provide support and information for families to connect with the school programming (administration, counselors, therapists, enrollment and Wellness).

c. In order to monitor student progress and adjust supports, our LEA has adjusted the school calendar and will be providing parents with a detailed assessment of their child's current progress in the first quarter. Teachers will prepare a detailed data analysis that will provide parents with their child's current academic status based on the beginning of year assessments. Parents will also receive a detailed academic/behavior progression plan for their child. Parents will then receive quarterly progress reports in order to track their child's academic progress.

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 re-engage 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; summative assessments; activity on-line; participation in class discussions and participation in school wide activities. Our data identified our EL students, and students with IEPs and 504 were less engaged in distance learning. All students had access to school-provided equipment by September 30, 2020 and technology issues were addressed on an on-going basis and when brought to staff’s attention. We contracted with an outside agency that would work directly with families to identify and solve technology issues as they arose. In May 2021, the LEA first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified, approximately 5 % returned to on-site learning, leaving approximately 95% of students identified as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, the school is considering the following strategies utilizing family engagement specialists (bilingual and one with early childhood special education experience) to work directly with families to provide support and services. We will also provide ESY, EL after school tutoring, summer school, Saturday school and academic and social clubs to address social and emotional learning concerns.

The LEA will review data on student engagement on the following basis:

- Weekly through the Attendance Meeting
- Weekly Positive Phone Calls Home
- Weekly through the Wellness Team Meeting
- Quarterly through the Schoolwide Data Meetings
- Quarterly MTSS Meetings
- Quarterly Family Engagement Data Meetings
- Quarterly Parent Teacher Conference Attendance
- Monthly Parent Coffee with the Principal meetings

Parents will be notified through the schools website, weekly Tuesday Folder, Monthly Newsletter, monthly Principal Coffee meetings, teacher newsletter, parent conversations and Wellness Team notifications.

We will define consistently less engaged students as a student that misses more than 10% of instructional school days (18 days) that do not have a documented medical condition. We will make contact with families when students are absent:

- 3 Unexcused Days
 - Family engagement specialists will make contact with families by phone call to ascertain barriers to student attendance and engagement
- 5 Unexcused Days
 - Parents will receive written notification that there are five unexcused absences to

- notify them that they are close to ten absences and that we must notify CSFA.
- Family engagement specialists will reach out to families to ascertain barriers to student attendance and engagement.
- Family engagement specialists will request a meeting with families to discuss concerns.
- Outside social service agency (*Show Up, Stand Out*) to work to provide resources to families to support their attendance.
- 8 Unexcused Days
 - Parents will receive written notification that there are eight unexcused absences to notify them that they are close to ten absences and that we must notify CSFA. The school counselor and/or Social Worker will be included.
 - Family engagement specialists will make contact with families to ascertain barriers to student attendance and engagement.
 - Family engagement specialists will request a meeting with families to discuss concerns.
 - Outside social service agency (*Show Up, Stand Out*) to work to provide resources to families to support their attendance.
- 10 or More Unexcused Days
 - Parents will work with the school counselor and/or Social Worker.
 - Family engagement specialists will reach out to families to ascertain barriers to student attendance and engagement.
 - Family engagement specialists will request a meeting with families to discuss concerns.

Parents will be notified of their child’s engagement status through phone calls, in person meetings, virtual meetings and written notification from either the attendance team or the family engagement specialists.

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

Category	Approach	Yes
Standards	Taught fewer standards than in a typical school year / not able to teach all the standards	X
	Taught a narrowed or prioritized set of standards relative to a typical school year	X
	Did not adjust standards / Taught the same standards as a typical year	
Scope & Sequence	Adjusted curricular scope	X
	Adjusted curricular sequence	X
	Did not adjust curriculum / followed same curricular scope and sequence as a typical year	
Assessments	Adjusted types of assessments administered	X
	Adjusted assessment administration schedule and/or frequency	X
	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? (check boxes)
- i. English language arts (ELA)
 - ii. Math
 - iii. Science
 - iv. English language proficiency

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school year. As these are summative assessments, they will be conducted either monthly or quarterly (September, January/February and June) Results will be used internally and with families but will not be part of school accountability.

