Important Deadlines

- Continuous Education Plans -- due WEDNESDAY, **JUNE 30, 2021**
- Health and Safety Plans -- due WEDNESDAY, **JUNE 30, 2021**
- Assessment Data Collection -- due THURSDAY, **JULY 15, 2021**

How will the plans be evaluated?
- OSSE will review LEAs' responses for **completion**, **clarity** and **compliance**, or alignment with applicable laws and policies delineated throughout this application.
- Responses to each application question will be evaluated on whether they meet these criteria:

Criterion	Question
Completion	Did the LEA/school response address all parts of the question and provide sufficient detail as outlined in the Complete Answer Guide? (yes/no)
Clarity	Did the LEA/school write the response in such a way that the median stakeholder could access the information? (yes/no)
Compliance	**CEPs and 2020-21 School Year Assessment Data Collection:** The LEA response indicates the LEA complied with applicable federal and local laws or regulations (yes/no) **Health and Safety Plans:** The LEA's/school's plan includes and is consistent with the requirement(s) of the DC Health and OSSE COVID-19 health and safety guidance for schools (yes/no)

- Responses that fail to meet one or all of these criteria will cause the application to be returned to the LEA or school for revisions. Please see below for more information on the revision and approval process.
- We encourage LEAs to review the Complete Answer Guide contained in this document (below) to ensure that their responses to each question in the CEP meet the criteria for completion.
- Finally, for public charter LEAs, the content of the submitted plans must align with their approved charters.

Page 3 of OSSE's Technical Appendix.

Complete Answer Guide:
Please use the guidance in this section to develop complete answers to all questions in the CEPs. For all questions, a complete answer will:
- Answer all parts of the question, if applicable;
- Include a specific and detailed description of ***how*** the LEA will approach and/or execute each part of each question, **not just what the LEA will do**; and
- **Avoid simply re-stating the LEA's obligations** to students or families under different laws and regulations (e.g., avoid re-stating obligations under IDEA; instead, describe how the LEA will fulfill those obligations).
                    (Emphasis added) Page 7 of OSSE's Technical Appendix.

This template is meant to support you in creating your CEPs. Please use the following guide:

Black: OSSE's Question
Blue: Template Language
Blue highlight: directions for your customization
Red italics: examples, notes, comments, resources OSSE provides

Please download the template for your use.

We will be updating this template as new information is released. **Please check for updates!**

Version Updates
The National Charter Schools Institute and its partners, StarOps, and The Ability Challenge will be updating the template as new information is released. Please check here for section updates and ensure that your final submission reflects the most up-to-date guidance.

Updated questions are marked with an "**X**" in the tables below. **Blank** means that there is no information or that no information has been added/changed between versions.

Continuous Education Pan (CEP) --DUE JUNE 30

	Part 1: Health and Safety		Part 2: Student and Staff Well-Being						Part 3: Accelerated Learning										ESSER			
	B Support across learning environments		A. Whole Child Supports			B. Educator Wellness	C. Family Engagement	D. Attendance & Reengagement	A. Goals and Expectations		B. Employing Intentional Strategies for Accelerating Learning					C. Special Populations			Effective Use of ESSER funds for SY2021-22			
Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
5/24	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X					
5/25 (5:45)											X	X						X				
5/26 (7pm)		X	X	X		X	X	X			X	X	X	X	X	X	X	X				

2021-22 School Year Health and Safety Questions --DUE JUNE 30

	Face-masks		Physical Distancing		Handwashing and Respiratory Etiquette		PPE	Maintain Clean and Healthy Facilities				Response to a Confirmed or Suspected COVID-19 Case				Response to a Confirmed or Suspected COVID-19 Case		SPED	Training, TA, monitoring		Comms
Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
5/24																					
5/25 (5:45)	X	X	X	X	X	X	X	X	X	X	X	X	X								
5/26 (7pm)	X			X	X									X	X	X	X	X	X	X	X

2020-21 School Year Assessment Data Collection Questions -- DUE JULY 15

Date	1	2	3	4	5	6	7	8	9
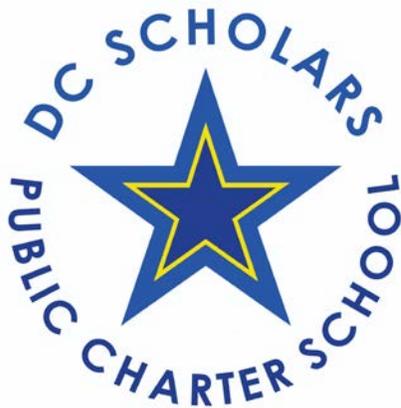
Health and Safety

PART 1.A: Health and Safety Plan

Please see the "Health and Safety Plan" section below for health and safety questions.

PART 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:

Operation Plan for DC Scholars PCS allows for on-site learning for all students for 180 days at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found here. And a sample schedule of a typical school week can be found here.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline. We will notify families in the following ways:
- Formal letter of notification via email, Robo call, posting on our website and learning management system, Class Dojo.

- **If families have questions, we will share pertinent contact information and continue use of our tech hotline for technology questions, and schoolwide email listserv <u>info@dcscholars.org</u> as a one stop shop for questions to be disseminated to key school personnel.**

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 school year 21-22, we are implementing a 2:1 model for all scholars PS thru 8th grade. In this model, all scholars will receive an electronic device (tablet, PS-PK; Chromebook K-8) for use at home. These devices will be used to complete homework assignments throughout the year. In the event that we have to transition to distance/virtual learning, scholars will be able to immediately engage with teachers and staff through Class Dojo, our schoolwide learning management system, which will provide immediate access to Zoom links, assignments, and resources for at-home learning. Technology distribution will be staggered and computers wiped down before distribution. This will ensure appropriate spacing, limited contact and safe distribution.

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:
- Dissemination of materials: Without requiring families to unnecessarily endanger others, how can they access materials needed for uninterrupted learning?
  - **All families will be provided access to our learning management system at the start of the school year during Open House and mandatory family orientation sessions. These sessions will give families a unique code to their child's homeroom teacher and learning resources. In the event of an isolated case, families will have access to any missed assignments and direct communication to their child's teacher for support.**
- Uninterrupted instruction through remote learning: How will you ensure families have equipment?
  - **All families will receive an at home learning device (tablet, PS-PK; Chromebook, K-8) at our annual Open House. Throughout the first six weeks of school, families will receive training and tutorial videos for Zoom, Class Dojo, and Google Classroom to ensure, if needed, a smooth transition to remote learning.**

In the event a staff member needs to quarantine due to an identified or suspected case of COVID-19 or provide limited distance learning, our LEA will enact the following plan:
- **All staff members will be trained on Zoom during our August Orientation sessions to provide them with technical guidance and support for learning at home to ensure there's no disruption to instruction.**
- **If the staff member is required to quarantine, but students can safely attend school, we've included in our staffing model two long term substitutes who can immediately step in and provide in person direct instruction.**
- **All staff members will be required to take home their school issued computers on a daily basis in the event they may be required to quarantine at home.**
- **Virtual instruction will follow a similar schedule of the day including literacy and math instruction. Staff will be required to submit a virtual plan, as part of emergency sub**

action planning, that outlines how families will access their Zoom link, a communication letter, and the assignment(s) for the day.
- School administration will send communication to families of the staff member's class notifying a transition to distance learning for xxx number of days.
  - o All homerooms PS-8th will receive a dedicated Zoom link in the event a teacher needs to provide instruction virtually.
  - o All families will receive information during Open House for access to teachers Zoom and all teachers are trained on how to use our LMS, Class Dojo, to communicate with families for posting lessons and clear directions on how to access instruction.

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.

The operations plan can be implemented using our current staff and anticipated hires.
OR
The operations plan cannot be implemented without hiring additional staff.

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):
   - ❏ The LEA itself
   - X Another District LEA: Friendship Public Charter Schools
   - ❏ One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning
b. How the LEA will deliver its distance learning program (select one):
   - X Centrally at the LEA level through the partnership with Friendship
   - ❏ By campus/at the school level
   - ❏ Both (please describe the LEA's approach)
c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers. See below
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; See below
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 See below
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.

DC Scholars will offer a remote learning program through our partnership with Friendship Public Charter Schools. For scholars with an approved medical consent form, Friendship will offer a distance learning program through its DC Public Charter School Board approved Friendship K-8 Online Campus (Stride K12) and 9-12 Friendship Collegiate Online Academy (Edmentum). The DCPCSB has reviewed information provided by each online provider, including the curriculum, during the approval process. Both providers offer over 25 years of online experience, utilize a curriculum that is Common Core aligned, and program for at least 6+ hours of daily instruction. A scholar's daily schedule can involve whole group instruction, small group instruction, and participation in office hours. Moreover, Stride K12 and Edmentum use a learning management system that was internally developed at each company and both will train parents and scholars on how to navigate the LMS. Additionally, DC Scholar's students will have the opportunity to engage in virtual classroom connections, social emotional learning, and social events with their peers and teachers at DC Scholars including morning meetings, lunch buddies, and our social-emotional and wellness curriculum. Friendship will provide each scholar a Chromebook and access to WIFI. DC Scholars will provide materials aligned to students' accommodations and services from their 504 or IEP plan or in relation to their needs to be successful with at home learning (i.e. headphones, folders, writing utensils, notebooks, etc.). A scholar will be assigned a learning coach (parent + teacher of record) to monitor and support the scholar on a daily basis. Stride K12 will directly mail each participating student all the instructional materials needed to support the online learning. EdOptions provides all instructional materials needed for each course online. All related services will be provided virtually through the DC Scholars' related services provider team.

Note: Per <u>OSSE's Technical Appendix</u>: A complete answer to subquestion F will describe how the LEA:
• Will plan for and use high-engagement strategies with students during distance learning;
• Might leverage tools such as a learning management system (LMS) and/or video conferencing to allow seamless transitions between in-person and distance learning environments;
• Might leverage select, high-quality student-facing tech tools (e.g., IXL, Gizmos) to support and enhance student learning during distance learning (p8)

Student and Staff Well-Being

Part 2. A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:
   a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;
   b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and
   c. How the LEA will provide direct mental and behavioral health services for students in need.

DC Scholars will be implementing a strategic plan to provide whole child approaches and social emotional learning adapted from resources provided by Turn Around for Children. The three

core practices are: building relationships, structured environments, and social-emotional-behavioral learning. DC Scholars will implement 4-6 weeks of focused and expanded opportunities for relationship building to support the building of relationship trust between teachers and students and between students. This will include times throughout the day to get to know each other's background, identities, interests, likes, goals, strengths, etc. Each teaching team will be provided with look-fors and a menu of activities for building relationships (many modeled and experienced in training). Relationship building will continue after the first six weeks of school during Morning Meeting and reinforced throughout the curriculum as teacher's use student's background, identities, interests, and goals to build engagement and investment.

Our second core practice to support students as a whole child and in response to social emotional behavioral learning and mental health needs is through structured environments. Through structured environments our team will create developmentally appropriate, responsive, predictable, and consistent structures, routines, expectations, and responses to support students across their school day. This includes expectations with instruction and reinforcement aligned to our PATH values (participate, attentive, thoughtful, hard working); normed routines that are used across teachers and blocks to support consistency and safety, and reinforcement and celebrations to build community and reinforce students.

Our third core practice of social emotional behavioral (SEB) learning will include 30-40 minutes of social skills training in PS-8th grade daily. Skills will include self-regulation, positive mindset, communication skills, perseverance, self-awareness, empathy and validation, collaboration, and growth mindset). This curriculum is being developed by the DC Scholar's team to ensure it is relevant, culturally responsive, and aligned to our core values. Teachers will implement strategies including see it (models and text connections), name it (rationale and what it looks like/sounds like), do it (practice). Throughout the day to support generalization of skills, teachers will prompt students to implement the SEB skills and narrate and praise examples of students implementing the skills. Additionally, teachers will use our academic curriculum to prompt students for social skills that will be important to implement in the lesson and highlight connections in our curriculum of SEB skills (i.e. a character that is or is not exhibiting a skill).

