

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: The Children's Guild DC PCS

LEA Head of School Name: Kathy Lane

LEA Type: Elementary;Middle School

Date Generated: 08/24/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being,** and **Accelerated Learning.** For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**

- a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
- b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
- c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

A.

The Children's Guild DC can accommodate all students in person five days per week with our current physical space.

B.

The Children's Guild DC can accommodate all students in person five days per week with our current staffing model, but will be increasing our staffing model to ensure we are able to provide an added layer of instructional and social emotional stabilization. We will also be adding a layer of community engagement to support student attendance and community support as our students return to in person learning.

C.

i. For students or staff excluded from school due to confirmed or suspected COVID-19, exposure, or any other exclusionary criteria, coverage will be provided by Teaching Assistants or other available teaching staff. We are a 1 to 1 school for technology devices and students will be able to learn remotely at home. Classrooms will be set up with cameras so that the teachers are able to teach the students that are in-person as well as students that are learning virtually. Teachers will be able to teach from home if well enough. Schedules will continue to be followed as they are for in-person learning and will be adjusted as needed.

ii. For closure of the entire campus, we will revert back to 100% virtual learning as in SY20-21. All students and teachers will have devices provided. Hotspots will be available as needed.

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

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

The LEA itself

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

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

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

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

TCGDC will follow the in-person master schedule for all students that are distance learning due to medical certifications. Home visits will be conducted as needed for device exchanges. If social, emotional, and or mental health supports are needed, TCGDC will provide.

• **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;**

All students receive a chrome book device, including students that are distance learning due to medical certifications. School transportation will take the device to the student's home, if needed. Device and accessory exchanges will be provided as needed.

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

TCGDC will provide students with a back to school package that will contain but not limited to: notebooks, writing utensils, folders, dividers, headphones, highlighters, markers, crayons, curriculum materials, small furniture/room dividers, etc. as needed. Technology training will be provided to all students and families as needed by school staff.

• **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks,**

teacher-generated resources, computer software, etc.) in the program.

We are a 1 to 1 school for technology devices and students will be able to learn remotely at home. Classrooms will be set up with cameras so that the teachers are able to teach the students that are in-person as well as students that are learning virtually. Students will be able to upload/complete work through Google Classroom and receive updates from their teachers through Class Dojo. Instructional materials will be delivered by our Transportation/Home Visit Monitor. All software needed for virtual learning will be pre-loaded onto the student's devices. (ie. Zoom, Google Classroom, iReady, etc.)

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:

- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
- **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
- **c. How the LEA will provide direct mental and behavioral health services for students in need.**

A. The Children's Guild DCPS will provide opportunities for social emotional learning, relationship building and mental health awareness for all students by providing monthly grade level "Town Hall" assemblies to globally address topics such as relationship building, anti bullying, conflict resolution, anger management, depression, anxiety, loss and grief among others. Social Emotional Learning (SEL) curriculum content will be provided daily in classroom "morning meetings" and "closing circle" . Additionally, individual assessments will be conducted in the classroom by the instructional staff, during the first weeks of school using the SSIS assessment tool. Results will be electronically forwarded to the Social Work Team for identifying the level of support required by the student. Once a referral for behavioral or mental health services is received the Social Worker Supervisor will speak with student, assess and notify parents to discuss and obtain permission to provide services or make referral as indicated. The Social Work supervisor will follow up with the instructional staff once services are being provided.

B. The Children's Guild DCPS instructional staff will implement the SSIS SEL assessment and tracking tool (Pearson Publishers) to all students during the first week of school. Results will be assessed and reviewed by the Social Work and Instructional staff. Any responses indicating students with elevated risk factors will be further evaluated for specific needs and provided appropriate support services and/or referral to additional outside services. Parents/guardians will be notified and provided with options on services as indicated.

C. Requests for services will be accepted from Instructional and support staff, parents and/ or students can make self referrals for Mental Health supports. The referral process for all will be as follows: an edible form can be accessed on the school website or individuals/parents can reach out to the Social Work Team in-person or via email or phone to request form for services. All requests for services will be responded to within 24 hours or the next school day. All emergencies will receive immediate attention.

