



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

### **\*\*ADDITIONAL GUIDANCE FOUND IN THIS TEMPLATE\*\***

#### **Background and Purpose**

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

Whereas last year the CEPs included a section addressing how LEAs would prepare and maintain a safe physical environment, this year we are requiring that all public and public charter LEAs, as well as all private, parochial and independent schools in the District, submit separate **health and safety plans** that describe how they will safely reopen schools in accordance with DC Health and OSSE's health and safety guidance. OSSE will review each plan and provide comment, which may request follow-up by the LEA or school.

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

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's [Guiding Principles for Continuous Education](#).<sup>1</sup> These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2021-22 school year, including for in-person learning and distance learning under limited circumstances. We strongly encourage you to review these guiding principles closely before drafting your CEP application, as well as the [Continuous Education](#)

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<sup>1</sup> Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and distance learning settings.

[Resource Guide](#) and accompanying [Technical Appendix](#), which provide additional resources for developing your plans.

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website, and all LEAs and independent schools must share them directly with their families upon review or approval by OSSE. For public charter LEAs, the DC Public Charter School Board (PCSB) will also use the content of the CEPs for oversight purposes in the 2021-22 school year. Please consult the accompanying [Technical Appendix](#) document for additional requirements on stakeholder engagement and sharing plans with the public.

For private, parochial and independent schools, the deadline to submit health and safety plans will be **5 p.m. on Monday, June 14, 2021**. For public and public charter LEAs, the deadline to submit CEPs and health and safety plans will be **5 p.m. on Wednesday, June 30, 2021**. For individual public and public charter schools serving K-12 students, 2020-21 assessment data collection responses are due at **5 p.m. on Thursday, July 15, 2021**.

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

## Continuous Education Plan Questions

### Safe Reopening

#### 1.A Physical Health and Safety

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

#### 1.B: Support Across Learning Environments

1. **Delivering Full-Time In-Person Learning:** Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:
  - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space;
    - i. Center City is making arrangements to accommodate all students in-person five days a week.
  - 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
    - i. Center City plans to be fully staffed.
  - 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:

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

- 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
        1. Center City will host learning distribution days for the purposes of students/families collecting all school related supplies and technology needed to complete their school work virtually.
        2. To the extent possible, distribution materials will be emailed. If a parent needs to come to the campus to pick up materials, they will be able to do so.
        3. Distribution will take place outside and PPE will be worn by both staff and parents.
        4. 5-day meal kits will also be available for students to take home.
        5. IF staff need to quarantine, any school materials will be emailed or delivered via courier as to ensure distancing.
        6. The students of that teacher will return to distance learning (if they were exposed). Otherwise, they will be given a substitute teacher until the staff person is cleared to return to work.
      - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.
        1. Center City will host learning distribution days for the purposes of students/families collecting all school related supplies and technology needed to complete their school work virtually. Each Center City campus will have distribution materials individually prepared for each student and will meet parents outside to hand out. Specific pickup windows will be established to limit the number of parents picking up materials at a time.
        2. 5-day meal kits will also be available for families dealing with food insecurity.
2. **Distance Learning for Students with Medical Certifications:** Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:
- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):
    - i. The LEA itself
    - ii. Another District LEA (please select name)
    - iii. One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)
  - b. How the LEA will deliver its distance learning program (select one):
    - i. Centrally at the LEA level
    - ii. By campus/at the school level
    - iii. Both (please describe the LEA's approach)
  - 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.
  - 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;
  - 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

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

Students will receive live instruction via livestream video access to the in-person class. Students will follow the same daily schedule as their grade-level peers who are learning in person. During class time, they will receive real-time instruction from their classroom teacher over video streaming, which allows us to provide a “concurrent” model of virtual and in-person instruction. Virtual students will follow along as their teacher provides in-person instruction to the rest of the class.

When students are working independently, the teacher will check in with her virtual students via Zoom. They will have access to all of their assignments via Google Classroom, Seesaw, or InSync, the online platform that houses our Math and Humanities curriculum documents. During small group time, which is identified in every core block, the teacher will be able to meet with her virtual students. These students will continue to have access to all of our tech platforms for individualized review (such as Edmentum and IXL). Schools will also provide tutoring for virtual students.

Center City will provide each student who participates in distance learning with a Chromebook. If a family indicates that they do not have Internet access, we will provide them with a mifi hotspot device. Families of students who are learning virtually will be provided a scheduled time to pick up the necessary materials before the first day of school. Materials will include a Chromebook, mifi (if requested), all student workbooks, texts, mathematics manipulatives (if needed), and other general school supplies. As we did in 20-21, we will continue to keep parents informed about opportunities to obtain free Internet if/when they are offered throughout the district.