Students that struggle with social emotional behavioral (SEB) skills or mental health will be referred to the clinical team (counselor and social worker) or a dean/behavior technician for tier 2 or 3 support. This will include more intense and structured opportunities to learn, practice, and generalize key skills across the day, as well as connections to resources and community programs outside of school as needed (through our community connections and partnership with DBH). Parents and staff can refer a student for counseling, mental health supports, or for a SEB skills group through our clinical team referral process (available both online and via paper referrals to support access) and our response to intervention process at any time. Students will also be identified as needing social-emotional-behavioral support through a DC Scholars created screener that will be used during grade level team meetings approximately four times a year for all students (and as needed for individual students) to assess how students are doing with building relationships, meeting expectations, mental health, and key indicators for social-emotional-behavioral skills. The clinical team and student support team will use referrals and screener results to follow up with an action plan to support student needs. For students with IEPs that have Applied Behavior Analyst services or counseling, the response team will include their therapist/counselor.

Additionally, for students struggling with mental health or social-emotional-behavior needs, our clinical team (counselor and social worker) will assess through teacher, student, and family touch points any contributing factors and needs. Based on contributing factors the team could provide any of the following supports:

- Follow up from our homeless liaison (school social worker) to support shelter, food, clothing and supply needs (homeless liaison has a list of community partnerships and direct resources to support)
- Counseling and mental health services (in school through clinical team or through our community connections including DBH)
- Social Skills Group/Lunch Bunch to support peer relationships with clinical team and/or our behavior technicians team
- Peer Buddy (within and across grade levels)

A complete answer to this question will:
 • Describe intentional and planned opportunities within the school day to deliver social emotional learning and prevention education to all students, which may include specific programs or curricula to be implemented;
• Describe the systematic tool or process the LEA will take to screen students to determine whether they may be at risk for mental health concerns, and, if applicable, how the LEA will do this for specific student groups and the entire school population;
• Outline processes for staff, parents/caregivers, and students to make service referrals; and
 • Identify the types of school-hired and community-based organization (CBO) partner clinical staff available to provide direct services for students. (OSSE's Technical Guide Appendix, p8)

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.

Our LEA is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches including: DESCRIBE YOUR STUDENT BEHAVIOR MODIFICATION APPROACH--OR ATTACH YOUR DISCIPLINE PLAN. *THIS SHOULD BE THE SAME DOCUMENT AS DC PCSB has approved unless you are making changes to it, in which case this should be the same document as you will submit to them for approval.*

A complete answer will: Outline the disciplinary framework (e.g., trauma-informed practices, restorative justice, and/or positive behavioral interventions and supports) the LEA will implement to ensure staff use a proactive, intentional approach as the LEA transitions to in-person learning.
(OSSE's Technical Guide Appendix, p8)

Our DC Scholars approach to discipline is grounded in training our staff on trauma-informed practices, with positive reinforcement, positive behavioral interventions and supports, and restorative practices. We believe building strong relationships with scholars and families will be at the forefront of our work for the return to in person learning. In our disciplinary model, we are using a tiered behavior approach to ensure scholars teachers feel empowered to support all minor infractions in their classroom as outlined in our school wide discipline policy. With the use of least invasive responses, our goal is to keep our scholars in class and provide additional push in support from our grade band behavior techs, deans, and instructional coaches.

Please see DC Scholars' approach to Student Culture here as well as our positive behavior intervention toolkit here.   Our student culture model and resources coupled with our behavior intervention toolkit ground our work in ensuring that there are supports in place to address a

variety of needs of our students (social, emotional, mental, etc.) across several levels of frequency and intensity. Together, our School Director, Manager of Student Culture, Deans, Behavior Techs and Clinical Team (counselor, social-worker, etc.) work together to ensure aligned development of all leaders and staff in executing upon our student culture vision for scholars.

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.

Our LEA contracts with Preferred Meals. DC Scholars will use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated. To the extent feasible, students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation to the extent feasible. Additionally, students will wash hands before and after eating, and may not share food, utensils, cups, or plates. Staff will wash hands before and after preparing food, and after helping children to eat. Tables and chairs will be cleaned and sanitized before and after the meal by teachers and others as appropriate. If needed, some students will eat meals in the cafeteria and reduce mixing by:
- Staggered mealtimes providing time for cleaning and disinfecting between use or dividing up the eating space.
- Six feet distance markers in queue lines.
- One-way traffic lines indicating student flow through the space.
- Marked seating that adheres to six feet separation.
- One-way traffic to and away from waste receptacles.
- Six feet separation or physical barrier from food services staff.

For our students who access our school through remote learning options, meal kits will be provided for a 5 day period and will be distributed every Wednesday from 1:00 pm - 4:00 pm. Meals will be served frozen and shelf stable with detailed instructions on what goes together and how to reheat/prepare them. The meals are then to be consumed from Thursday-Wednesday of the next week and then the next week's kit will be picked up on the following Wednesday.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided by a staff member who will take a frozen and shelf stable kit with detailed instructions on what goes together and how to reheat/prepare them to the student's home. The meals will be left outside of the student's door to limit potential exposure of staff. The family in question will be contacted prior to the scheduled delivery to arrange a convenient delivery time by phone and email.

In the event that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals by a staff member who will take a frozen and shelf stable kit with detailed instructions on what goes together and how to reheat/prepare them to each student's home. The meals will be left outside of the student's door to limit potential exposure of staff. Families will be contacted prior to the scheduled delivery to arrange a convenient delivery time by phone and email.

In the event our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meal kits will be provided for a 5 day period and will be

distributed every Wednesday from 1:00 pm - 4:00 pm. Meals will be served frozen and shelf stable with detailed instructions on what goes together and how to reheat/prepare them. The meals are then to be consumed from Thursday-Wednesday of the next week and then the next week's kit will be picked up on the following Wednesday.

We will communicate meal policies and procedures including when and where meals may be accessed, how meals will be served and safety precautions in place for meal service via our website, School Messenger, Class Dojo and Text Messages.

Part 2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:
   a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and
   b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

Our LEA plans to support teacher and staff social-emotional and mental health needs by first asking staff what they want in place to promote their mental and physical wellness. We will survey staff at the beginning of the year and then check in quarterly to ensure we are meeting staff needs. The leadership team will use staff inputs to expand opportunities for educator wellness and adjust as needed to meet staff needs. DC Scholars will be creating opportunities for relationship and community building across our staff and teammates throughout the year to promote educator wellness. This includes opportunities for staff to build authentic and trusting relationships in and outside of school that expand their opportunities for connection. In school this will include sharing circles, ice breakers, relationship builders, and celebrations. Staff can also opt into opportunities hosted by leaders and staff based on interest including yoga club, fitness challenge, book clubs, the sunshine committee, etc. which builds on DC Scholars' staff wellness program from SY 20-21.

Quarterly all staff will have a wellness day (early release to take care of you) to support staff in having the time and space to take care of themselves and their needs.

Staff will receive a quarterly newsletter from the counseling team that highlights strategies, best practices, and resources for mental and physical wellness for staff and students. Our clinical team will also host a 'wellness corner' with staff resources (all staff can post too) for mental and physical health and a space where staff can take a break and/or meditate during the day.

During professional development, leaders and staff will model and share best practices and tips for educator wellness including guided meditations and yoga opportunities during meetings and highlight ways staff are taking care of their mental and physical needs.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through DC Scholars' benefits program which is available to all staff.

Please see DC Scholars' draft Educator Wellness Plan here.

Part 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.

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through our family town hall sessions, mandatory summer family orientation sessions, our website, re-enrollment/enrollment events, and weekly postings on our learning management system, Class Dojo. 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. All of our materials are translated for families and we provide access to translators for families that wish to speak with a member of the school personnel. Over the course of school year 20-21, we've consistently sought feedback from families regarding our safe reopening plans. As part of our family engagement strategy, our Community Manager provides families with opportunities to express concerns, solicit feedback, and share questions with the school administration team.

Our community of staff will solicit and incorporate student and family feedback on these plans during family orientation sessions, open house, and virtual home visits prior to the start of school. Throughout the school year, staff will continue to solicit feedback during parent teacher conferences, after school events, and our quarterly town hall feedback sessions, and with support of our parent action council. Our team will solicit, review and incorporate feedback on a quarterly basis so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning.

In order to monitor student progress and adjust supports, our LEA will distribute progress reports mid-quarter and provide quarterly report cards in conjunction with parent teacher conferences. Each week, scholars will participate in a target Tuesday activity that provides them with an opportunity to review their personal data and set goals.

- *OSSE is partnering with TNTP to provide consultation hours for LEA and instructional leaders to give guidance on impactful family and community engagement and partnership. This will include, brainstorming, leadership team support and CEP Draft Plan and Review for LEAs. **Click here** to complete this form if you are interested in receiving consultation for your CEPs*
- *These are strategies to engage any families that have not been reached through previous outreach efforts. **Strategies to Engage Unreached Families During COVID-19***
- ***Ongoing Communication Reflection Tool**: Designed for any educator that has direct access to students and their families, this tool is a powerful way to reflect on your individual practice of building trusting relationships and meaningful partnerships with families through ongoing communication.*
- ***Beginning of the Year Relationship Building Toolkit**: Designed for educators and school, district and LEA leaders, this tool gives insight into building intentional, thoughtful relationships at the beginning of the year, ensuring students have what they need for success — whether they are entering school for the first time, transitioning to a new grade, or navigating distance learning during a pandemic.*

NOTE: For additional guidance on re-engagement, please contact Kathryn Lynch-Morin, Deputy Director of Communications, Kathryn.Lynch-Morin@dc.gov. Or contact Lauren Bryant at lauren@edstartops.com.

Part 2 D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: student attendance, student grades/GPA, assessment completion, general and consistent lack of engagement during virtual learning sessions. (e.g. student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity on-line; participation in class discussions). Additional guidance for the 2021-22 school year: LEAs may choose to first identify the students who were consistently less engaged with distance learning in 2020-21 by grade level and academic status.

All students had access to school-provided equipment by September 1, 2020 and technology issues were addressed on an ongoing basis throughout the entire school year. Families were provided with a tech hotline to reach out and troubleshoot any challenges.

Throughout the year, various attempts were made to re-engage students including daily calls from teachers and attendance committee members, office hours to provide feedback and support and using inputs from students and families to drive any shifts and refinements to our virtual learning model in order to increase engagements. Throughout the year various incentives were implemented to further invest and motivate students around attendance, punctuality, homework, class participation, etc. Additionally, a Reopening Committee team was launched in January with the goal of determining how to re-engage a subset of students in the building. In April, the LEA first began offering on-site learning options to students. We initially prioritized spots for disengaged students in 2nd grade. Then, we also added students who struggled to attend assessments in class for a variety of issues - i.e. inability to focus due to home environment, need for more personalized/individualized support, etc.

For these students who were consistently less engaged with learning, the school is moving to a two-teacher model in grades Preschool to 8th grade. By adding 6-8 additional special education teachers to our model, DC Scholars will be able to increase small group support to students

inside the classroom and in pull out spaces with the goal of increased engagement for all students.

Additionally, the LEA will review data on student engagement on the following basis: daily/weekly attendance updates, bi-weekly grade audit, mid-quarterly progress reports, and quarter report card/parent teacher conferences. Our deans will review grade band data on a weekly basis and determine support based on data as recommendations to our attendance committee or student support team.

Parents will be notified with formal letters from deans regarding student engagement and student attendance. Any scholars that miss 3 or more days or do not appear to be engaged in lessons will receive a notice of concern, recommending a conference to determine what support systems can be put in place. Letters will be emailed directly to families followed by a phone call from our school culture team. For consistently less engaged scholars, our school culture team will refer them to our school counselor or social worker to provide additional support and engage with families to assess any trauma that may have occurred during virtual learning. The team will observe scholars in class to assess what support structure should be put in place and meet with families to discuss a 4-6 week intervention plan as outlined in our student support/RTI model.

A complete answer to this question will describe:
- *How the LEA will define and identify "consistently less engaged" students;*
- *What strategies, interventions and designated staff support structure the LEA will employ to support the engagement of the students identified;*
- ***The timeline the LEA will use for the review and analysis of data*** *on the identified students to evaluate the success of strategies, interventions and supports; and*
- ***How and when the LEA will communicate with families*** *about the identified students' engagement status and progress toward re-engagement.*

NOTE: For additional guidance on re-engagement, please contact Veronica Simmons, Director of the DC Re-Engagement Center, Veronica.Simmons@dc.gov. Or contact Naomi Rubin DeVeaux at ndeveaux@charterinstitute.org.