- 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;

The following are the assessments that will be administered during the 2021-2022 school year to assess interrupted learning:

Subject Area and Goal	Content Area Details		Grade level(s)	Assessment	Administration schedule
<i>LEA Goal: Every student will meet or exceed their RIT (Ready for Instruction Today) growth goal in reading upon exiting the school.</i>					
ELA:	Proficiency towards Common Core Standards		K-5	Unit Tests	September 1-June 2022
ELA:	Growth and proficiency in standards and increase in Lexile		K-5	NWEA MAP Growth	September 2021, January 2022 and June 2022
ELA:	Growth towards standard proficiency		K-5	Formative Assessments	September 2021-June 2022
ELA:	Growth and proficiency in standards and increase in Lexile		K-5	IXL	October 2021-June 2022
ELA:	Growth in foundational skills		K	Early Literacy Assessment	September 2021, January/February 2022 and May 2022
ELA:	Growth in		K-5	VB MAP	September 2021

	language acquisition				and June 2022
ELA:	Growth in instructional reading levels		K-5	Fountas & Pinnell	September 2021, January 2022 and June 2022
<i>LEA Goal: Every student will meet or exceed their RIT (Ready for Instruction Today) growth goal in mathematics upon exiting the school.</i>					
Math:	Unit Tests		K-5	Unit Tests	September 1-June 2022
Math:	NWEA		K-5	NWEA Growth	September 2021, January 2022 and June 2022
Math:	Formative Assessments		K-5	Formative Assessments	September 2021-June 2022
Math:	IXL		K-5	IXL	October 2021-June 2022
<i>Science: LEA Goal: Every student will meet or exceed their RIT (Ready for Instruction Today) growth goal in science</i>					

<i>upon exiting the school.</i>					
Science:	Proficiency towards Next Generation Science Standards		K-5	Unit Tests	September 2021-June 2022
Science:	NWEA		3-5	NWEA	September 2021, January/February 2022 and June 2022
Science:	Formative Assessments		K-5	Formative Assessments	September 2021-June 2022
Science:	IXL		3-5	IXL	September 2021-June 2022
English language proficiency: <i>Students will make progress on their proficiency levels of WIDA Can Do Descriptors by the end of the year.</i>					
English language proficiency:	Growth and proficiency in the WIDA standards		K-5	Unit Tests	September 2021-June 2022
English language proficiency:	NWEA (Reading Comprehension)		K-5	NWEA MAP Growth	September 2021, January/February 2022 and June 2022

English language proficiency	Informal Reading Inventory (QRI, F & P) Measures Fluency		K-5	Formative Assessments	September 2021, January/February and June 2022
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c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);

Please find the LEA [2021-2022 Assessment Calendar](#).

d. Whether you set goals[4] 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 and ELA: Our vision is for students to matriculate from our school to be able to persevere in the face of challenges to meet their individual academic goals. We monitor their progress towards meeting the goals as follows:

ELA

For ELA, we expect students in K-5 to meet or exceed their RIT (Ready for Instruction Today) growth goal set by the assessment provider in reading upon exiting the school. Monitoring progress will be the same as last year. We will have weekly grade level planning meetings, quarterly data meetings, utilizing our MTSS process, use of Reading Interventionists, academic coaches, grade level team meetings EL coaches, job embedded professional development and throughout the year professional development.

Math

For math, we expect students in grades K-5 to meet or exceed their RIT (Ready for Instruction Today) growth goal set by the provider in mathematics upon exiting the school. Monitoring progress will be the same as last year. We will have weekly grade level planning meetings, quarterly data meetings, utilizing our MTSS process, use of Math Interventionists, academic coaches, grade level team meetings, job embedded professional development and throughout the year professional development.

Science

For science, we expect students in K-5 to meet or exceed their RIT (Ready for Instruction Today) growth goal as set by the provider in science upon exiting the school. Monitoring progress will be the same as

last year. We will have quarterly data meetings, utilizing our MTSS process, academic coaches, grade level team meetings, job embedded professional development and throughout the year professional development.

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 approximately 4 year years through our SIOP. The lesson plan template will be revised to identify SIOP strategies. Additionally, EL teachers will continue to collaborate during common planning meetings to contribute to the development of lesson plans. EL teachers will use formative data from unit assessments as well as NWEA and the EL curriculum resource that will be acquired to monitor progress . We will have quarterly data meetings, utilizing our MTSS process, academic coaches, EL Coaches, grade level team meetings, job embedded professional development and throughout the year professional development.

- 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

The LEA will ensure equitable access to educational opportunities across learning environments by providing services to all students in the least restrictive learning environment based on student need as indicated by summative data results . The LEA will ensure that students with disabilities receive equal access to interventions by providing additional training for all special education and general education staff to ensure equitable delivery of instruction content and practices using intervention programs such as Wilson Reading and Zearn math. The LEA will also ensure that each student who receives 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 adding instructional positions that support students in the areas of math and literacy while providing these services inside the general classroom setting. Our LEA will be using additional curriculum resources, namely Zearn math to provide targeted intervention based on summative data to support student learning in the least restrictive environment. For our EL students we are adding an additional instructional position to allow instruction to be conducted in a smaller group setting, offering after school tutoring and providing teacher training and implementation of teaching best practice strategies using the SIOP model. Students' progress will be tracked and monitored using quarterly data meetings and the MTSS process to inform decisions about student grouping, intervention services and instructional strategies.