## **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.

Center City hired additional district-level staff (Social worker and Behavior Specialist) to support school counselors in providing direct mental and behavioral health services to students. These staff provide coaching to teachers as needed, as well as support implementation of SEL curriculum, provide small group or individual counseling, and connect students/families with outside resources. Campus counselors (one per campus) oversee the screening and referral process for mental and behavioral health concerns; they work closely with school and district staff to ensure students are properly screened and directed to services as needed. Center City used data from the SY20-21 Student Well-Being survey and conducted an additional universal screener in the fall to gauge Tier 1 needs, as well as students in need of specific or additional services. The Student Well-Being survey has been administered twice SY21-22 (fall/winter) and continues to inform supports for students. Staff also used targeted observations as appropriate to

further determine needs. Students were referred for mental and behavioral health services by peers, staff, and parents. The overall referral process for supplemental support is described in the student-family handbook for parent reference. Staff are trained in the referral process during BOY training, and counselors discuss the campus-specific student mental/behavioral health self-referral option during whole-group presentations.

Center City has two Department of Behavioral Health clinicians who work part time to provide direct support to students referred through the processes above. Center City counselors further utilize the Wendt Center Training Institute which offers workshops, certification programs, and other services on a variety of topics related to grief and trauma.

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.

Staff attend professional development as appropriate on restorative practices, trauma-informed practices, and non-violent crisis intervention. This professional development continues to strengthen and further develop their ability to meet student needs.

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.

Center City's breakfast and lunch program will continue to be available to all students regardless of their learning environment. Meal kits will be available to students in a virtual program.

## **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.

Center City has gathered staff survey data to determine trends in needs; additional survey data continues to be collected throughout the year. We are currently planning to continue and/or implement a variety of supports including optional access to teletherapy, intentional administrator-staff check-ins, professional development on mindfulness and self-care, access to district mental health/social emotional resources, staff Wellness Wednesday, professional development on trauma-informed approaches, and we are currently exploring broadening programming and services with current community organization partners in support of staff well-being.

## **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<sup>3</sup>, both before the school year starts and consistently as the school year progresses;  
Center City solicits student and family feedback through surveys and focus groups.
- 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  
Center City will post the plan on its website and alert families via email, social media and robocalls.
- c. How and when the LEA will communicate with families their student’s status and progress with learning as informed by LEA-selected assessments.

**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.  
Center City has been closely monitoring chronic absenteeism and utilizing internal and external mechanisms to determine root causes for absenteeism. Center City will continue to use district attendance tracking tools and each campus has an attendance team that will work with families to identify barriers and engage resources to address those barriers.
  - Use of incentives to encourage attendance
  - following protocols outlined in the Family Handbook to address attendance issues

**Accelerated Learning**

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

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:
  - a. Taught fewer standards than in a typical school year / not able to teach all the standards
  - b. Taught a narrowed or prioritized set of standards relative to a typical school year
  - c. Did not adjust standards / Taught the same standards as a typical year
  - d. Adjusted curricular scope
  - e. Adjusted curricular sequence
  - f. Did not adjust curriculum / followed same curricular scope and sequence as a typical year
  - g. Adjusted types of assessments administered
  - h. Adjusted assessment administration schedule and/or frequency
  - i. Adjusted use of assessment data for planning instruction
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)

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

- i. English language arts (ELA)
- ii. Math
- iii. Science
- iv. 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;

PK3 & PK4 - ECR assessments three times a year; K-8 MAP assessments in Reading and Math; Grades 1-8 pre-assessments ahead of every curricular module in Math and Humanities and Science in grades 5-8.

- 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);
- d. Whether you set goals<sup>4</sup> for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:
  - i. Whether these goals are set by the assessment provider or are determined by the LEA; and
  - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and
- 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
- 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.

In addition to attending MDT meetings and discussing student programming/progress with schools and parents, Center City has been in communication with non-public schools regarding their distance learning and hybrid programs this school year, including service delivery, student progress, and methods of data collection. The non-public schools provided Center City with their data collection plans for 21-22 which includes ways in which students will be assessed and how the team will discuss additional supports to address any impact of interrupted instruction.