Accelerated Learning

Part 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:

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	x

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)

        ❏ **English language arts (ELA)**
        ❏ **Math**
        ❏ Science
        ❏ English language proficiency

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

DC Scholars will use a variety of assessment tools to monitor student performance throughout the school year. This includes EL Skills unit and module assessments for ELA, Eureka unit and module assessments for Math as well as ELA and Math ANet assessments in grades 2nd-8th and iReady diagnostic and progress monitoring assessments in K-8th grade. Please see draft assessment calendar here for SY 21-22 which includes the calendar of assessments as well as the grade bands of focus for each assessment. EL Skills and Eureka assessments are included in DC Scholars' pacing guides, not on the school's Assessment Calendar.

        ❏ Note: Curricular Assessments will take place based on the module and unit scope and sequences for Math and ELA. In math, modules are typically between 4-10 weeks.

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

Please see draft assessment calendar here for SY 21-22.

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

DC Scholars sets goals based on the iReady Assessment for grades K-8th (ELA and Math) and the Haggerty Assessment for ECE. Goals are LEA specific and not state mandated. The Associate Director of Data and Technology works closely with the school's ELA and Math Directors to monitor and analyze data after each assessment. Data is then shared with ELA and Math coaches for further analysis and built into coaching meetings for detailed action planning based on students' growth and overall performance.

Goals will be finalized once iReady end of year assessments are analyzed within the coming weeks. For the upcoming school year an achievement goal will be added so that there's a focus on both growth and achievement across all grade levels.

See draft goals for SY 21-22 below:

Data for Accountability		
	SY 2020-2021	**SY 2021-2022** (*Proposed*)
Attendance	95% PS-8	**95% PS-8**
K-8 Math and ELA iReady (Growth)	• 70% of students K-8 meet **typical growth** in ELA and Math • 70% of students who are 2+ grade levels behind meet **stretch growth** in ELA and Math	• **70%** of students K-8 meet **typical growth** in ELA and Math • **70%** of students who are 2+ grade levels behind meet **stretch growth** in ELA and Math
K-8 Math and ELA iReady (Achievement)	N/A	**SY 21-22 - 45%** of students K-8 meet grade level goal for ELA and Math **SY 22-23 -60%** of students K-8 meet grade level goal for ELA and Math **SY 23-24 -75%** of students K-8 meet grade level goal for ELA and Math
EC EL Skills **Set goals here based on Haggerty**	• 70% of PS students achieve the EOY Target: Late Partial Alphabetic • 70% of PK students achieve the PK target: Early Full Alphabetic	• **80%** of ECE students achieve the EOY Target for the phonemic aware

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

DC Scholars is collecting academic and IEP (Individualized Education Plan) goals progress data (including related services) from our student's (we have one student at a non-public) non public program from their report card, progress report, and standardized test scores. In areas that there is not sufficient data, we will assess the student using our LEA assessments or related services' team as needed. The DC Scholars' IEP team and the nonpublic team will meet to review the results to determine the extent of interrupted instruction and a plan for acceleration and recovery. The parent will be included in the process and IEP updates made as needed.

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school year. 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.

Note: Add more rows for each grade level that has a different assessment or administration schedule. If you are not offering any additional SUMMATIVE assessments for a subject, leave blank or write "n/a".

Please also see assessment calendar here for ELA assessments.

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
Example: ELA: Every student will be a proficient reader upon exiting the school.	*Reading as measured by increases in Lexile*	*K-5 (all students) 6-8 students who score below DRA 70*	*NAME of Reading Inventory (include assessment name)*	*Sept 1-30; Jan 1-30; May 1-30*
Math: Every math student will be a proficient mathematician upon exiting the school	Math is measured by	K-8	iReady Diagnostic	September
Math: Every math student will be a proficient mathematician upon exiting the school		Grades 1-8	Eureka Equip Diagnostic	
Math: Every math student will be a proficient mathematician upon exiting the school		Grades K-8	Eureka Module Assessment	About every 4-10 weeks based on grade level and length of individual modules

Math: Every math student will be a proficient mathematician upon exiting the school		Grades 3-8	ANET Interim Assessments	November 1-30 January 1-30 or March 1-30 *will be taken based on the module SAS for
Subject Area and Goal	**Content Area Details**	**Grade level(s)**	**Assessment**	**Administration schedule**
ELL		PS-PK	Pre-IPT	first 30 days Spring of 2022
ELL		new K	WIDA screener for kindergarten	first 30 days
ELL		1-8	WIDA Access screener	first 30 days
ELL		K-8	WIDA Access	Spring of 2022

ELA
Beliefs/Philosophy
To achieve the ambitious aims of the Common Core State Standards (CCSS) and ensure our students are on a path to college, our program must include *all* of the elements of comprehensive literacy instruction:
- A solid grounding in foundational reading skills,
- Development of academic language (vocabulary and syntax),
- The steady growth of knowledge,
- Close reading experiences that allow student to gain greater skill and confidence tackling complex text,
- The ability to express thoughts clearly through speaking and writing, and
- The capacity and motivation to sustain a volume of engaged reading.[1]

In the 2021-2022 school year, we will continue the endeavor to achieve these aims by aligning our schedule/program to these priorities and ensuring that all teachers are equipped with the training necessary for this kind of purposeful, inspired ELA instruction. Each component of our ELA program was initially implemented in the 2019-2020 school year. We will continue to build upon the knowledge and skills that will result in dramatic academic gains.

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[1] Adapted from "Both and' Literacy Instruction.

1. **Foundational Skills:** Foundational skills, including phonological awareness, phonics, and word recognition, print concepts, and fluency, are key components of learning to read. In the early grades, these components are a core part of the reading curriculum. For students in upper elementary and middle school, developing these skills will be an essential part of reading intervention.
   a. All students K-2 receive daily instruction in Foundational Skills using the EL Skills Curriculum. Our schedule provides one hour and 15 minutes for EL Skills, including whole group and small group instruction.
   b. PS/PK implements Heggerty for phonemic awareness.

2. **Close Reading of Complex Text:** Students need multiple opportunities to engage with complex text.
   a. Students need many opportunities to read a balance of informational and literary texts. As teachers, we support students' ability to interpret and discuss the deepest meaning of a text by: analyzing what makes it complex (meaning, language, structure, and knowledge), providing the appropriate supports (e.g. previewing knowledge and vocabulary), and building a roadmap of questions to guide students toward the main idea(s).
   b. Students discuss and write about the text's main ideas(s).
   c. Students use genre-based thinking jobs to take notes and process the deepest meaning(s) of the text.
   d. When unpacking writing prompts, students use TAFO to articulate what the prompt is asking them to do.

3. **Assessment:** As educators we need data about how students are progressing in order to adjust our instruction accordingly.
   a. EL Skills One-on-one assessments - The overarching purpose of all of the assessments is to give the teacher targeted information to identify students' instructional needs.
      i. Based on the assessment results (particularly from the Benchmark Assessments), teachers can first identify the current Phase of Reading, Spelling Development, and Word Acquisition that a given student is in, to later use the Assessment Conversion chart to locate actual lessons and materials to use to address each student's needs.
   b. EL: All teachers K-8 will administer EL mid-unit, end of unit, and performance tasks assessments in order to monitor students' progress towards EL learning targets and CCSS.
   c. ANET: Students will take these summative assessments in order to assess student progress compared to national norms and to predict PARCC readiness.
   d. iReady: Students will take the iReady Diagnostic Assessments three times a year (BOY, MOY, and EOY). The BOY Assessment creates a personalized learning pathway of lessons to be completed during the intervention block, while providing students with growth goals. The MOY assessment tracks students' progress towards those goals, while the EOY assessment provides the final score to show growth overtime and a student's proximity to grade level mastery.

Students take Growth Monitoring Assessments (GMAs) to determine a student's predictability towards meeting growth goals.

4. **Knowledge and Vocabulary:**
   a. We use the EL program because the modules are centered around domains of knowledge. As students progress K-8, they are exposed to essential world and word knowledge.

5. **Love of Reading:** We believe students must develop an authentic love for reading and increase their reading stamina.
   a. Classroom Libraries: All classrooms K-8 have classroom libraries containing high-interest, high-quality informational and literary texts. Libraries are organized by lexile level and high-interest topics.
   b. All students have time set aside in their day to read books of their choosing.

6. **Intellectual Preparation**
   a. For every lesson, every day, teachers have read and marked up the assigned text and created exemplars of all student work/tasks.
   b. Every teacher (SPED and general education) participates in a weekly collaborative planning meeting facilitated by an ELA coach. During these meetings, teams will: 1) Digest upcoming modules and/or lessons, 2) Create exemplars, 3) Practice lessons, and/or 4) Analyze student work and data.
   c. Coaches are prepared to facilitate intellectual prep meetings having also read the text and engaged in an analysis of upcoming lessons and student needs.

7. **Intervention**: We believe that all teachers are interventionists, and intervention happens every day. We believe that we intervene during Tier 1, 2, and 3 instruction for all students.
   a. Students will need more support than what is provided in our Tier 1 programming. In those instances, we closely analyze their iReady and ANET assessments to determine what additional support they may need: phonics, fluency, comprehension, and/or writing. Students are placed in intervention groups according to their needs.

Additional Information about out instructional components:

Component	Look-fors
K-2 Tier 1 ● 40 minutes : EL (Thematic) Module Lessons ● 20 minutes : EL Skills (on grade level)	Teacher A: (Lead General Education Teacher) ● Opening & Learning Targets ● Worktime A Teacher B: (SPED Teacher or Associate Teacher) ● Worktime B ● Closing & Assessment All Teachers ● Read the text → Unpack for complexity ● Create and/or unpack exemplar ● Internalize both questions and tasks that are text-specific and accurately address

	the analytical thinking required by grade-level standards. ● Anticipate student misconceptions and plan questions as support ● Script questions that require scholars to use evidence from the text to demonstrate understanding and support their ideas about the text. ● Script questions that are sequenced to build knowledge by guiding scholars to dive deeper into the text. **Teacher A** ● Unpack the EL Skills Cycle Assessment ● Unpack learning target and connection to standard ● Unpack EL Skills Daily Exit Ticket ● Practice clear and accurate pronunciation of sounds. ● Create and review visual aids to include explanation of rules for sound spelling patterns. ● Script text-dependent questions used with decodable text. ● Practice crucial skills taught and practiced through movement, songs, chants, and high-energy activities **Teacher B** ● Review data tracker for scholars who need the most support as determined by their microphase. Support pre-alphabetic scholars first. ● Review EL Curriculum recommendation for activities of support aligned with the sound spelling pattern. **All Teachers** ● All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. ● When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond.

K-2 Tier 2
❖ 1 hour of EL Skills Differentiated Instruction
  ➢ (20 minutes) Work with teacher based on microphase
  ➢ (20 minutes) independent work on i-Ready
  ➢ (20 minutes) Differentiated activities / games in small groups led by scholars.
	All Teachers
	● Deeply understand and know the microphase of each scholar in your small group. Understand their strengths and areas of support regarding foundational skills.
	● Internalize lesson activity aligned to microphase skill. Script questions to ask scholars as a CFU.
	● Unpack lesson exit ticket.
	
	All Teachers
	● All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences.
	● When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond.

3-8 Tier 1
❖ 1 hour of EL (thematic) Module Lessons
	All Teachers
	● Unpack learning target and connection to standard
	● Read the text → Unpack for complexity. A majority of the lesson is spent reading, writing, or speaking about text(s). The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.
	● Determine anchor work time activity and task
	  ● Questions and tasks address the text by attending to its particular qualitative features.
	  ● Questions and tasks require scholars to use evidence from the text to demonstrate understanding and support to support their ideas about the text.
	  ● Questions and tasks attend to the words, phrases, and sentences within the text.

	• Questions and tasks are sequenced to build knowledge by guiding scholars to delve deeper into the text. • Create and/or unpack exemplar • Connection to Module Assessments All Teachers • All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. • When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond.
3-5 Tier 2 ❖ 1 hour of Differentiated Instruction (All-Block) ➢ 20 minutes teacher guided activity ➢ 20 minutes independent activity ➢ 20 minutes independent reading or iReady	All Teachers • Deeply understand and know the instructional needs of each scholar in your small group. Understand their strengths and areas of support regarding skills needed to establish meaning and analyze meaning of complex texts. • Internalize components of teacher led activity. What is the learning target and how is it addressing the CCSS? • Unpack lesson exit ticket. • Assign independent activity based to provide access to Tier 1 instruction. Review this activity with scholars in their small teacher led group. All Teachers • All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. • When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond.
6-8 Tier 2 ❖ 1 hour of Differentiated Instruction (Close Reading) ➢ 25 minutes iReady ➢ 25 minutes close reading SAS	All Teachers • Check scholar i-Ready time → review student folders and include feedback from lessons completed • Read articles aligned to the topic of the module. Unpack for text complexity. • Craft main idea statement and roadmap of text dependent questions. • Answer selected response questions and create answer explanations. • Use TAFO to unpack the writing prompt. Complete writing exemplar. All Teachers • All teachers are owners of the learning culture and support scholars with meeting behavior expectations. This includes, but is not limited to, the implementation of our behavior management system (dojo), providing precise directions, positive narration, and redirection / consequences. • When a teacher is leading instruction, the supporting teacher is actively monitoring scholars' academic progress to collect data and respond.