The LEA will continue to support parent training for students receiving related services through distance learning by hiring additional staffing in the position of Family Engagement support for all students including students receiving RSP services. The school will engage students in Academic Parent Teacher Team meetings to discuss student progress and share data and receive feedback from families. Parents will also have support from the school's Wellness team to include the school counselors and partner services provided by the Mary's Center.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: 1) All information to families of students with disabilities will be

shared using the home language spoken through translation services. 2) Families will be able to access student information through the learning management platform google classroom, as well as the parent portal on performance matters learning platform.

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.

[2021-2022 Assessment Calendar](#)

**f. Non-public collaboration-
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.**

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 support designed to ensure access to accelerated learning. This will be done by reviewing progress reports, classroom assessments, and current baselines.

We currently have four students enrolled in non-public schools. They are enrolled in Frost- Shepherd Pratt, Center for Autism & Related Disorders Academy, Kennedy School, Ivymount, per OSSE's placement process. We collaborate with the various school(s) regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: Meeting to discuss current educational programming needs, adjustments that may be needed to the Individualized Education Plan, Progress Reports, Classroom Assessments, Review of grade level assessments, and current baselines. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. Families are invited to attend team-meetings with all members of the educational team including teachers, related service providers, special education coordinators, and LEA representatives. In addition, parents attend parent-teacher conferences, are provided with interpreters as needed, and provided with updates in regard to student needs in the form of progress reports.

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.

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use Performance Matters and Ed Ops to collect, analyze and support our staff in addressing student learning needs. The lesson plan template will be revised in order to specifically address the needs of our English Learners (SIOP strategies) and our at-risk students (low income, students of color). Teachers will need to strategically plan to implement scaffolded lessons that will address the learning needs of these students in order to increase achievement. In addition, the assessment plan includes diagnostic (why did it happen) analysis and professional

development (e.g. grade level meetings, department meetings, whole staff meetings) and teacher support (e.g. coaching, protocols for looking at student work, data-analysis support, building walkthroughs).

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

- i. Adjusted class/block/bell schedules
- ii. After-school programming
- iii. Longer school day
- iv. Longer school year
- v. Summer 2021 programming
- vi. Summer 2022 programming
- vii. School break/holiday programming
- viii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

- i. High-dosage tutoring[5]
- ii. New curriculum purchase
- iii. New intervention program or support
- iv. New uses of staff planning time for accelerated learning
- v. New professional development for staff on accelerated learning

c. Staffing and Related Supports

- i. Additional staffing
- ii. Additional vendor and/or community partner support
- iii. New hardware purchase
- iv. New software purchase

d. Other

- i. Please describe:

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 accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	Yes	We will be adjusting the schedule to allow for in school on grade level acceleration learning time. We will prioritize standards on informational text, and have students in small groups to accelerate the needs of students.
	After-school programming	Yes	EL students will be invited to participate in after school programming to work on building background knowledge and use

			emerging language skills.
	Longer school day		
	Longer school year		
	Summer 2021 programming	Yes	Summer classes working in small groups to provide more 1:1 instruction. Piloting Zearn mathematics program this summer.
	Summer 2022 programming	Yes	Summer classes working in small groups. Utilizing piloted materials after analyzing data (Zearn math)
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)	Yes	Students will attend Saturday school for 1:1 small group learning two Saturday's per month.
Instructional Changes	High-dosage tutoring ⁵	Yes	Use of Literacy Lab tutors Pk-3
	New curriculum purchase	Yes	EL (No Title Yet) Writing Grammar Zearn Math Amira Foundations
	New intervention program or support	Yes	Foundations, Amira, Zearn, PALS (EL)
	New uses of staff planning time for accelerated learning	Yes	Use of PLC (Common Planning Time) and revised planning learning template.
	New professional development for staff on accelerated learning	Yes	Professional Development will be given to staff on the intentional planning to accelerate student learning (e.g., Formative Assessment Collaborative Planning, SIOP, UDL)
Staffing and Related Supports	Additional staffing Additional vendor	Yes	Adding an additional Co-Teacher, Family Engagement Specialist, Bilingual Family Engagement Specialist, Math Interventionist and Spanish Teacher
	and/or community	Yes	Mary's Center

	partner support		
	New hardware purchase	Yes	Chrome books, laptops, equipment for virtual instruction, hot spots, tablets.
	New software purchase	Yes	Performance Matters, Marzano Teacher Evaluation
Other			

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 the Principal. We are identifying what worked well by looking at a variety of factors gathered through surveys, parent focus group meetings, teacher feedback and formative assessment results. Using information gleaned from school year 2020-21, we are planning on supporting teachers throughout the school year. Please see the year long professional development calendar [here](#). Staff need training on formative assessment, student goal setting, data disaggregation and analyzing student work. 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 respond to new and emerging student needs by utilizing results from interim assessments, student behavior logs, student engagement, student in-seat attendance, teacher feedback, parent surveys and focus groups.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress. *We encourage LEAs to submit any practices described in this response to the US Department of Education’s [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other states and LEAs.*