(in partial response to d and e)

In order to provide “just in time” accelerated instruction to our students next year, we require all teachers in grades 1-8 to administer pre-assessments ahead of every curricular module in Math and Humanities and in Science in grades 5-8. These assessments focus on standards that are foundational to the upcoming grade-level content. Data from these assessments allow teachers to see where unfinished learning exists so that they can create appropriate scaffolds and differentiated opportunities within the grade level curriculum. In Math, these assessments are created by our curriculum provider, Great Minds, and are housed in the Eureka Equip platform. In 5-8 Science, these assessments are also created by our

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



curriculum provider, FOSS, and are housed in the FOSS Web platform. In Humanities, we create these assessments in-house using the Illuminate Education Assessment platform.

During District Professional Development days (which occur about once every six weeks) and in grade-level PLC's (which take place at least once per month), teachers receive direct support from the district Curriculum & Instruction Specialists on how to interpret and respond to this data. Our instructional schedule includes extended blocks for Math and Humanities which allows teachers to have additional time to provide in-class interventions and small group instruction in response to unfinished learning.

### **3.B: Employing Intentional Strategies for Accelerating Learning**

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

Center City continues to draw upon guidance from TNTP and Student Achievement Partners to accelerate learning for all students. As described above, we have a robust assessment plan that includes pre-assessments that allow teachers to gauge in real-time where unfinished learning has occurred. We have scope-and-sequence documents that include additional flex days for reteaching content and that prioritize the major work of each grade level, as indicated by Student Achievement Partner's guidance.

During District Professional Development days (which occur about once every six weeks) and in grade-level PLC's (which take place at least once per month), teachers receive direct support from the district Curriculum & Instruction specialists on how to interpret and respond to data from our pre assessments, Edmentum diagnostics, DIBELS/TRC (in K-3), and NWEA MAP. Our instructional schedule includes extended blocks for Math and Humanities which will allow teachers to have additional time to provide in-class interventions and small group instruction in response to unfinished learning. Principals and assistant principals also regularly engage in planning and data meetings with all teachers, and this expectation will continue into next year.

Additionally, each campus has at least one dedicated Interventionist, and our Tier 2 campuses have at least two in addition to a reading or math specialist. These individuals have flexible schedules that are responsive to the data acquired from our assessments. They work directly with students in small groups within the instructional block and/or in dedicated intervention times that are embedded in the content block.

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

- a. Adjusted Scheduling**

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

- b. Instructional Changes**



- i. High-dosage tutoring<sup>5</sup>
  - ii. New curriculum purchase
  - iii. New intervention program or support
  - iv. New uses of staff planning time for accelerated learning
  - v. New professional development for staff on accelerated learning
- c. Staffing and Related Supports**
- i. Additional staffing
  - ii. Additional vendor and/or community partner support
  - iii. New hardware purchase
  - iv. New software purchase
- d. Other**
- i. Please describe:
- e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.

ADJUSTED SCHEDULING: Center City already had an extended school day in place prior to the COVID 19 pandemic. We continue to serve students from 8:30-4:00, with an after-care program option for families who need it. For 2021-22, we have extended the school year by 10%. Rather than the typical 180 day school year calendar, we have created a 198 day calendar that begins on August 9, 2021 and ends on June 24, 2022. Despite the shorter summer break, two of our schools are offering summer programming in July 2021. Two of our six campuses are providing summer programming in Summer 2022.

INSTRUCTIONAL CHANGES: We adopted a new, comprehensive literacy program in grades K-2 in 2021-22. For foundational literacy, we adopted Wilson Foundations, a phonics and skills program that is based on the science of reading. For knowledge building, we adopted Wit & Wisdom. For guided reading and small group support, we adopted Geodes. Through this complete literacy program, we are aligning our instruction with research-based methods in structured literacy, which will ensure that our students leave K-2 with the ability to transition from learning-to-read to reading-to-learn. Prior to the pandemic, we had planned on moving in this direction anyway. Our prior curriculum was Core Knowledge Language Arts (CKLA), and though this program was robust, it lacked the coherence between skills, knowledge-building, writing, and reading that our new direction will provide. Great Minds has partnered with Wilson Foundations to ensure that there is alignment between all of these pieces. Now that COVID has interrupted learning, we feel even more compelled to move in this direction, as Wilson Foundations is a research-based program that aligns with interventions we had only previously used in small groups. All teachers in K-2 received training in Wit & Wisdom last year, and they were able to pilot one module this spring. During our Inservice in July, they received training in Wilson Foundations and in Geodes. We have partnered with Wilson to provide continuing support to our teachers throughout the year, and Great Minds will provide additional professional development in Geodes and Wit & Wisdom.

We plan to design a high-dosage tutoring program using Center City teachers in the spring. Using ESSER funds, we will pay our teachers to provide afterschool tutoring to students who are identified as needing support. This is in response to feedback from principals and teachers around our partnership with external organizations for tutoring, some of which were deemed to be ineffective.