Math Vision and Belief:

At DC Scholars we believe our students deserve the best mathematics education possible, one that allows them to meet their personal and career goals in an ever-changing world. Our math instruction is rooted in the Common Core State Standards and Standards for Mathematical Practice. Math at DC Scholars is student-centered, challenging, and fun!

We believe in....

- A balance between conceptual understanding, procedural fluency, and application
- Math Tasks that promote reasoning and problem solving
- Meaningful math discourse that improves student's ability to analyze and compare

various math approaches and arguments
- Multiple opportunities for students to engage in mathematical writing
- Productive struggle- Opportunities for students to grapple with math ideas and relationships
- Setting and maintaining high expectations and support for ALL students

We monitor their progress towards meeting the goals as follows:

For math, we expect students in GRADES K-8 to be able to meet grade level proficiency and expected growth targets as determined by the iReady Benchmark assessment. We additionally expect students to demonstrate understanding of grade level with at least 70% mastery on ANET interim assessments.

To ensure we are able to support students in meeting these goals we will maintain the following practices:
1. Departmentalized classes
2. Content specific special education teachers
3. Weekly small group intervention for all students (Tier 2)
4. Summer and weekly content specific professional development to include topics such as effective questioning, checks for understanding, the mathematical shifts, levels of rigor and data analysis and response.
5. Instructional coaching to include module unpacking, weekly lesson intellectual preparation with general education and special education teachers, weekly lesson plan feedback, weekly classroom observations, and weekly coaching meetings.
6. Data analysis to determine small group instruction and additional individualized support
7. Focus on writing through meaningful math tasks
8. Middle School tutoring partnership with Georgetown University

We will make the following enhancements to improve our approach:
1. Co-teaching model across K-8 math with a general education and special education teacher in each grade level
2. Early release Wednesday for student to conduct professional development
3. Extended Tier 1 block by 15 mins to include the following Eureka components K-5: fluency and application (20 mins), concept development, problem set, student debrief, and exit ticket (50 mins) and in 6-8: fluency (10 mins), concept development, practice, application, student debrief, and exit ticket (1 hr and 5 min)
4. Daily small group instruction for students 3 or more years behind
5. Instructional coaching to include live coaching and extended module unpacking

Additional information about our Instructional components:

Component	Look-fors
Fluency Tier 1 K-8	❖ Is the fluency activity aligned to the lesson and/or aligned prerequisite content ❖ Where do you see evidence of the 4 tenets of fluency: flexibility, appropriate strategy use, efficiency, & accuracy? ❖ Are there opportunities for students to share their thinking verbally will peers? ❖ Are manipulatives or graphic organizers present as a scaffold (as needed)? ❖ **Lesson should not be focus on speed** **Co-Teacher Look Fors**

	❖ Aggressively monitoring to determine student strategies, misconceptions, and explanations ❖ Provide students with in-the-moment feedback on strategies and solutions ❖ Identify trends to determine ways to address questions, misconceptions, and opportunities for re-teach
Application **Tier 1 K-8**	❖ Do students demonstrate a clear understanding of what the task is asking them to do and key information **before** modeling or solving with numbers? ❖ Are student models and strategies appropriate and efficient? Do they demonstrate flexibility? ❖ Does student writing include explanations that demonstrate understanding of the task's expectations and justification of methods and/or solutions aligned to their models and strategies? ❖ Are manipulatives or graphic organizers present as a scaffold for struggling students? **Co-Teacher Look Fors** ❖ Uses prompting guide and exemplar to guide support ❖ Aggressively monitoring to determine student strategies, misconceptions, and verbal and written explanations ❖ Provide students with in-the-moment feedback on strategies, solutions, and writing ❖ Identify trends to determine ways to address questions, misconceptions, and opportunities for re-teach
Concept Development **Tier 1 K-5** **Or** **Core Lesson** **Tier 1 6-8** *6-8 Consists of the following templates* **Problem Set Lesson:** This format consists of teacher-led examples that are generally followed by guided exercises in which students apply their understanding to related problems. **Socratic Lesson:** Primarily student/teacher discussions centered on the difficult concepts **Exploration Lesson:** Students are presented exploratory challenge(s) in the form of activities and/or exercises in which partners or small groups work toward achieving a common goal. **Modeling Lessons:** Consist of well- or ill-defined application problems for students to complete. These problems involve the real	❖ Are teachers' models and explanations clear, precise, and accurate (i.e. appropriate models, strategies, equations, use of mathematical language, etc.) and aligned to grade level and prerequisite content ❖ Is student talk time greater than teacher talk time? ❖ Do students have enough "at bats" to work independently or with peers? I.e. Opportunities to show their models, strategies, and justifications with peers ❖ Are manipulatives/ visual models/graphic organizers present? ❖ Are the scaffolds differentiated and appropriate (rigor remains in tact)? ❖ Does the teacher provide precise, actionable, and personalized feedback throughout this time? **Co-Teacher Look Fors** ❖ Uses IP planning to determine support during the lesson i.e questioning, small group/individual support, providing manipulatives or graphic organizers, etc. ❖ Aggressively monitoring to determine student strategies, misconceptions, and verbal and written explanations ❖ Provide students with in-the-moment feedback on strategies, solutions, and writing ❖ Identify trends to determine ways to address questions, misconceptions, and opportunities for re-teach in-the-moment or additional support during problem set

world application of the mathematics that is learned in the classroom.	
Problem Set Tier 1 K-5 Or Practice Tier 1 6-8 **Both teachers try in Culture Camp then Large small K-8**	❖ Are the selected problems aligned to the exit ticket and objective? ❖ Do the problems address the breadth of the objective? ❖ Are manipulatives/ visual models/graphic organizers present? ❖ Are the scaffolds differentiated and appropriate (rigor remains in tact)? ❖ Does the teacher provide precise, actionable, and personalized feedback throughout this time? **Co-Teacher Look Fors** ❖ Uses this time to re-teach or provide additional support by addressing questions, misconceptions, or providing addition scaffolds to support individual or small groups of students ❖ Aggressively monitoring to determine student strategies, misconceptions, and verbal and written explanations ❖ Provide students with in-the-moment feedback on strategies, solutions, and writing
Student Debrief Tier 1 K-8	❖ Is the discussion and problems presented the highest leverage based on IP planning and student trends from the lesson? ❖ Do students reflect on their process and solution? and discuss ways to improve their approach? ❖ Does the discussion lead to clarifications of misconceptions or stamp key points necessary for mastery of the objective? **Co-Teacher Look Fors** ❖ Plans targeted questions based on trends during concept development/core lesson and problem set (K-5)/practice or application(6-8) ❖ Plans models or explanations that clarify misconceptions or stamp key points ❖ Provide students with in-the-moment feedback on strategies, solutions, and writing
Exit Ticket Tier 1 K-8	❖ Are students completing the task independently? ❖ Are scaffolds such as manipulatives and graphic organizers present when applicable? **Co-Teacher Look Fors** ❖ The teacher sorts student exit tickets into levels 1, 2, and 3 to identify trends and instructional next steps and updates class tracker with class average by EOD
Constructed Response Tier 3-8	❖ Do students demonstrate a clear understanding of what the task is asking them to do and key information **before** modeling or solving with numbers? ❖ Are student models appropriate and do they demonstrate flexibility aligned to the standard? ❖ Student writing provides a justification of approach, solution, and ❖ Are manipulatives or graphic organizers present as a scaffold for struggling students? ❖ Misconceptions are plan for and appropriately addressed in the moment
iReady (Independent Learning)	There is evidence that the teacher is reviewing the data weekly: ❖ Are over 80% of students meeting or exceeding our mastery goal of 75% or

Tier 2 K-8	better? ❖ Are all students meeting their daily time and lesson goal? ❖ Teacher has a plan to address any students with alerts or flags? *check-ins, lesson or domain adjustment*
iReady Skills Lessons Tier 2 K-2	❖ Do student strategies, answers, and explanations indicate a clear understanding of the skill/topic? ❖ Are their ways for students to share written responses? ❖ Teacher assigns aligned iReady lesson ❖ For the aligned lesson, are over 80% of students meeting or exceeding our mastery goal of 75% or better?

Science
For science we expect students in 5th-8th grade to be exposed to grade level specific science standards in a way that supports exploration, cognitive lifting and connections to their real world. The approach ideally also provides students with preparation for the PARCC science assessments, incorporating multiple opportunities with and exposure to rich text, text based discussions and opportunities for on demand writing connected to science based texts.

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 3-5 years through our inclusion/collaborative teaching program of instruction.

f. **For LEAs with students attending non-public special education schools:**
Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.

We currently have 1 student enrolled in a non-public school. They are enrolled in The Children's Guild of Prince George's County, per OSSE's placement process. We are collaborating with schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: the non-public is sharing all data from the 2020-2021 school year with us in June of 2021. The DC Scholars' team is reviewing the academic data, report cards, progress reports, standardized tests results, and related service providers input to identify any additional information is needed and will provide an opportunity for further assessment through our assessment program or related service providers. Once we have the full data, we will meet with the non-public to determine the extent and impact on learning and a recommended plan to respond but for acceleration and any compensatory needs. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's (IEP) goals reflect this disruption. As a full team, the DC Scholars' IEP team, Children's Guild IEP team, and with the parent and student, we will meet to review the data, provided acceleration plan, and any impacts on services and the IEP.

Resources:
- *Zearn Math: digital math and curriculum intervention program. Register by May 21, 2021 for summer 2021.*
- *Prioritize content to accelerate learning: Support session for LEAs and instructional leaders. Register here for June 3rd session. Register here for July 13th session.*

- *Selecting and Implementing High-Quality Curricula and Instructional Materials*
- *OSSE Training Registration Portal*
- For the social and emotional health of students, it is recommended to not conduct assessments within the first couple of weeks of school. Many students will need time to adjust to the new school year, specifically students transitioning to in person learning from distance learning.
- Additional guidance on assessments https://osse.dc.gov/assessments
- Our partner, Diverse Learners Cooperative, can offer support (for a fee) for English learners and students with disabilities. Contact ndeveaux@charterinstitute.org for more information.
- Naomi Rubin DeVeaux can review assessment responses at no charge for core content. Contact ndeveaux@charterinstitute.org.

Part 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.

Answered below in part E

A complete answer to this question will: Describe how the LEA will collect, analyze and use academic and other performance data to inform instruction and develop targeted interventions for students, such as via a multi-tiered system of supports (MTSS) or other approach. (OSSE's Technical Guide Appendix, p10)

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). Please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

(note: This table combines the two questions above.)

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	x	Adjusted block schedule to include more opportunities for small group instruction aligned to grade level content during Tier 1 and an opportunity to provide additional differentiation and targeted support to address interrupted instruction identified through our assessments and RTI process.
	After-school programming		
	Longer school day	x	The longer school day allows for 2 hours of ELA and Math instruction each
	Longer school year		
	Summer 2021 programming		
	Summer 2022 programming		

	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring[5]		
	New curriculum purchase		
	New intervention program or support		
	New uses of staff planning time for accelerated learning	x	Our module and weekly intellectual preparation process incorporate more time and space to look at prerequisite and grade level standards to ensure students have an entry point into the lesson while still engaging in rigorous grade level content.
	New professional development for staff on accelerated learning	x	Our summer and ongoing professional development includes research and best practices from ANET, TNTP, Eureka, EL, UnboundED and other educational resources on the what, how, and why of accelerated learning in connection with our instructional priorities for ELA and Math.
Staffing and Related Supports	**Additional staffing**	x	We have a co-teaching and departmentalized model K-8. Which allows us to have one general education and special education teacher per grade level and content. This allows us to provide more targeted support and reduces the student to teacher ratio.
	Additional vendor and/or community partner support		
	New hardware purchase		
	New software purchase		
Other			

A complete answer to this question will:
• Be thorough, and describe all practices the LEA will use to accelerate student learning, including but not limited to the strategies selected in this list; • Include specific examples of strategies the LEA will use to accelerate learning (e.g., high leverage practices intentionally in instruction; culturally responsive practices; systems for collaborative student support planning; universal design principles reflected in instructional design; and systems for addressing learner variability). (OSSE's Technical Guide Appendix, p9)

13. Describe the LEA's approach to reviewing and revising its staff professional learning plan

to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Head of School, Director team, instructional coaches and culture team. We are identifying what worked well by looking at a variety of factors gathered through weekly teacher surveys and family and student surveys, grades and assessment results. We also gather data in weekly coaching sessions with teachers and our school wide leadership team meetings to determine wins and areas of growth. Using information gleaned from school year 2020-21, we are planning on supporting teachers through a robust summer orientation focused on the social emotional needs of re-entry, instructional recovery through a just in time approach, and creating a positive school culture for all through collaborative support with all stakeholders. Throughout the school year, teachers will engage in weekly Intellectual Preparation meetings, coaching meetings, content, and school wide professional development, and daily and weekly data analysis connected to our school wide goals and content level assessments.