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. We utilized virtual School Community Meetings where students and staff were acknowledged and celebrated. We will continue with School Community Meetings and introduce school wide clubs, providing additional software communication platforms and providing students with devices to access remote learning when needed. We also utilized Morning Meetings as part of Responsive Classroom, where students could connect with each other and share their thoughts and ideas on various topics. Both practices were identified as effective due to the large number of participants (students and families) that would participate in each of the above named activities. Students would log in to Morning Meetings, but would not log into their assigned academic classes. Parents and families would join at the School Community Meetings to participate in the celebrations, but would not log into assigned academic classes. We will monitor our behavior logs, student and parent surveys and interim assessments to monitor the effectiveness of our social-emotional progress.

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 learning;

a. The LEA 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:

The LEA will review student progress reports, current grade level assessments. Special Education Coordinators (SECs) will conduct an extensive data review each student's baseline information to determine if compensatory services are appropriate. SECs will meet with parents and will utilize [the IEP recovery sheet](#) to determine services. The LEA will utilize the Family Engagement Specialist to provide families with support through and clarity around access to learning. The first month of school, all students with IEPs will be assessed utilizing the appropriate assessment tool for their needs. All parents will be notified of their child's baseline information in early October and an extensive educational plan will be developed to monitor progress to determine the need for comprehensive services.

The LEA will ensure equitable access to educational opportunities across learning environments by limiting time for pull out services and moving towards a push-in model that would allow for a child to stay in the classroom for the majority of the day. Teachers and co-teachers plan collaboratively on their lesson plans, where modifications and accommodations are built into their lessons. All general education teachers are trained on classroom modifications and small group instruction to provide equitable access. The LEA will be implementing intervention plans based on the individual academic needs of students.

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;

b. The LEA will utilize data and [the IEP recovery sheet](#) to determine the individualized needs of students with disabilities. This information will be shared with parents in individual meetings that the SECs will have with parents. The LEA will utilize the Family Engagement Specialist to provide families with support through and clarity around access to learning.

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;

c. The LEA will utilize data and [the IEP recovery sheet](#) to determine the appropriate accelerated approach for each student with a disability. This information will be shared with parents in individual meetings that the SECs will have with parents. In conjunction with the use of [the IEP recovery sheet](#) the LEA will also utilize the collaborative [Placement Tool](#) to ensure that students are placed in the least restrictive environment (LRE). The LEA will utilize the Family Engagement Specialist to provide families with support through and clarity around access to learning.

d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and

d. We are currently looking at three options: 1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. At the time this application is due, we are currently exploring all three options to ascertain which is the most appropriate for our student population.

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.

e. The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: Bridges will offer family members with disabilities the following supports; Sign language Interpreter, arrange interpreters (ASL), use large print materials; communicate using person-friendly language; hold quarterly family information sessions and by offering weekly PTCs to provide families content information.

Additionally, the LEA 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:

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	- Formal and informal assessments (TouchMath, VB Mapp, GAP, Bridges in Math -Classroom observation -Permanent product work samples
How appropriate services will be determined or	- Formal and informal assessments

designed for students with disabilities	-Classroom observation -Permanent product work samples
How accelerated learning will be scheduled and delivered to students with disabilities	Summer School Saturday School Academic Sessions Saturday School RSP sessions Homework Club Remote RSP sessions during school breaks High Dosage tutoring
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	<ol style="list-style-type: none"> 1. Weekly staff to parent emails 2. Monthly School newsletter 3. PTC weekly sessions with families 4. Quarterly Family Information meetings

The LEA 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 reviewing the educational setting with the IEP team, limiting time for pull out services and moving towards a push-in model that would allow for a child to stay in the classroom for the majority of the day

The LEA will continue to support parent training for students receiving related services through distance learning by offering BOY surveys to families, create SY 21-22 calendar of parent training series, home programming for students and create opportunities for parents to observe sessions in real time to so they can learn new strategies for working with their child (may need to be done like once a month, rather than every session to allow for therapists to be flexible with their schedules and session planning).

English Learners-

18. 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

18. 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.**

a. Bridges Public Charter School plans to serve English learners by utilizing push-in and pull out instructional models. Students with a score of 5 and above who have exited the program, EL teachers will monitor their progress and provide support as needed. Students who scored 4.9 and below will receive both push in and pull out a minimum of two times per week (30-45 minutes each session) support based upon their Listening, Speaking, Reading, Writing, Oral Proficiency, Literacy and Comprehension on the Wida Access 2.0:

Score	Portions of WIDA Access 2.0	Type of Service
1.0-3.5	Listening, Speaking, Reading, Writing, Oral Proficiency, Literacy and Comprehension	Pull out Services
3.5-5.0	Listening, Speaking, Reading, Writing, Oral Proficiency, Literacy and Comprehension	Push In Services

Bridges Public Charter School also uses the Sheltered Instruction Observational Protocol (SIOP) framework with all teachers grades K-5. Bridges is focusing on Building Background Knowledge and Comprehensible Input to provide quality instruction for our EL students. We plan to make adjustments to our lesson planning template to incorporate intentional SIOP planning for teachers and utilizing data to monitor EL progress.