The Children's Guild DCPS will deliver mental and behavioral health support to students and their families through staff of 5 Social Work Clinicians, and may be referred to outside partner agencies as deemed appropriate. (e.g. DBH and Community CORE Service agencies).

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of

transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

The Children’s Guild DCPS will proactively approach behavior and discipline by the following:

- Provide students with school norms and expectations as part of the Welcome Back Newsletter emailed, mailed and posted on school website and social media prior to the first day of school
- Norms and expectations will be discussed and reiterated in classes the first week of school
- Implementation of school wide incentive program to acknowledge and encourage desired behaviors (eg “Paw Bucks program for daily and weekly recognition and rewards)
- SISS assessment tool will be administered during the first week of school to identify and track any students displaying at-risk behaviors
- For students with at-risk behaviors, a Behavior Coach and/or Therapeutic Behavior Aid will be assigned to provide supports and positive reinforcements for student in either individual or small group settings (eg. brain breaks, meditation, restorative practice, as well as other interventions implemented through a trauma informed lens

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

All students participate in the CEP meal program as well as the FFVP program. These programs will be available throughout ESY and the duration of the SY21-22 including any students that are participating virtually, in-person, or hybrid.

The Children’s Guild DCPCS serves compliant K-8 meals that complies with the Richard B Russell National School act and the DC Healthy school Act. TCGDC has a vendor on contract, provides these compliant meals. Internal oversight ensures that meals are compliant with in all target areas (sodium, sugar, and fats, etc.) Meals are served in compliance with the Civil rights act and the DC civil rights act. TCGDC puts an emphasis on Fresh fruit and vegetables in their daily meals and in conjunction with the Fresh Fruit and Vegetable program to ensure nutrient levels are far past Federal and OSSE standards. All meals will be delivered and consumed within the classroom or approved remote location. Approvals for remote locations will be based upon completion of the OSSE medical certification form.

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.**

A. The Children’s Guild DCPS will dedicate, bimonthly, Professional Development in the form of “Wellness Wednesday” offerings of various Social and Emotional topics to include, Grief and Loss, Anxiety, Stress Management, Meditation and Mindfulness Physical Health and Fitness as well as other related topics.

B. TCGDC supervisors and leadership will discreetly offer any staff with specific or individual Social/Emotional needs, to our EAP resource or to other appropriate outside support services.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student’s status and progress with learning as informed by LEA-selected assessments.**

A. The Children’s Guild DCPS will provide information regarding safe reopening and student well-being in a Welcome Back Newsletter sent to families via email, traditional mail, classroom communication (eg. Class Dojo), school website and social media. In addition to “Back to School Night” parents will be invited to monthly Family Town Hall meetings to discuss reopening, ongoing student well being and accelerated learning.

B. The LEA will provide ELL families with a translator as well as translated documents as needed.

C. Teachers will provide snapshots (academic and assessment) via Class Dojo within the first four weeks of school and during each grading period after progress reports and before report cards are issued.

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.

LEA will conduct home visits, provide door-to-door transportation for students that are marked absent during homeroom, provide any devices and tech support that will be needed for students learning virtually, and schedule parents to meet with SST Team that were deemed truant as of last school year to discuss any continuous barriers/setbacks and a plan of action. We will also reestablish relationships with community partnerships for outreach assistance.

The LEA will review attendance data, educational data and collected individualized notes to identify the students who were consistently less engaged throughout the 20-21 school year. The LEA has scheduled Title I events in accordance with the CDC guidelines to re-engage students and families prior to students returning and throughout the school year. The LEA will distribute a survey via email to the parents creating a dialogue to identify concerns/ issues surrounding students returning to in-person learning, send informative letters of the requirements and next steps upon re-entry, and perform home visits to those who have been unresponsive.

Engagement Activity

August 7, 2021 - Community Fun Day

August 28, 2021 - Back to School event for Returning and New Families

Phase 1

Attendance will be closely monitored with a warm body count to identify students who are determined to be no show or lack of attendance, following up with those parents and complete home visits for re-registration of returning students

Phase 2

The attendance monitor will begin truancy tracking which consist of:

Day 1-3

The attendance monitor will begin making phone calls to the parents to inquire about the no show/lack of attendance during the first week.