Here is an outline of our summer teacher orientation. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year.

We will continue to respond to new and emerging student needs through a focus on the following as evidenced by assessments, student engagement in observation, and attendance.
- Research on unfinished learning and how it lives in our program
- Social-emotional learning in morning meeting and throughout instructional components
- Effective co-teaching
- Family engagement
- Assessments
- Online platforms such as Google classroom, Peardeck, Desmos

We will also use our partnership with ANET to support students' needs through effective curricular planning and professional development.

We will ensure wins for teachers by prioritizing leader development. The entire month of July will be dedicated to leader development - ensuring that our leaders have the knowledge and skills that they need for strong execution. This year there is a stronger focus on health and safety, co-teaching/intervention as well as learning key routines and systems necessary to ensure a strong foundation for accelerated learning. Please see important July Leader Development wins here.

DESCRIBE HOW YOU WILL CONTINUE TO RESPOND TO NEW AND EMERGING STUDENT NEEDS. *(e.g. results from interim assessments, student behavior logs, student engagement, student in-seat attendance).*

A complete answer to this question will describe in detail the specific new skills or topics in which staff need training or support to meet emerging student needs around accelerated learning, and the LEA's plan for delivering this training or professional development to the right staff at the right time.
(OSSE's Technical Guide Appendix, p9)

- Virtual Coaching for Instructional Leaders is being offered by OSSE in partnership with EdConnective.

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:
- Posting of assignments and reminders on CLASS DOJO
- Assignment accessibility to Google Classroom
- Providing all students with computer access at home
- Providing paper copies for younger students when requested by families
- Use of Peardeck
- iReady use at home

e.g. videotaping lessons for students to access remotely, engaging software, communication with families, providing students with technology for home use, platforms, programs)

A complete answer to this question will describe: • Specific effective practices the LEA identified during distance learning, and how they have been identified as "effective;" • Specific approaches the LEA is taking to ensure staff continue to use these practices; and • How the LEA will monitor whether the practices continue to be effective, and how it might change, eliminate or add new effective practices going forward (OSSE's Technical Guide Appendix,)

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:

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:
- students with disabilities will be assessed at the beginning of the year aligned to the assessments for all students at DC Scholars in early childhood, math, and literacy.
- Additionally, special education teachers will assess students on their progress on IEP goals (through the beginning of year assessments and teacher made assessments as needed) and all related service providers will assess student progress on their IEP goals (i.e. OT, SLP, ABA, etc.).

- Special education teachers and related service providers will use data to determine any impacts that the pandemic had on student learning and progress and what additional supports or needs a student with an IEP or 504 has to make up for learning loss or to ensure access to accelerated learning.
- When a student requires an update to their IEP, the full MDT will meet to review the data, accelerated learning plan, and recommended IEP (or 504) updates to address learning loss, skill regression, or access to accelerated learning. Additionally, parents can request an IEP meeting to review data, discuss student progress or regression, and make IEP updates to support student needs.
- If a student requires support beyond what accelerated learning can provide, the team will discuss and make a plan for compensatory services.
- For our student currently attending a non-public, we will also meet at the beginning of the year with the nonpublic team and parent to review data, progress, any learning concerns due to the pandemic, the plan for accelerated learning, and any additional needs (including IEP updates) from the nonpublic team or DC Scholars to access to accelerated learning or a compensatory plan if needed.
- DC Scholars will open in person but if any student with an IEP remains virtual due to a medical exemption, the above steps will also be implemented with opportunities for in person and virtual assessment.

Accelerated learning:
- will be provided to all students at DC Scholars including students with IEPs
- Students with IEPs will be provided with accelerated learning with their grade level peers and homerooms participating in the same curriculum and schedule for learning
- Accelerated learning has been offered to students with IEPs during ESY to support students in preparing for the next grade level
- As needed, students with IEPs will receive their IEP services to provide access to accelerated learning (push in, pull out, accommodations, etc.)
- IEP updates will be made to services, accommodations, etc. if needed to support a student with an IEP being able to access accelerated learning.
- DC Scholars will additionally offer tutoring during early release days on Wednesday to support students who need additional support to support their growth and progress
- Students will be assessed on grade level standards/assessments throughout the year aligned to the assessment calendar and curriculum and aligned to the IEP goals assessment schedule to assess what is working and not working and make adjustments as needed to the accelerated learning plan and student IEPs.
- Students that remain in virtual learning due to a medical exemption will be provided with access to grade level peers via zoom and in person as available based on doctor's orders. DC Scholars will implement accelerated learning and IEPs via virtual learning using the same curriculum and assessments available to in person students.

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;

DC Scholars will share our accelerated plan with all families in writing and during family orientations. There will be a section specific for students with IEPs and 504s that includes the action we are taking to assess students, ensure progress, and respond to any learning loss or regression.

- Communications will also include who and how parents can contact our Special Education Coordinator to ask questions and schedule a meeting.
- Additionally, our Family Handbook will include key information about IEPs and who to contact with questions or for support.
- Our special education coordinator will send an email in August and September with key information, frequently asked questions, and key information about action to take if parents have questions or concerns. We will document special education service delivery in SEDS and note connections between accelerated learning plans and special education service delivery in related service logs and IEP progress reports.

The LEA will ensure equitable access to educational opportunities across learning environments by implementing IEPs with fidelity. In response to accelerated learning plans, DCS Scholars has doubled the size of the special education/intervention teacher team at DC Scholars to support small group learning and implementation of IEP services and accommodations. The LEA will ensure that students with disabilities receive equal access to interventions by placing students in their least restrictive environment where they have access to the grade level curriculum, assessments, and interventions, aligned to their grade level peers. 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 continuing to implement and assess that services are being implemented in the student's least restrictive environment, ensuring all students have access to grade level peers and curriculum, providing supports, services, and interventions in the general education setting where students have access to the grade level curriculum and general education teacher.

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

- DC Scholars will continue to support parent training for students receiving related services through distance learning by offering a technology and curriculum guide and training and open office hours to support understanding, access, and implementation.
- Additionally, related service providers will offer resources and training aligned to parent and student needs flexibly in person and virtually.
- Based on parent input (informal) and through parent surveys, we will adjust our individual, small group, and universal parent trainings to ensure we are meeting parent needs and engaging them in our school community, goals, and student success.
- The above will include the family of our student at a nonpublic school.

a. 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.

- Special Education teachers in beginning of year family check ins will conduct a needs assessment to ensure each family and student has what they need to access content and support student learning.
- The Special Education Coordinator will check in with families during MDTs to understand family needs and ensure they are being met through collaboration with our clinical team and family engagement coordinator.
- Our culture team including the dean and counselor will complete home visits when we cannot assess via phone, zoom, or at school.
- Based on the results, we will ensure each family has access to content and supports aligned to their disability needs.
- Based on the results, teachers will be trained on how to support parents/families based on needs and disabilities and how to communicate as a result.
- We will continue to check in with families ongoing to ensure we are up to date on their needs and adjusting our supports in response. We will do this via surveys, parent check ins (monthly by special education teachers), parent teacher conferences (quarterly), and as needed.
    - As needed, parents will be provided with accommodations to support their engagement and access.
        - This includes the family of the student at a nonpublic placement.

- *NOTE: Response to this question should align with plans for accelerated instruction of all students more generally. LEA leaders should consult with their special education points of contact to complete this portion of the plan. In addition to covering an LEA's in-person population, responses must include policies for students placed in non-public special education schools as well as for students participating in distance learning.*

A complete answer to this question will describe how the LEA will: • Ensure staff with subject matter expertise in the management and delivery of special education to students with disabilities participate in drafting your LEA's responses to the section on students with disabilities; • Routinely screen students with disabilities to gather data to inform continuous recovery service delivery; • Communicate individual student recovery plans to families of students with disabilities, including whether or not a student's individualized education program (IEP) will require revision in order to afford the necessary supports for the child to access continuous education that incorporates recovery services; • Incorporate recovery services into continuous education for students with disabilities and how such programming will continue to meet the least restrictive environment requirements of student IEPs. • Review and ensure the delivery of individual recovery services for students with disabilities in nonpublic schools, if applicable; and • Maintain the availability of an LRE continuum in both in-person and distance learning settings, including availability to students in nonpublic schools and carceral settings as appropriate.
 (OSSE's Technical Guide Appendix,)
  - *NOTE: For additional guidance on special education, please contact Jennifer Carpenter, Professional Learning Specialist, Jennifer.Carpenter@dc.gov.*

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 will take the PRE-IPT in early childhood or the WIDA ACCESS assessment in elementary and middle school within the first month of enrollment to determine level of English proficiency. This will be completed by our ELL intervention teacher for all students with support from our Manager of Student Support. For students who are medically fragile and, therefore, not attending school in person, we will offer an in person or at home option or virtual option aligned to doctor's orders, which we will do via zoom using the WIDA screener. We will use the home language results, early access data, information on our returning ELL students, and teacher referrals to ensure we identify and assess all English language learners. The results of the language assessment will be shared with student's parent upon completion of the test, verbally and in writing.

EL students will have access to instruction, including accelerated core content, as delivered to all students, with supports based on their learning and language needs through an inclusion/collaborative teaching model which includes push in support from an ELL intervention teacher, small group pull out supports (aligned to content based EL instruction), consult, or a combination of these supports and models. In class the teachers will work together to determine the effective co-teaching model based on lesson objectives and student needs to differentiate and provide access and instruction. All English Language Learners will be in a general education setting with grade level peers and have access to the same curriculum and schedule for accelerated learning. Any language needs that impact access will be addressed through one of the mentioned models of support including differentiated instruction. This model will be employed for in person learners and virtually for any qualifying student.

English language learners will continue to be monitored of language acquisition aligned to grade level assessments, their quarterly language acquisition progress reports, and via the Pre-IPT and WIDA Access indicators and screeners.

Avoid conflating English learner instruction with special education services or general student instruction; and • Explain in detail how the LEA will deliver English language development instruction to ELs with fidelity across in-person and distance learning environments.
(OSSE's Technical Guide Appendix,)
  ● *NOTE: For additional guidance on English Learners support, please contact Dr. Jennifer Norton, Manager of English Learner Supports, Jennifer.Norton@dc.gov. For more support, contact Naomi at the National Charter Schools Institute for other consultants.*

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.
    - **All LEAs** receiving ESSER III-ARP funding must create a plan for the safe return to in-person and continuity of services.

ESSER III-ARP Funds will be used over the course of the next few years to implement prevention and mitigation necessary for the safe and effective reopening of schools for in person learning.

ESSER Funds will be allocated as follows:
- Funding a Manager of Student Culture to strengthen the school culture model - work to implement appropriate school-wide routines that are updated to reflect health and safety guidelines and lead a team of Deans to implement effective behavioral and socio-emotional learning supports across all levels of behaviors.
- Funding a 3 Dean model where a dean can work at each grade band (i.e. PreS-1st, 2nd-5th, 6th-8th) to implement a robust discipline policy with 1) effective and aligned socio-emotional learning curriculum 2) strong RTI behavioral intervention supports and 3) ongoing connection to the student support and clinical team in ensuring that students receive the support that they need across all levels of behaviors.
- Funding of a school-based counselor who will work closely with the clinical team to ensure that adequate mental health supports are in place to provide high quality counseling and mental health supports to students
- To add 7 special education teachers to our model - moving to a two- teacher model across all classrooms at DC Scholars so that students are able to targeted instructional supports that they need for instructional recovery.
- Implementing iReady and ANet assessments so that robust and varied norm/criterion referenced assessments are used to drive critical intervention efforts.