When students enter Bridges PCS, parents complete a home language survey. If the home language survey indicates potential ELL needs, the screening process will commence. English learners in grades K-5 will take the WIDA Screener within the first month of enrollment to determine their level of English proficiency based on the results of the home language survey. The results of this WIDA screener will indicate an English proficiency level of 1 through 6. If a student scores a level of 4.9 and below, it will indicate that the student is in need of further English language development and ELL services. Once we gather the results, the ELL department will mail the parents the results and will ask parents permission for placement into the school's ELL Program.

For students who were screened during distance learning and are currently Provisional English Language Learners (PEL), they will be re-screening within the first two weeks of the school year, using the WIDA screener in a one-on-one session and the results will determine their actual EL status.

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: 1. LEA educational support; 2. Utilizing a consortium; or

3. Contracting with a sole provider. At the time this application is due, we are currently exploring all three options to ascertain which is the most appropriate for our student population.

b. Bridges PCS has created the following instructional plan in order to best serve ELs and accelerate the learning loss:

- Students will receive content-based language instruction in which English is taught through vocabulary (academic vocabulary) related to the content areas using the SIOP (Sheltered Instruction Observation Protocol) model; aimed at proficiency in English and academic achievement.
- EL data will be reviewed with instructional staff.
- All teachers will be trained in SIOP and the focus will be Building Background and Comprehensible Input.
- Students will receive Literacy-based instruction in which ELL teachers teach language goals based on the WIDA standards.
- EL teachers will collaborate with the regular education teachers to modify curriculum to enrich language development
- EL teachers will provide instructional materials to promote language development
- EL teachers will provide additional support to ELs students such as the intervention ELL program, in which students will be able to reinforce content and language skills in a one on one service
- Students will receive intensive small-group instruction and regular opportunities to develop written language skills based on their specific learning needs.
- Engage families and build on students' prior knowledge, including home languages and cultural assets
- EL students will be offered extended instructional time after school to enhance academic achievement.
- An afterschool program will be offered to ELs whose English proficiency level is 4.0 and below on WIDA.

Besides that, EL teachers will identify the areas in which students need more improvement and will create learning goals. This data will be shared with teachers and parents as part of the data disaggregation. WIDA screening, ACCESS for ELs assessment, NWEA and PARCC data and formative assessments will determine student progress towards the goals.

Continued monitoring of language acquisition will occur per our plan as described in question 10.

Effective Use of Funds in the 2021-22 School Year

For [LEAs receiving ESSER III-ARP funds](#): Please outline your LEA's approach for the use of federal emergency grant funds by responding to the questions below. You will provide additional detail and spend plans when you complete an ESSER III-ARP application in Enterprise Grants Management System (EGMS) later this summer. If relevant, you may reference other responses provided in this CEP or in the health and safety plan.

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.

Bridges PCS plans to spend the majority of the school's ESSER III- ARP funding on evidence-based interventions, as well as the academic, social / emotional and mental health needs of students, staff and families. If any funding will be used for prevention and mitigation strategies, they will be consistent with the most recent OSSE and DC Health guidance on reopening schools, in order to continuously and safely open and operate the program for in-person learning. See the chart included in supporting documents.

We are leaving this question unanswered. Spending plans will be provided fully in the schools complete ESSER applications submitted to EGMS.

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[7] 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.

Bridges Public Charter School will be utilizing the following evidence-based interventions to address the academic impact of the loss of instructional time to respond to the academic, social, emotional and mental health needs of students. See the chart included in supporting documents. At least 20 percent of the schools allocation of ESSER III-ARP funds will be used for this purpose.

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[8] of the funding.

Bridges Public Charter School will spend its remaining ESSER III-ARP funds in a manner that is consistent with allowable use guidelines. See the chart included in supporting documents for the plan.

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.

Bridges Public Charter School will be utilizing the following interventions to address the academic impact of the loss of instructional time to respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the 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. See chart included in supporting documents.