Day 4-5

Home Visits/Pick up, follow-up calls

Day 5

Send certified letter, including the schools attendance policy, the students attendance report with the amount of days missed

Day 6

Follow-up calls to parents

Day 7-8

Attempt second home visit

Day 9

Prepare documentation to file truancy

Day 10

Submit students for truancy

Phase 2 will be repeated as needed to reengage students

Accelerated Learning

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

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

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

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

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

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

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

Our LEA will use a multi-tiered data and assessment protocol to assess and address learning throughout the 2021-2022 school year. Details are as follows:

Universal Screener & Benchmark Assessments - IReady will serve as our K-8 universal screener for ELA and Math and preliminary benchmark assessment. We will administer IReady three (3) times per school year to assess mastery and growth over time.

Reading Screener - we will also use Dibels as a reading screener for grades K-2.

Formative Assessments - Edulastic Standardized Assessment Bank for unit cycle and quarterly assessments for all content areas for grades K-8 in addition to standards based assessments provided by GreatMinds.org for the respective curricular programming (Wit & Wisdom & Eureka Math)

Supplementary Assessments - We will also use Lexia Learning as a supplementary source for reading and comprehension data for grades K-8. Along with ST Math as a supplementary source of math aptitude and mastery data.

- **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);

- Universal Screener - Aug. 30 - Sept. 15
- MOY Screener - Jan 4 - 15
- EOY Screener - May 2 - 20

- Benchmarks/Quarter Exams
 - Quarter 1 - Nov. 1-5
 - Quarter 2 - Jan. 30 - Feb. 4
 - Quarter 3 - Apr 4 - Apr 8

- **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**

Our performance goals are set internally by the LEA and are as follows:

IReady - 50% of students in grades K-8 meet or exceed their annual projected academic growth goal in ELA and MATH by the completion of EOY assessment

i.

Our performance goal is set by the LEA in accordance with long term school academic goals

ii.

Our academic performance goals are set with the goal of meeting the needs of each learner while providing opportunities for access, practice and mastery of grade level standards in ELA and Math for grades K-8. Our growth targets will be tracked and monitored as follows:

Weekly data meetings - our academic leaders will meet with K-8 instructional staff for ELA and Math weekly to examine, review and action plan based on student mastery data from classroom and formative assessments for the week.

Quarterly Data Reviews - held 1-2 times per quarter (every 4 wks) for grades K-8, ELA and Math to examine, review and action plan based on growth data from academic interventions to include but not limited to Dibels, Lexia Learning and ST Math.

Benchmark Data Days - held 3 times per year to for grades K-8, ELA and Math to examine, review and action plan based on data from the IReady ELA & Math benchmark assessments and our ELA & Math summative assessment data

Instructional Leadership Meetings (ILT) - weekly academic leadership meeting to examine, review and action plan based on whole school academic mastery data for all subjects and long term school goals.

- **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**

Weekly data meetings - our academic leaders will meet with K-8 instructional staff for ELA and Math weekly to examine, review and action plan based on student mastery data from classroom and formative assessments for the week. **Instructional staff create and/or modify lesson materials, small groupings and lesson assessments.**

Quarterly Data Reviews - held 1-2 times per quarter (every 4 wks) for grades K-8, ELA and Math to examine, review and action plan based on growth data from academic interventions to include but not limited to Dibels, Lexia Learning and ST Math. **Instructional staff compose and/or update classroom instructional groupings, re-teach standards, tiered academic intervention program placements and student growth goals.**

Benchmark Data Days - held 3 times per year to examine, review and action plan based on data from the IReady ELA & Math benchmark assessments and our ELA & Math summative assessment data. **Instructional staff update instructional groupings, action plan for priority standards not mastered and make student referrals for intensive academic intervention support.**

Instructional Leadership Meetings (ILT) - weekly academic leadership meeting to examine, review and action plan based on whole school academic mastery data and long term school goals.

Academic leaders track, monitor and update progress toward overall growth and mastery goals and make whole school adjustments or modifications to improve opportunities for academic growth and mastery.