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[1] 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.

- ESSER funds will be used to drive instructional recovery at DC Scholars in SY 21-22 and up to SY 22-25 and beyond if funds remain. DC Scholars is adding 7 special education/intervention teachers to its instructional model - laying the foundation for small group instruction at the root of it's instructional recovery design. Special education/intervention teachers will receive consistent coaching and support from coaches to ensure that whole group (tier 1) and small group (tier 2) instruction is implemented at the highest level possible for all students. Since salaries account for the largest allocations of funds, more than 20% of ESSER-III funds will be used to fund this initiative.
- ESSER funds will be used to fund extended school year (ESY) supports for fiscal year 2022-2025. ESY in the short term is composed of students with special needs - a population at DC Scholars that increased by over 10% during the global pandemic. Efforts are also underway to determine feasibility of expanding ESY to include a critical mass of general education students who had difficulty learning and growing during the previous school year for a variety of reasons. In summer of school year 2020-2021 a pilot is in place for a select population of 8th graders who had significant engagement and academic challenges during the school year, to attend ESY. Results from this pilot will play a role in determining expansion to additional grade levels in the upcoming years.

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[2] of the funding.

In addition to funding Special Education/Interventionist roles, ESSER funds will be used to hire and train a Manager of Student Culture and Deans and counselors in a proactive behavior management system - with robust and aligned socio-emotional learning and behavioral/mental health supports as critical elements of the model.

ESSER-III funds will also be used to ensure the implementation of a norm-referenced, adaptive and tech-based assessment program. This program increases access to and availability of data that will support the school's intervention efforts.

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.

The two teacher model that will be implemented across all classrooms at DC Scholars next year is designed to support all students. With almost all students at DC Scholars qualifying as students from low-income families, the school's strategic plan for recovery by design was structured to maximally support all students. As such, the socio-emotional learning program as

well as the updated academic intervention model is designed to provide increased support for all students.

- *NOTE: For additional guidance on ESSER Funding or to receive a copy of the Application Planning Tool, please contact Linda Sun, Director of Federal Programs and Strategic Funding, OSSE.ESSER@dc.gov.*

2021-22 School Year Health and Safety Plan Questions

Please provide the LEA's detailed plan to implement each of the following mitigation strategies to minimize COVID-19 transmission in the school setting.

Face Masks
1. Provide the LEA's plan to comply with the requirements that:
   a. except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are full vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
   b. masks must be worn correctly.

To protect and support the health and safety of the DC Scholars community, all students, staff, and visitors, including those who are fully vaccinated, are expected to wear a non-medical face covering or mask while on school grounds, buses, and at school-related activities. We have developed the following policy:

> DC Scholars holds the position that all students, staff and visitors must wear face coverings while on school grounds (including the physical school building, the outer school premises, and vehicles being used for school events) during the school day and during any school-sponsored activity.

The COVID POC (Tiffany Green, Associate Director of Operations), or designee, along with all school-wide leadership team members, will be responsible for ensuring that all students, staff and visitors are aware of this requirement prior to or upon entering the building. Additionally, the COVID POC is responsible for ensuring that all staff, scholars and parents/guardians have received appropriate training in the use of face coverings.

The COVID POC, or designee, along with all school-wide leadership team members will be responsible for addressing any request for an exemption to the requirement to wear a face covering. Any person entering the building will go through security and will not be permitted entry without a face mask. The only exception is during student arrival where we will have multiple entrances and staff posted at each entrance who will be responsible for enforcing our mask policy. Within the building, staff and leadership will enforce our mask policy (see below for our process for responding to individuals who are unable or unwilling to wear their mask).

REQUIREMENTS FOR STAFF
- All staff members are required to wear a face covering while on DC Scholars property except for circumstances outlined below in the "Exceptions" section.
- The usage of/need for Personal Protective Equipment (PPE), in addition to face coverings, will be determined by role and consistent across staff. Considerations will include potential level of exposure, in accordance with CDC guidelines and Universal Precautions infection control practices including: optional face shields for staff, gloves

for handling food and routine cleaning and enhanced PPE for the isolation room (gown, head covering, face shield)
- All staff will be required to complete training in the use of PPE and face coverings.
- All requests for exemption must be sent to the COVID-19 POC and will be handled according to CDC/OSSE guidelines.

REQUIREMENTS FOR STUDENTS
- All DC Scholars students are required to wear a face covering while on DC Scholars property except for circumstances outlined below in the "Exceptions" section.
- All students will receive instruction in the use of face coverings.
- All requests for exemption must be sent to the COVID-19 POC and will be handled according to CDC/OSSE guidelines.

REQUIREMENTS FOR VISITORS TO DC SCHOLARS
- During this public health crisis, visitors to DC Scholars will be limited and requests will be reviewed by the COVID-19 POC, school director, or designee, on a case-by-case basis.
- Visitors to DC Scholars must wear a face covering and have permission from COVID-19 POC, school director, or designee to be on school property during the school day or any school-sponsored activity. Individuals who have not obtained permission will be refused entry to the school and directed to leave school property.

EXCEPTIONS
At DC Scholars, we recognize that wearing face coverings may not be possible in every situation and/or for all individuals. There are some situations when wearing a face covering may aggravate a pre-existing physical or mental health condition, lead to a medical emergency, or introduce significant safety concerns. Any exception to the requirement of a face covering requires the specific direction or approval of a Director or the Covid-19 POC.
- Such an exception may be made only when safe to do so and when students are appropriately distanced, such as when eating and drinking, or when exercising under the supervision of DC Scholars staff .
- In the event the parent/guardian, student or school official believes a student's health condition, communication impairment, or disability requires an on-going exemption from the face covering requirement for some portion of face-to-face instruction, this request must be reviewed and approved by school officials, including the student's teacher and the School Director, who may permit the exemption only where sufficient public health protections can be implemented without unreasonably interfering with the instructional program.
- Any student seeking an exemption from the face covering requirement must provide a physician's statement confirming that not wearing a face covering is necessary. The statement does not need to specify the underlying medical condition or diagnosis.
- Upon receipt of a physician's statement or automatic exemption without a physician's note the Covid POC will review the ADA Face Mask Accommodations Policy to assess our ability to implement mitigating measures during the school day and determine under what conditions the student's face covering exemption can be implemented safely and effectively while at school and/or during transport, if applicable.

- Staff requesting an exemption from wearing a face covering while on DC Scholars property shall be directed to submit a physician's statement that not wearing such a face covering is medically necessary and make a request for accommodations under the Americans with Disabilities Act due to a medical condition to Human Resources.

2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a face mask at all times.

For students who are unable or unwilling to wear a face covering at all times, the following procedure will be followed: If students who are not exempt from the face covering requirement are unwilling to wear a mask, DC Scholars will take steps to educate the student on safety compliance, implement positive behavior interventions, and if possible, recommend alternative face coverings (such as a face shield instead) and, when appropriate, consult with the student's parent or guardian. Only as a last resort will a student who is unwilling to wear a mask be excluded from in-person instruction. If a student is excluded, DC Scholars will provide the student with the opportunity to receive educational services virtually during the exclusion and then return the student to in-person instruction when the student is able to comply with the mask guidelines. Students who are unable to consistently wear a face covering due to sensory, behavioral, or other disabilities will not be disciplined or denied access to in-person educational services.

In line with DC Health guidance staff or visitors who are unable or unwilling to wear a face covering will not be allowed in the building. There may be some limited exceptions related to specific student needs or personal emergencies. DC Scholars will have a supply of disposable masks in the office for any visitors who arrive without one, in addition to other personal protective equipment (PPE), as discussed later.

Physical Distancing
3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

Each classroom will be organized to support students seated and standing approximately 3 feet apart from one another (head to head). Teachers will remain approximately 6 feet from students and each other when feasible. The school will not hold in-person assemblies until health guidance allows for this and will limit school gatherings where student cohorts would be in the same space. During activities outside the classroom (such as PE, recess, arrival, and dismissal) the school will continue to have signage reminding students and staff to stand 6 feet apart. Staff and leadership will monitor and reinforce expectations around physical distancing. More specific policies and procedures are outlined below:

- Desks will face in the same direction to reduce transmission caused from virus-containing droplets (e.g. from talking, coughing, sneezing).

- If the room is equipped with tables, we will only sit students on one side of the table with appropriate distance in between. Use visual cues and signage to illustrate where participants may sit to adhere to social distancing.
- Tape or other markings will be used on the floor to designate the furniture arrangement necessary for maintaining maximum social distancing.
- Carpets and excess furniture will be removed from all spaces except in ECE classrooms. Additional carpets will be used to maximize student distancing.
- We will not be providing dividers between individual student spaces per recommendations from DC Health.
- To the extent feasible, DC Scholars will encourage and support meetings to take place via video or teleconferencing with individuals who are not typically on school grounds (e.g., external stakeholders).
- DC Scholars will set aside several meeting spaces and conference rooms for staff use. Staff are expected to maintain six feet of distance in these spaces.
- The 1st floor staff lounge may be used solely to store/retrieve food.
- The 3rd floor staff lounge will be used for staff members to consume meals. It is an open and well-ventilated area. Staff will maintain (6) ft of distance if feasible.
- No other rooms may be used for meeting or work spaces unless the Associate Director of Operations has provided approval.
- Large spaces can be made available for student use with the approval of a Director or the Covid-19 POC, as long as social distancing guidelines are in places and cleaning procedures are followed.
- Recreational activities (e.g. outdoor play) will be designated among our 4 available spaces and be staggered to prevent social interactions between groups.
- Multiple cohorts will be allowed to participate in outdoor events at the approval of school leadership, but the cohorts must not mix, must maintain greater than 6 feet of distance between each other, and mustmaintain 6 feet of distance between individuals within each cohort.
- In the event of poor weather, we may use the upper gym and cafeteria as long as student cohorts are following social distancing guidelines.
- DC Scholars will use outdoor spaces for instruction and activities to the extent that is feasible and as weather permits.

Student arrival and dismissal will take longer than usual and we will adjust our normal procedures as follows:
- Additional doors for entry and exit to avoid funneling all students through a single point of entry. Specifically:
  - Arrival and dismissal are a part of our Big 5 routines and specific protocols will be built out in keeping with health guidelines and in coordination with our culture team.
- Creating clear space delineations for student lines as students enter and exit school as well as inside the school building (e.g. create and mark line spots in hallways and outdoors, mark one-way flow of hallways).
- No congregation of students if there are late pickups. Students will be expected to maintain social distancing requirements in accordance with DC Health guidance.

4.   Provide the LEA's policies and procedures regarding the use of cohorts for students and/or staff, including steps to minimize interactions between cohorts, as applicable.

Our LEA will create cohorts by classroom. Cohort mixing may occur by grade level (for example, recess) and in rare cases grade span (for example, school events). In these cases, plans will be reviewed and approved by the School Director.

To limit cohort mixing, we will implement the following procedures:
- Multiple entry and exit points (described above in Q3).
- Designated bathrooms by grade span (adult supervision to limit interactions across cohorts, scheduled bathroom breaks).
- Students will remain in their classrooms except for arrival, recess, dismissal, and transitioning classrooms once per day for middle school grades.
- Meals will be served in classrooms.

Handwashing and Respiratory Etiquette
5.   Provide the LEA's policies and procedures to support handwashing and respiratory etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.

Our policy for handwashing and respiratory etiquette is as follows:
- Staff and students will have hand sanitizer readily available in classrooms, bathrooms, and offices. Classrooms will receive a broader set of supplies that includes spray, wipes,, hand sanitizer, gloves, tissues, and disposable masks.
- School staff will reinforce frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds.
- School staff will reinforce respiratory etiquette to include sneezing in the arm, with tissue covering, and handwashing afterwards.
- Children will be supervised when they use hand sanitizer to prevent ingestion and to ensure that they are using it properly.
- Posters with handwashing steps will be located near sinks and throughout the building.

In addition to reinforcing frequent, proper handwashing strategies, DC Scholars will use hand sanitizer that contains at least 60 percent alcohol throughout the school and in the bathrooms. We will ensure all students and staff have the opportunity to wash hands or, if not readily available or if it would compromise cohort isolation practices, use hand sanitizer with 60% alcohol at the following times:
- Before and after eating;
- Before and after group activities or student centers;
- After going to the bathroom;
- After removing gloves;
- After blowing noses, coughing, or sneezing.