Intervention	At Risk Demographic	Rationale
Saturday School	Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster Care	<p>Research shows that high-quality afterschool programs improve, academic achievement, school attendance, and social and emotional learning. Consistent participation in afterschool programs has shown lower dropout rates and has helped close achievement gaps for low-income students. Additionally, expanded learning opportunities promote:</p> <ul style="list-style-type: none"> ● Student success and college and career readiness; ● Youth assets such as character, resilience and wellness; ● Family engagement. <p>EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021 and 80% of students with IEPs did not meet their growth goals in mathematics.</p>
EL After School Tutoring	English Learners, Migrant Families	<p>Research states it takes 5-7 years for ELL students to acquire the English Language. Providing additional language support for students in a small group setting, will allow students opportunities to get more support. Research also shows that high-quality afterschool programs improve, academic achievement, school attendance, and social and emotional learning. Consistent</p>

		<p>participation in afterschool programs has shown lower dropout rates and has helped close achievement gaps for low-income students. Additionally, expanded learning opportunities promote:</p> <ul style="list-style-type: none"> • Student success and college and career readiness; • Youth assets such as character, resilience and wellness; • Family engagement. <p>EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021.</p>
Zearn Math	<p>Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster Care</p>	<p>Accelerate closure in Math learning gaps It offers frequent checks for understanding, interactive visuals to keep lessons fun and entertaining, and precise feedback at the exact moment a student begins to struggle.</p> <p>EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021 and 80% of students with IEPs did not meet their growth goals in mathematics.</p>
Literacy Lab	<p>Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster Care</p>	<p>Support acceleration in Reading. To improve foundational Literacy skills as a Tier 2 intervention program.</p> <p>EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021.</p>
Writing Fundamentals	<p>Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster Care</p>	<p>Research states that students should become fluent with handwriting, spelling, sentence construction in order to communicate effectively in writing.</p> <p>EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021.</p>
Fundations	<p>Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster</p>	<p>Research states that it is important to develop beginning reading skills for young children including Phonological awareness,</p>

	Care	letter-sound recognition, decoding and fluency. EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021 and 0% of students with IEPs in grade 3 met their growth goals in reading.
PALS (Peer-Assisted Learning)	English Learners Migrant	Support beginning reading skills for young children including Phonological awareness, letter-sound recognition, decoding and fluency. EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021.
Amira	English Learners Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster Care	Research indicates that fluency is one of the critical building blocks of reading, because fluency development is directly related to comprehension. EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021 and 0% of students with IEPs met their growth goals in 3rd grade reading.
Family Engagement Specialists	English Learners Migrant Families Students with Disabilities	Research indicates that strong family engagement is central in promoting children's healthy development and wellness, including: social-emotional and behavioral development; preparing children for school, supporting academic achievement in elementary school and beyond. EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021 and 80% of students with IEPs did not meet their growth goals in mathematics.
Math Interventionist	English Learners Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster Care	Research states that Students struggling with mathematics may benefit from early interventions aimed at improving their mathematics ability and ultimately preventing subsequent failure. There was a 30% decrease in

		students meeting their math goals on MAP from fall 2020 to spring 2021.
Elementary Co-Teacher	Students with Disabilities	Research states that there are large increases in reading achievement. 80% of students with IEPs did not meet their growth goals in mathematics and 0% of students with IEPs met their reading growth goals on MAP.
Responsive Classroom	English Learners Low-income Students of Color Students with Disabilities Homeless, Migrant and Foster Care	Research states that this approach is associated with higher academic achievement, improved teacher-student interactions, and higher quality instruction. EL student MAP scores dropped an average of 18 points from the fall 2020 to spring 2021 and 80% of students with IEPs did not meet their growth goals in mathematics.

2021-22 School Year Health and Safety Plan Questions

OSSE will release the questions for the health and safety plans later in May via direct email to LEA leaders and heads of school, as well as on [OSSE’s web site](#).

2020-21 School Year Assessment Data Collection Question

Note: All questions in this section will be answered by **respondents at each individual K-12 school**, rather than each LEA.

1. Please describe your approach to assessing student learning in the past school year (2020-21), including:
 - a. Information on the school’s strategy and approach to assessing student learning given the school’s specific operating status throughout the 2020-21 school year;
 - b. Whether assessments were delivered remotely or in-person; and
 - c. Highlighting any changes to your original assessment plans due to the impact of the pandemic.

Our approach to assessing students was to students in groups, one-on-one and individually when necessary. Following are the list of assessments that Bridges Public Charter School administered

remotely for all students during the SY 20-21. The assessment highlighted in a different color was the one assessment that was not administered during the 2020-2021 school year.