- **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.**

The Children's Guild DC public charter school will continue to collaborate with all nonpublic agencies to discuss educational placement and plans for students currently attending the non-pub by attending IEP meetings, data meetings, and academic progress monitoring to ensure all academic gaps are met.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

The Children's Guild DC will address the interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year by :

1. The Professional Development Plan for the 2021-22 school year includes professional development from Great Minds for both Wit & Wisdom and Eureka Math, so teachers are able to skillfully support students in their learning journey.
2. Teachers will facilitate Great Minds curricula for ELA and Mathematics – Wit & Wisdom and Eureka Math.
3. Coaches will monitor classroom-level/student-level data on student progress and report out to the principal each week. The principal will utilize classroom-level/student-level data to make necessary revisions to the current plan outlined here.
4. Each student will receive an individualized pathway toward on-grade-level performance in each subject. interventions on the iReady platform. Each student will receive an individualized pathway toward on-grade-level performance in each subject.

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

- **a. Adjusted Scheduling**

Adjusted class/block/bell schedules

After-school programming

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

• **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

N/A

- **e. In the space below, please describe in detail the LEA's approach to implementing each strategy**

selected above and how it will accelerate student learning.

Our academic performance goals are set with the goal of meeting the needs of each learner while providing opportunities for access, practice and mastery of grade level standards in ELA and Math for grades K-8. Our approach is designed to use multiple sources of data, in alignment with staff professional development to actively and consistently monitor academic growth. This active and strategic monitoring will drive the ongoing action planning process throughout the year to accelerate student learning.

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.

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 include:

1. Instructional plans will be monitored on a weekly basis by the principal and the instructional council, consisting of instructional coaches.
2. Coaches will monitor classroom-level/student-level data on student progress and report out to the principal each week.
3. The principal will utilize classroom-level/student-level data to make necessary revisions to the current plan outlined here.
4. Professional Development for staff to strengthen use of small groups and inventions.

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

During distance learning our student's academic and/or social-emotional progress enhance by :

1. Asynchronous interventions with iReady and Lexia platform. Each student will receive an individualized pathway toward on-grade-level performance in each subject. interventions on each platform.
2. Each student will receive an individualized pathway toward on-grade-level performance in each subject.
3. Increase understanding of academic technology and resources.

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

N/A

3.C: Special Populations

Students with Disabilities

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

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

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

A.

1. Review academic process report service trackers maintained by the teachers and determine the accessibility of instruction, students' response, and or level of engagement. The Children's Guild DCPCS will review service trackers and assessment data to determine the accessibility of instruction, students' response, and or level of engagement.
2. Collaborate with teachers to provide interventions for students who have not accessed the materials or are experiencing issues with distance learning.
3. Plan and map out early intervention with the teacher, related service provider, and or parent/guardian.
4. Create an internal tracking system to evaluate whether the intervention is effective. The Children's Guild DCPCS will provide a plan for continuous improvement to include early intervention for students with significant cognitive delays or students experiencing regression, coaching and mentoring of teachers, and a robust tracking system for services and academic goals in the IEP.

B.

- The Children's Guild DCPS will continue to follow and provide students' IEPs including the provision of related services to determine the students progress and to evaluate additional academic support.
- Weekly and bi-weekly intervention data meetings to determine academic progress and to make revisions as needed.

- The Children’s Guild DCPCS will follow students’ IEPs including the provision of academic and related services needed to ensure that all students are receiving quality educational and related service that fits their unique needs.
- The Children’s Guild DCPS will document all academic service through academic and IEP distance learning trackers.

Revision:

The LEA will provide all students with a 30 -45 day review to collect data to determine the impact of COVID 19 and create a plan to address the academic needs through interventions.

LEA will review and analyze the collated data and conduct an IEP meeting to discuss IEP revisions as needed to reflect the student's current academic needs.

The LEA will ensure that all students participating in distance learning are provided the same educational opportunity and access to participate as students in brick and mortar.

C.

- Students will receive equal access to interventions through a variety of platforms, including distance learning for students who are unable to join in-person learning.
- One-to-one technology will be provided for all students.
- Students can participate in virtual learning after receiving a medical certification clearance that aligns with OSSE guidelines.
- All interventions will be completed with fidelity to ensure that the students’ needs are being met without restricting their environment.

D.