6.   Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.

DC Scholars will provide the following PPE and cleaning supplies to all classrooms:
- Disinfectant spray
- Disinfectant wipes
- Hand sanitizer
- Gloves
- Tissues
- Disposable masks

We will conduct daily supply checks of classroom supplies and refill as needed to maintain sufficient supply levels for classrooms.

We will have soap and hand sanitizer available through hands-free dispensers and paper towels in every bathroom. All building entrances will have hands-free hand sanitizer dispensers. All common spaces will have hand sanitizer. These will be checked and replenished if needed on a nightly basis by our custodial staff.

Personal Protective Equipment (PPE)

7.   Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.

Our PPE Policy can be found here. Our PPE is kept in the 3rd floor storage room and is distributed by Tiffany Green, Associate Director of Operations or our Operations Associate, as outlined in our policy.

Acquire - DC Scholars will review the supply of PPE on a weekly basis. Generally, we do a full inventory and restock on a monthly basis. During the inventory process, the Covid-19 POC will review supplies on hand and ensure that PPE is always in stock and never dips below a 1 week supply.

Distribute - PPE will be distributed to all classrooms on a regular basis. We will purchase PPE by quarter and do weekly checks to monitor PPE usage and levels, refilling and restocking as necessary.

Support appropriate use of PPE - DC Scholars will support the appropriate usage of PPE by doing the following:
- Lead by example: DC Scholars leaders will at all times wear and use appropriate PPE
- Educate Employees on the Importance of PPE: DC Scholars will ensure that employees know why they need to use each specific type of PPE for their job. During our Leadership Training Program prior to the start of the school year, we will share the risks associated

with not using PPE, and we will emphasize the impact of using PPE according to our policies on our school's overall health & safety
- Maintain Open Communication: DC Scholars will solicit feedback from employees about how the use of PPE is working for them and what, if any recommendations they have to improve effectiveness. DC Scholars will address any concern or complaint promptly.
- Enforce Policies: DC Scholars will make sure that our PPE policy is accessible by all employees. On a regular basis, leaders will check in on employees to ensure they are using their PPE properly and consistently.

Maintain Clean and Healthy Facilities
8. Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including high touch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stair rails, phones, doorknobs, grab bars on playgrounds).

		Through-out Day	Daily	Weekly	Monthly
Classroom	Floors of classrooms		X		
	Student desks, chairs	X	X		
	Teacher desks, chair	X	X		
	Walls and white boards	X	X		
	Manipulatives, text books, etc.	X	X		
	Pens, pencils, white board markers, crayons, markers	X	X		
Hallway/Stairs	Fixtures (switches, knobs, buttons)	X	X		
	Railings	X	X		
	Lockers	X	X		
	Floors of hallways	X	X		
Office and Common Area	Pens, pencils	X	X		
	Fixtures (switches, knobs, buttons)	X	X		
	Chairs	X	X		

	Copiers, etc.	X	X		
Bathrooms	Surfaces	X	X		
	Floor	X	X		
	Fixtures, handles, switches, faucets	X	X		
Outdoor Space	Playground		X		
	Balls, toys	X	X		
Other					

9. Provide the LEA's cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school. Include the LEA's plan to comply with specific required protocols for scenarios when it has been 24 hours or less since the sick person was in the school, as well as when it has been more than 24 hours but less than 3 days since the sick person was in the school.

Here is the link to our COVID-19 cleaning policy. We will follow OSSE's guidance on how to disinfect and clean when a member of our community either develops symptoms of COVID-19 while in school or tests positive.

The protocols include: In the event of a confirmed COVID-19 case in a student or staff member, the school must follow all steps outlined by DC Department of Health as well as the cleaning, disinfection and sanitization guidance from the CDC, linked here.

If three days or fewer have passed since the person who is sick used the facility, follow these steps:
1. Close off areas used by the person who is sick.
2. Open outside doors and windows to increase air circulation in the area. Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
3. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

If more than three days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

10. Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies and to comply with the requirement that staff must wear gloves while cleaning and disinfecting spaces throughout the building.

We will purchase PPE by quarter and do weekly checks to monitor PPE usage and levels, refilling and restocking as necessary. This process includes basic classroom cleaning supplies (e.g., wipes and gloves). Our cleaning is done by BusyBee Environmental Services. Our agreement with BusyBee confirms that their staff will wear gloves while cleaning and disinfecting spaces throughout the building. Furthermore, BusyBee is responsible for purchasing and maintaining their cleaning supplies. DC Scholars leadership will actively monitor BusyBee staff to ensure compliance with PPE and cleaning requirements.

11. Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.

Prior to reopening after any prolonged shutdown, the school will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security. DC Scholars has changed and upgraded all air filters to Merv 11 or 13 air filters.

Prior to reopening after any prolonged shutdown, the school will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following CDC guidance and as described below:
- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
  - Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
- Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.

Response to a Confirmed or Suspected COVID-19 Case
12. Describe the LEA's policies and procedures to:
    a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and
    b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.

Our COVID-19 POC is responsible for responding to COVID-19 concerns. DC Scholars will provide written notification to staff or families who have had a possible exposure to anyone with

COVID-like illness symptoms or a positive case of COVID-19. If a staff member or student has a temperature of 100.4 degrees or higher and/or any of the following signs/symptoms:

- Cough
- Congestion or runny nose
- Sore throat
- Shortness of breath or difficulty breathing
- Diarrhea
- Nausea or vomiting
- Fatigue
- Headache
- Muscle or body aches
- New loss of taste or smell

they will be placed in a quarantine room until they can leave the building (i.e., family members can pick up the student). Areas used by the sick person will be closed off and will not be used until after cleaning and disinfecting by custodial staff.

Individuals who test positive for COVID-19:

If symptomatic, may return after:
- At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and symptoms have improved; AND At least 10 days after symptoms first appeared, whichever is later.

If asymptomatic, may return after:
- 10 days from positive test

Regardless of whether symptomatic or asymptomatic, close contacts (including all members of the household) who are not fully vaccinated against COVID-19 must not attend school for at least 10 days from the last date of close contact with the positive individual.

If DC Scholars identifies a student or staff member with COVID-19 who is in the building, we will be prepared to dismiss the potentially exposed cohort(s) and they will not attend school until DC Health is able to complete the case investigation.
- The exposed cohort will remain in their classroom and follow routine procedures while they are waiting for their caregivers to pick them up.
- If DC Scholars is notified of a case who is not in the building, the affected cohort may remain until the end of the school day.

In the event that DC Scholars is informed of a case of COVID-19 or possible COVID-19 exposure, the school nurse and/or principal will immediately notify the Department of Health. The school will follow the guidance of OSSE for notification of staff and families, quarantines, closures, reopening and any other requirements.

13.   Provide the LEA's plan to comply with the requirements to:

a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;

b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;

c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

Our COVID-19 point of contact is Tiffany Green, Associate Director of Operations. Our rationale for this POC is that the ADO is responsible for the health and safety of DC Scholars. All possible and confirmed positive cases of COVID-19 should be reported to the ADO, and the ADO will report any and all positive cases of COVID-19 to DC Health on the same day the school is notified. Staff, students and their families will receive a communication prior to the start of school to contact the ADO and how to do that in the case of a positive test result.

The COVID-19 POC will be able to receive calls and emails throughout the day and into the evening hours. The COVID-19 POC may also proactively reach out to families of students, staff, and visitors who had symptoms or have been absent to inquire. All confirmed reports will be shared with DC Health in a means that is requested by DC Health and on the same day the ADO is made aware of the positive test result.

Ensuring that all staff and students learn as often on-site as possible, excluding students and staff with similar symptoms but no underlying case must be avoided. To this end, our COVID-19 POC may review all of our daily screening questions to ensure that students or staff with preexisting symptoms have not been exposed. In some cases, the COVID-19 POC may seek the counsel of a healthcare provider.

14. Provide the LEA's procedures to support DC Health with contract tracing in the event of a positive case of COVID-19.

DC Scholars will use a daily tracking form , and, per OSSE's guidance, we will adhere to the policy that "Records of screenings are strongly recommended to be stored for 30 days in order to support DC Health with contact tracing efforts should a positive COVID-19 incident occur within the facility."

Our COVID-19 POC will report all positive cases and contact with positive cases to DC Health, as described in Section N. of the Health and Safety Guidance from OSSE (p 28-29). The COVID-19 POC will contact DC Health if a staff member, essential visitor, or student notifies the school that they (or their student) tested positive for COVID-19 if the individual was on school grounds or participated in school activities during their infectious period. Immediately upon learning of the positive case, the COVID-19 POS will notify DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website using the Non-Healthcare Facility COVID-19 Consult Form.

15. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

In the event a student, staff member, or DC Scholars partner (e.g., a contractor) tests positive for COVID-19 positive, DC Scholars will notify DC Health of the positive test result on the same day the information is received. DC Scholars will take all appropriate safety measures, including cleaning and disinfecting the affected areas, to ensure the safety of staff and students.

DC Scholars will personally notify individuals believed to have been in close contact with the infected person about the positive case by phone and email, so that they may quarantine and take any other precautions. In the spirit of transparency, DC Scholars will send a broader notification via our school wide broadcast system (School Messenger) if the person with COVID-19 was in a DC Scholars building during the two day period preceding their COVID-19 symptoms or their test.

Per the DC Mayor, DC Scholars will rely on decisions from DC Health regarding any additional safety measures that may be advisable, including quarantines or closures. DC Health is responsible for decisions on closures, quarantines, or any other additional measures required at the school.

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 communicate with our school community via our website (dcscholars.org) our instagram page, weekly Class Dojo messages and weekly school messages.

COVID-19 Testing and Vaccines
16. If applicable, describe the LEA's current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA's plan to ensure that results of such testing programs are reported to DC Health per DC Health's COVID-19 reporting requirements: dchealth.dc.gov/page/covid-19-reporting-requirements.

DC Scholars has the following COVID-19 Testing Protocol. DC Scholars will follow its protocol, outlined in question 14, to notify DC Health and to follow DC Health reporting requirements.

17. Provide the LEA's plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.

Our LEA is supporting eligible students and staff to get vaccinated by first seeking to understand and address vaccine hesitancy. DC Scholars will hold a community town hall to view BET's COVID-19 Special. DC Scholars will send out weekly communications to our families via Class Dojo which highlight vaccination efforts and events throughout the city.

Students with Disabilities

18.   Provide the LEA's plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures.

DC Scholars will offer the 'COVID-19 MEDICAL CONSENT & CERTIFICATION FOR DISTANCE LEARNING' form to any family that believes they may need a waiver for in person learning due to any healthy and safety needs. Families can complete the form for each quarter that their child needs to remain in distance learning. This form will be available through enrollment based on parent request and shared by our Manager of Student Support as parents inquire and need follow up aligned to safety and medical needs.

If a student can attend school in person but requires adjustments and accommodations, the family will work with our school nurse and/or Manager of Student Support to share any medical documentation and create a plan to provide any waivers/adjustments/accommodations to support the student's needs. Opportunities to request accommodations will be shared as needed during enrollment and parent inquiries and in parent orientations. Additionally, and aligned to our Response to Intervention Process and our Child find processes, teachers and staff can submit students to the process if they have identified a suspected need for the student support and/or 504/IEP team to review and address.

The school team (depending on student and need could be 504 team, IEP team, or Operations, Manager of Student Support, nurse, teacher) will meet with the family to review the documentation and needs. The team will determine if the waiver/adjustment/accommodation is reasonable and necessary to support student engagement, attendance, safety, and/or learning and create a plan in response.

Training, Technical Assistance, and Monitoring

19.   Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:
    a.   who will receive training and technical assistance;
    b.   the topics that the training and technical assistance will address; and
    c.   how and by whom the training and technical assistance will be delivered.