Assessment	Grade
Early Literacy Assessment	K
Reading A-Z Running Records	K
NWEA (math and reading) fall, winter, spring	K-5
Unit Assessments (math and reading)	K-5
VB MAPP	K-5
Fountas and Pinnell	Normally done K-5, not done during the 2020-2021 school year

2. Please identify the content areas for which your school administered non-state summative spring assessments (interim, benchmark, end-of-course, or end-of-year) in both 2019-20 and 2020-21.

a. *Please limit your responses to those assessments administered as common assessments at the school or LEA level as opposed to those developed and used solely by individual teachers. (check boxes with columns for 2019 and 2020)*

- i. ELA
- ii. Math
- iii. Science
- iv. English language proficiency

Assessment	2019-2020	2020-2021
NWEA (math and reading)		X
Unit Assessments	X	X
VB MAPP	X	X

3. Did you set assessment-specific goals[9], benchmarks, or targets for performance on assessments administered in the 2020-21 school year?
- i. Select: Yes/no
 - ii. If yes, are these goals/targets set by (select one):
 1. Assessment provider (e.g., NWEA)
 2. The LEA or school (e.g., charter organization, school or teacher)
 - iii. If yes, are the goals/targets meant to measure (select one)
 1. Student proficiency
 2. Student growth
 3. Both

Bridges Public Charter School utilized our own performance targets aligned to our [Bridges Goals](#). These targets are based upon student growth and proficiency.

4. Please describe the steps your school took in the 2020-21 school year to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners and English learners with disabilities.

a. We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where supports may be needed.

Bridges Public Charter School utilized various equitable means to assess students. Depending upon their specific needs students were tested in person, one on one virtually, in small groups, utilizing EL translators, instructional resources, training parents on learning management systems, holding parent group and individual meetings, school supplies (delivered home), and food packages.

b. If applicable, include information on the specific assessments used to assess different groups of students (content area, grade, and type [interim, benchmark, etc.]

Bridges Public Charter School assessed the follow student groups below:

Assessment	Grade	Student Population
Early Literacy Assessment	K	General and special education students
Reading A to Z Running Record	K	General and special education students
VB MAPP	K-5	Non-categorical students
NWEA	K-5	General and special education students
Unit Assessments	K-5	All students

- c. Provide narration on accessibility and the availability of accommodations and accessibility features.

Bridges Public Charter School utilized, to the fullest extent possible, the accommodations and accessibility measures available during a pandemic to safely assess students. Bridges PCS used small group testing, one-on-one virtual testing, one-on-one in person testing (when deemed safe and appropriate), parent training and support to safely and successfully assess students with IEPs. Accommodations written into their IEPs were utilized to ensure that students were receiving all the necessary support. For EL students, we used the Language Line and EL teachers and coaches to provide accommodations and testing accessibility.

- d. Highlight where there may be gaps or challenges in providing common assessments for all students (e.g., if vendor-created tools are not available at certain grade levels or for certain content areas).

One of the major challenges in 2019-2020 our math curriculum was not accessible for online learning. The program was not designed as such. We had to realign our curriculum and use other curriculum resources to deliver instruction. For the 2020-2021 school year, our math curriculum was made accessible and therefore, making delivery accessible.

5. Please describe any strategies you implemented to change curricular scope or sequence for ELA, math and science based on the impact of the pandemic on school schedules, distance learning and reopening status. Please share any takeaways or lessons learned.

- a. If applicable, highlight any concrete strategies that adjusted the school’s original plans for standards coverage, curriculum, and scope and sequence. Examples could include, but are not limited to: implementing Student Achievement Partners’ priority standards; adjusting timing or sequencing; acceleration planning; redesigning 2020-21 quarter 1 to focus on content missed in quarter 4 of 2019-20. Include details for all content areas and identify where approaches differed across grades, as appropriate.

Subject	Grade Level	Strategies
Math	K-5	The modifications, including moving or even skipping certain modules and units, maximize time with the critical work of the grade level while allowing time for re-engagement with unfinished learning from the previous grade. The major standards were marked to help teachers make informed decisions

		about pacing as the school year progresses.
ELA	K-5	The modifications, including moving or even skipping certain modules and units, maximize time with the critical work of the grade level while allowing time for re-engagement with unfinished learning from the previous grade. The major standards were marked to help teachers make informed decisions about pacing as the school year progresses.
Science	K-5	Curriculum focused on what was most engaging for students and could be taught easily in a virtual environment. We were not able to get through all of the grade level content.
Social Studies	K-5	Curriculum focused on what was most engaging for students and could be taught easily in a virtual environment. We were not able to get through all of the grade level content.

- b. Outline how the changes in standards/content coverage impacted the school’s plan for non-state summative assessments and ability to measure student learning.

This did not impact our ability to measure student learning. We utilized NWEA testing to provide us with data to measure student learning.

6. Please identify which assessment tools you used for non-state summative spring assessments in ELA, math and science (for tested grades) at your school(s) in the 2020-21 school year, as well as the data on participation numbers, the “goals” identified above and performance toward those “goals.”