- Parent training will continue to be offered on an as-need basis either in person, or through an online platform.
- Family Town Hall meetings will be provided through in-person and virtual platforms to address social and emotional needs.
- The Children’s Guild will provide monthly webinars for parents to receive ongoing assistance and support.
- The Children’s Guild Behavioral and Clinical teams will complete and send out to parents a survey for parent feedback of requested and needed resources and student / family support.
- Based upon the results of the parent survey, The Children’s Guild Behavioral and Clinical team will offer virtual parent support groups to address parent / student needs in regard to resources and support.
- The Children’s Guild Instructional team will offer individual and / or small group support for parents to assist with parents helping their children to access and succeed with their academics.

E.

1. Social Workers will reach out to parents on a consistent basis to offer assistance and support.
2. Staff will provide 1:1 assistance and support with helping the parents navigate the online / virtual platforms.
3. Accommodations and modifications will be provided to assist parents and students with accessing virtual content, if needed.
4. Parents have access to the IT Help Line, at all times, to assist with any technological needs.
5. Individual and small group virtual trainings are available to assist parents with accessing virtual content if needed

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

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

N/A

English Learners

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

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

A.

The Children's Guild DC PCS will administer a home language survey approved by

OSSE to determine if the student is eligible to take an English language proficiency screener.

The Children's Guild will screen students who are eligible to take an English language proficiency screener during the first 30 days of enrollment to determine the level of English proficiency using WIDA Screener for Kindergarten or WIDA Screener for 1-12.

Upon completing the screener, a letter will be mailed/sent to parents indicating the student's score, his/her eligibility for services, and the parent's approval of services.

B.

The Children's Guild DC PCS will use data from the WIDA Screener, MODEL, grades, teacher's notes, and parents' feedback to create an individualized plan for EL services.

The Children's Guild DC PCS will set language goals across the four language domains of reading, writing, listening, and speaking to advance EL students' English proficiency. The Individual English Learning Plans (ILPs) will describe the academic and language needs of, and goals for, an English learner. Generally, the goal for each student is to make one point of growth in each of the domains.

The Children's Guild DC PCS will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level.

The Children's Guild DC PCS will follow guidance from the WIDA Principles for Teaching Multilingual Learners Online in making decisions about how to provide language instruction to EL students.

The Children's Guild DC PCS will provide EL students access to academic content by grade and proficiency level by continuing to use an inclusion/collaborative teaching model.

EL students will be provided access to academic content by grade and proficiency level by their general education and, when appropriate, special education, resource teachers, and related service providers.

The Children's Guild DC PCS will continue to use an inclusion/collaborative teaching EL program model for the 2021-2022 academic year. Within this inclusion/collaborative teaching model, students identified as EL will continue to receive services outlined in their Individualized Learning Plans (ILPs) in the context of their assigned distance learning cohorts. This plan will be maintained with fidelity across in-person, distance learning and hybrid learning environments by regular supervision, communication between the EL Coordinator, general and special education teachers

Effective Use of Funds in the 2021-22 School Year

- 19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

ESSER III-ARP funds will be used to provide door-to-door transportation to ensure that all students have a way to get to school to participate in in-person learning and activities. Transportation will also be provided for students that present any COVID-19 related symptoms if families do not have the means to pick a sick student up from the school building.

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

TCGDC will be providing tutoring services for students during Summer 2021 throughout SY21-22 as well as Summer 2022 to address the academic impact of lost instructional time. TCGDC will also purchase curriculum intervention programs that cater to ELA and Math academic areas. Teacher stipends will be awarded to teachers that participate in comprehensive academic afterschool and summer programs to further support students and the academic impact of lost instructional time.

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

TCGDC plans to spend the remaining ESSER III-ARP funds by providing transportation to the entire building spanning across Wards 5, 7, and 8. Funds will also be used to cover the cost of the salary for the transportation/home visit monitor. Door-to-door services will be utilized for students that are marked absent during homeroom and parents consent to picking up the student(s) directly from their front door so they do not miss out on in-person instruction time. The home visit monitor will also be used to address student truancy and if technology resources are needed in the home for students that are learning virtually or hybrid.

- 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.**

TCGDC will be able to provide free transportation, social/emotional/mental health supports, tutoring programs, attendance monitoring, and academic intervention curriculum programs to all students regardless of their demographic identifiers by effective use of ESSER III-ARP funds.

SY 2021-22 Continuous Learning Plan Assurance Statement

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

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

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

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.