Audience	Topic	Trainer/ TA provider	Date Range (if available)
DC Scholars Leaders (iDirectors, Assoc Directors, Coaches, Special Ed Leaders, Deans, Counselors, and Managers)	• Leaders will be able to describe mission-critical aspects of the health and safety plan for the upcoming school year • Leaders will be familiar with the contents of the health and safety plan and be able to access it on their own	Colin Welch, Director of Finance and Operations Tiffany Green, Associate Director of Operations	July 15, 2021
DC Scholars Leaders	• Leaders will be able to judge	Colin Welch, Director	July 29, 2021

(Directors, Assoc Directors, Coaches, Special Ed Leaders, Deans, Counselors, and Managers)	the degree to which they retained outcomes from Part 1 of the health and safety PD session ● Leaders will discuss challenges in holding staff and students accountable and their role in ensuring accountability to our health and safety plan	of Finance and Operations Tiffany Green, Associate Director of Operations	
All Staff	● Staff will be able to describe mission-critical aspects of the health and safety plan for the upcoming school year ● Staff will be familiar with the contents of the health and safety plan and be able to access it on their own ● Staff will discuss challenges in holding each other and students accountable and their role in ensuring accountability to our health and safety plan	Colin Welch, Director of Finance and Operations Tiffany Green, Associate Director of Operations	August 2021 during all staff "August Orientation" (specific dates TBD)

20.   Provide the LEA's plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.

DC Scholars has only one campus. Implementation of the health and safety plan will be monitored by the ADO, Tiffany Green, who is responsible for all Health and Safety related issues at DC Scholars. She will be responsible for serving as the point of contact when a student or staff member displays signs of illness and needs to be excused from the classroom, cohort or any other area within the school. She will implement DC Scholars' safety plan and procedures which address:
- Escorting students to the designated isolation room/area until transportation can be arranged to send the student(s) home or to seek emergency medical attention.
- Isolation of multiple students at one time.
- Notification of parent(s), guardians, or caregiver(s) of ill student(s) that need to be picked up from school.
- Identifying all exposed area(s) (e.g., classroom), and recommending cleaning and disinfection of areas is performed by appropriate staff.
- Work with local health officials to assess transmission levels and support contact tracing efforts
- Ensure close contacts are identified, notified, advised to stay home, and to consult with their healthcare provider as appropriate to determine if testing is recommended.
- Communicate with teacher(s), staff, and parent(s), guardian(s) or caregiver(s) the importance of COVID-19 mitigation strategies (e.g., staying home when sick, washing hands, wearing masks, social distancing).

Communicating Policies and Procedures to Students, Families, Staff and Visitors

21. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

Our LEA plans to communicate key health and safety policies and procedures with students, families, and staff via our COVID-19 handbook, which will be available on our website dcscholars.org. Families will also be kept informed of health and safety related policies through weekly bulletins sent via School Messenger and Class Dojo. 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. DC Scholars utilizes the Language Line service to facilitate communication with our ELL families and will work with them to provide regular updates to our affected families through our school website and weekly bulletins.

2020-21 School Year Assessment Data Collection Questions

Note: Assessment data collection responses will be submitted by **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:

During spring and summer 2020 DC Scholars developed three different plans for assessing student learning. Due to the lack of certainty brought on by the pandemic the team developed 3 assessment approaches 1) Traditional learning 2) Blended Learning and 3) Virtual learning.

See Assessment Strategic Plan here.

By late spring/early summer DC Scholars' made the decision to provide instruction via a Virtual Learning model to students. At that point, the virtual learning model below was implemented.

Virtual Learning Model
If students cannot come into the building, there are a smaller number of assessments we can administer virtually. Students in K-8 would take the iReady assessment three times per year so that students can be placed on a learning path within iReady. Students will do the iReady growth monitoring assessment approximately every 6-8 weeks in order to track their progress toward EOY growth goals. Students in 3-8 would take ANET using ANET's guidance on remote testing administration. Students in PS-8 will take individualized assessments in foundational skills.

	Math	ELA
EC	• ECR Assessment (3 times per year)	• EL Skills and Heggerty Foundational Reading Assessments (4 times per year)
K-2	Summative Assessments/Benchmarks • iReady (3 times per year) Curricular Assessments • Eureka Module Assessments	Summative Assessments/Benchmarks • iReady (3 times per year) • EL Skills Assessment (Follow curricular guidance for when to administer the assessment) Curricular Assessments • Expeditionary Learning Unit and Module Assessments (with appropriate modifications for distance learning)
3-8	Summative Assessments/Benchmarks • iReady (2 times per year) • ANET (3 times per year) Curricular Assessments • Eureka Module Assessments	Summative Assessments/Benchmarks • iReady (2 times per year) • myOn (2 times per year) • ANET (3 times per year) Curricular Assessments • Expeditionary Learning Unit and Module Assessments

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

The assessment plan outlined above was implemented with fidelity with a few exceptions:
- iReady was administered in full 3 times per year (instead of two times per year as outlined above.) The myOn assessment was not administered to students since more time was spent training, analyzing and responding to iReady progress monitoring than had been anticipated.
- There were more iRready progress monitoring opportunities from mid year to end of year than there were from beginning of year to mid year. The rationale for that is that it took twice as long as anticipated to administer the beginning of year iReady progress monitoring assessment. The learning curve for students and staff was steep and time was added to the professional development calendar to provide additional support.
- All assessments were administered remotely throughout the year, with the exception of the End of Year iReady assessment which was administered in person to approximately 125 students.
- Teachers and leaders used a process to identify students who struggled with remote assessments throughout the year and put a plan in place that allowed for those students to be tested in the building under the supervision of teachers and leaders.

3. 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 - YES, 2019 & 2020
      ii. Math - YES, 2019 & 2020
      iii. Science
      iv. English language proficiency -YES, 2019 & 2020

4. Did you set assessment-specific goals[], benchmarks, or targets for performance on assessments administered in the 2020-21 school year?
   v. Select: Yes/no - -YES
   vi. 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) - YES, goals set by set by the LEA/school
   vii. If yes, are the goals/targets meant to measure (select one)

1. Student proficiency
2. <mark>Student growth</mark>- goals based on growth
3. Both

5. 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.

Students with disabilities took the same assessments as their grade level peers in Ps-8th grade across content areas. To ensure access and equity, students with disabilities that have IEPs and 504s were provided with accommodations aligned to their 504 and IEP. Testing was completed virtually with accommodations provided in small groups and 1:1. For end of year testing, a subset of students that required more support completed testing in person with 1:1 and small group support for accommodations to be implemented. Students that needed up to date eligibility testing received their evaluation testing in person or virtually based on team input and student availability to be in person.

For virtual testing, accommodations including small group testing, individual testing, use of calculator, read aloud, read aloud to self, redirection, extended time, flexibility in scheduling, and frequent breaks were implemented with fidelity aligned to student plans. In a virtual setting, teachers would prompt students and families for preferential seating and locations with minimal distractions but given the virtual environment, this could not always be controlled for.

English Language Learners were also given the same assessments as their grade level peers. Additionally, ELL students were assessed one on one by their ELL teacher to assess progress and needs aligned to their language acquisition skills. This information was shared with teachers and parents via an ELL progress report each quarter.

6. 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.

   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.

As mentioned in section 3 above, DC Scholars' consulted with representatives for EL Skills as well as the Eureka math curriculum for guidance on how to implement the curriculum based on the impacts of COVID and virtual learning, Based on their guidance, in most grade levels standards and skills were prioritized for instruction with aligned and updated pacing guides.

DC Scholars also made block structure shifts. See ELA virtual learning block structure and Math virtual learning block structure to provide clarity on programming for tier 1 versus tier 2 as well as for decisions about synchronous versus asynchronous programming.

The grade levels that were most different were ECE and K/1. In Early Childhood and K/1 initially there was a heavy focus on whole group and small group synchronous learning with students logging in at various points throughout the year. There was however a lot of feedback from families during the first 1-2 month of school indicating how challenging this is/was for students due to parent/family schedules, students attention spans, technology proficiency challenges, etc. Ultimately the early childhood and K/1 schedules and curriculum was further adjusted to ensure more developmental and technical appropriateness. This has lead to a plan for SY 21-22 that now includes a "double dose" of foundational skills for our youngest students since this is one of the strands that was most significantly compromised.

Changes in the plan for instruction (i.e. scope of content, standards of focus, execution challenges, etc) have impacted the ability to measure student' learning in a variety of ways.
- There was a decreased focus on robust, ongoing assessment and feedback on student writing due to decreased curricular focus, time constraints and virtual assessment constraints
- There was a need to dramatically streamline assessments, brutally prioritizing and making tough decisions about what we would actually be able to focus on. This led to an increased focus on Iready - an adaptive, computer based assessment program - and decreased capacity to focus on some of the modular/ project based assessments.

The chart below again outlines some of the concrete changes.

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	x

7. 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."

The assessment tool that was used in SY 20-21 for 3rd-8th grade non-state summative spring assessments in ELA and Math was the Iready assessment. The assessment was administered virtually to all except for approximately 100 students who were offered an in person option due to engagement challenges. The assessment was administered to students in grades K-8th. For ELL students and students with disabilities, assessment accommodations were made in accordance with students' IEP guidelines or english language proficiency guidelines.

Participation numbers are as follows:

Content Area	Eligible Students	Assessed Students	Goal	Percent of students meeting/exceeding goal
ELA	488	MOY - 464 EOY - 447	70%	MOY -153/464 32.97% EOY - 184/447 41.11% Either - 238/488 48.77%
Math	492	MOY - 476 EOY - 459	70%	MOY -127/476 26.68% EOY - 159/459 34.6% Either - 215/492 43.7%

Students in grades 3rd-8th grade were not assessed in science using a non-summative LEA wide assessment this year due to a decision to dramatically streamline assessments and focus on 1-2 that could be executed at a high level. For the upcoming school year unit driven science assessments will be administered to the middle school grade band as a part of the instructional program.

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

We are using this data to determine student growth and we notice that student performance was more significant at MOY testing. We noticed that while some students did not meet their goal, many were over 80% of the way there, which is important to note due to virtual learning. Some caveats are that students took the assessment at home so administration and test security were of concern, attendance started to drop, and many students expressed burn out.

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.

Student motivation in several instances waned from middle of year to end of year. Though strategies were used to engage students throughout the school year it became extremely challenging after a year of virtual learning to engage a percentage of our student population in the end of year assessment process. As a result as a school we are reviewing mid-year assessment results, juxtaposing that with end of year assessment results and looking at student level data, qualitative/anecdotal information that we have on specific students to draw conclusions about implications for the upcoming school year.

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.

See response above. Student engagement between middle of year and end of year is an important factor in analyzing end of year results and making decisions about the upcoming school year.

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

9. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?
To ensure students that families received information regarding assessments, we shared this data in end of the year parent conferences and our end of year event in the form of an iReady family report.

10. 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.

We will use this data to information our tier 2 intervention and scaffolds for tier 1 instructional still utilizing a just in time approach. Small group instruction will begin much earlier in the school year this year (by week 3) with end of year data playing a role in groupings - instead of waiting for current beginning of year data. This allows teachers to intervene more quickly for students as part of our Instructional Recovery model. With two teachers available to support students in all classrooms, target interventions based on motivations, needs and data is projected to yield more favorable outcomes.

NOTE: For additional guidance on Data Assessments, please contact Danielle Branson, Director of Assessments, OSSE.Assessment@dc.gov. Or contact Naomi Rubin DeVeaux at ndeveaux@charterinstitute.org.

Assurance Statement for Continuous Education Plans (CEPs)

The LEA attests to the following statements regarding **delivery of instruction**:

- ❏ **X** 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:**

- ❏ **X** 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:

- ❏ **X** The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203[4] 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):

- ❏ **X** 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.
- ❏ **X** 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.
- ❏ **X** 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.
- ❏ **X** 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.
- ❏ **X** 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.

❏ **X** 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):

❏ **X** The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.

❏ **X** 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,

❏ **X** 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**:

❏ **X** 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):

❏ **X** 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.

❏ **X** The LEA has taken comments of the above-named groups into account in the development of the CEP.

❏ **X** 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.

❏ **X** 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.

❏ **X** 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.

❏ **X** 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.

❏ **X** 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**:

❏ **X** 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: DC Scholars Public Charter School
LEA Leader Name: Amy Helms/ Head of School; Nicole Bryan/ Interim Head of School
LEA Leader Signature: _____
Date: 6/30/21

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:**

❏ **X** 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: DC Scholars Public Charter School
LEA Leader Name: Amy Helms/ Head of School; Nicole Bryan/ Interim Head of School
LEA Leader Signature: _____
Date: 6/30/21

Assurance Statement for 2020-21 School Year Assessment Data Collection

The LEA attests to the following statement regarding **locally administered assessments**:

- ❏ **X** 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.

LEA Name: DC Scholars Public Charter School
LEA Leader Name: Amy Helms/ Head of School; Nicole Bryan/ Interim Head of School
LEA Leader Signature: _____
Date: 6/30/21

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[1] 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.

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

[3] 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.

[4] 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.