- a. Please limit your response to assessments administered in spring as common assessments at school or LEA levels versus assessments developed and used solely by individual teachers.
- b. A reminder that tested grades/courses include:

- i. ELA, mathematics: grades 3-8;
- ii. Science: grades 5, 8 and high school biology
- c. If your school sets individual grade-level goals, please provide a row for each grade and student group. If your school sets goals across grade levels, please list the aggregated goals, participation, and performance for the grade span and student group.
- d. If your schools did not assess locally in science, please describe in your narrative responses why not and how you will address science content.
- e. Be sure to identify tools used to assesses specific student groups (e.g., students with disabilities, English learners, etc.).
- f. For the purposes of this collection, “goals” are defined as LEA- or school-determined expectations for individual students or student groups. If the LEA or school is using an assessment tool for which they set specific goals for students (e.g., MAP), OSSE expects the LEA or school is using those defined goals for this exercise, but LEAs or schools should note and explain where this is not the case.
- g. If you do not have information on the number of students meeting or exceeding a goal, please fill out all the remaining columns. Collecting information on the types of assessments used and the participation in those assessments will help OSSE better understand the non-state summative assessment landscape across LEAs.

[CEP DATA 2021](#)

7. What are your school’s takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?

- a. Detail how your school is approaching understanding the results of non-state summative assessments this spring. If there are any high-level takeaways, please share.

Bridges Public Charter School is using the information from the spring non-state summative assessments to share which students need additional support and extended learning. We are not completely confident in the NWEA (norm-referenced assessment) scores because we know that some students were assisted by their parents. We will be immediately assessing students upon their return to in person learning.

- b. Outline any caveats for interpreting the data from spring assessments at the school and/or LEA level. Caveats for interpretation may include information on student participation; opportunity to access standards/instruction; impact of remote administration on results; questions of test security, etc.

Bridges Public Charter School is using the information from the spring non-state summative assessments to share which students need additional support and extended learning. We are not completely confident in the NWEA (norm-referenced assessment) scores because we know that some students were assisted by their parents. We will be immediately assessing students upon their return to full in person learning for SY21-22.

- c. Provide context for any missing information in question 6, if appropriate.

8. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?

Bridges Public Charter School provided the results of the 2020-2021 school year assessments to students and families through individual meetings with students and parents. Teachers met with and shared information with parents three times per week. Teachers provided regular meeting time for parents to discuss the assessments. Additionally, all assessment information was mailed home to parents quarterly.

9. Please describe how your school used or will use the results from 2020-21 school year assessments to improve instruction and student performance, access to summer enrichment, and access to instruction and enrichment in the 2021-22 school year.

Bridges Public Charter School will use the information in the fall of 2021-2022 to identify students who are in need of enrichment and extension services. We will be immediately assessing students upon our return to the building to get a true baseline of their performance. We are concerned that some of our data may not be accurate as some students testing virtually were assisted by their family members. Enrichment and extension will be provided through differentiation in lesson plans used for implementing instruction.

Assurance Statement for Continuous Education Plans (CEPs)

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 § 2203[10] 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.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education and accelerate learning for the 2021-22 school year.

Further, by submitting this continuous education plan, the LEA will ensure that schools provide a minimum of 180 instructional days of at least 6 hours of instructional time in accordance with 5A DCMR 2100.3 for the 2021-22 school year. Any deviation from this requirement must be approved by the Superintendent prior to communication and implementation.

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with the **DC Health and OSSE public health guidance**:

The LEA assures that it will adopt the measures in the DC Health and OSSE COVID-19 guidance for schools to help reduce the risk of COVID-19 transmission among students, staff, families and the community.

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for 2020-21 School Year Assessment Data Collection

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.

School and LEA Name: _____

School Leader Name: _____

School Leader Signature: _____

Date: _____

[1] Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and distance learning settings.

[2] Public charter LEAs should notify PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

[3] LEAs receiving ESSER III-ARP funds must meet specific requirements for family and public engagement per the US Department of Education. Please see the accompanying Technical Appendix document for more details.

[4] For the purposes of this collection, “goals” are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., NWEA MAP) are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

[5] Please see OSSE’s guide, [High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning](#), released March 15, 2021.

[6] OSSE issued [non-regulatory guidance on credit recovery](#) in September 2018. Credit recovery courses should only be offered for courses required to be satisfactorily completed for graduation. LEAs should ensure that a student enrolled in a credit recovery course previously completed the underlying course and received a failing grade thus not earning a partial Carnegie Unit. Further, 5A DCMR 2203 outlines credit requirements for graduation in the District of Columbia. It is the expectation that all graduates meet these requirements. Public charter schools may exceed these requirements but must have approval from the PCSB for any modifications.

[7] The American Rescue Plan Act defines “evidence-based” using the same definition as the Every Student Succeeds Act, to mean an activity, strategy, or intervention that:

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least one well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)

(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Please see the US Department of Education’s [guidance](#) on using evidence to strengthen education investments for more information.

[8] Please refer to OSSE’s web site for guidance on allowable uses of the ESSER III-ARP funds at osse.dc.gov/recoveryfunding

[9] For the purposes of this collection, “goals” are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., MAP), are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

[10] In the 2019-20 school year, the DC Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.