As described above, we have District Professional Development days built into our academic calendar. These days are devoted to ongoing work in accelerated learning and responding to data, and are run by

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

the district Curriculum & Instruction and Student Support Services teams. Our teachers in K-2 receive support in accelerating learning in our new curriculum on these days as well.

**STAFFING AND RELATED SUPPORTS:** We are using funds from ESSER II to add three reading specialists to our staff, oused at our campuses in highest needs areas. We are also sourcing for a Social Worker, Behavioral Specialist, and Psychologist to our district staff. As described above, we are also partnering with Wilson Foundations and with Great Minds to provide professional learning around our curricular shifts.

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.

As described above, we have district professional development days built into our calendar. Throughout the 20-21 school year, reflecting on “lesson learned” had been a running theme in our professional learning plans. This included training on new tech platforms and on accelerating learning due to school closures last year at the start of the pandemic. At our last district PD day of the year, teachers showcased the number of ways that they have used new platforms to deliver instruction this year, and how they plan to continue to use them to provide more individualized and engaging instruction to students once we are back in person next year. Throughout the year, we have continually revised our professional learning plans to respond to the needs of our staff. We have largely focused on building community and engagement via distance learning while emphasizing a thorough understanding of foundational standards as a means to accelerate learning.

In 21-22, we have six district-wide professional development days built into the calendar, and we had two weeks for Inservice prior to the start of the school year. These days are coordinated and facilitated by members of the district Curriculum Team (which includes four Curriculum & Instruction Specialists and the Director of Curriculum & Instruction) and the Student Support Services team (which includes a Special Education Coach, Special Education Coordinator, ESL Manager, and the Director of Special Education). Inservice sessions were divided into groups of new and returning teachers by grade and content. Our focus was on how to use DATA and FOUNDATIONAL STANDARDS to support accelerated learning. Teachers delved into our accelerated scope-and-sequence documents and were introduced to our assessment platforms (as described above). We also incorporated specific community and relationship building strategies into our sessions to model how SEL strategies can be incorporated into instruction.

We continue to use feedback data from Inservice, data from focus groups, and data from beginning-of-year students assessments to refine our professional learning plans throughout 21-22. Our sessions have focused on learning acceleration and data collection, as well as incorporating SEL strategies into instruction.

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.*

We continue to use several of the tech platforms we utilized for distance learning. For example, NearPod allowed teachers to create really innovative and interactive independent work for students, and Kami

allowed teachers to go paperless. Google Classroom became an excellent tool for both teachers and students to organize materials. Several teachers created interactive videos with EdPuzzle that allowed students to engage in a read-aloud in small groups. These are all methods that allow us to further differentiate instruction and create targeted small groups.

Many of our teachers have reported a higher rate of parent participation in conferences by having them virtually over Zoom. We have continued to provide this option to families. As is the case in many LEA's across the country, we have found that meetings with families - and even with each other - are much easier to coordinate when we can hop on Zoom rather than commute across D.C. For these reasons, we continued to purchase Zoom licenses for all instructional staff in 21-22.

Additionally, during distance learning, we modified our grading and reporting practices for our K-2 students. Instead of averaging and providing letter grades, we created K-2 report cards that provided DIBELS and TRC scores, progress on Edmentum Exact Path, and qualitative comments around how much work students were completing and how they were progressing on curricular-aligned tasks. We felt that this was a more thorough description of how students were adapting to virtual learning and how their learning was progressing. Rather than go back to the traditional way of grading in SY 21-22, we further enhance the approach we took in 20-21 by adding a "progress on standards" component.

15. **For LEAs serving students in grades 9-12:** Describe how the LEA will adjust its approaches<sup>6</sup> to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

### 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;

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

- 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.

All students were assessed with the same schedule and assessment(s) based on their grade level, regardless of whether they have an IEP. The data of students with IEPs will be compared to their non-disabled peers to determine whether the impact of their interrupted instruction falls within typical limits or whether they faced more significant impact. Within the first quarter, progress towards IEP goals was monitored through IEP progress reports and monitoring specific to IEP goals. That information, along with the data collected as part of the universal screener used for grade-level standards, will be used to determine whether additional supports (goals, specialized instruction hours or setting, accommodations) are needed to ensure access to accelerated learning.

Center City used universal screeners and data collection specific to IEP goals to gauge the impact of interrupted education and distance learning for students with disabilities. Discussion of student needs occurred during school-based and MDT meetings, which included discussion of whether additional IEP services were needed beyond what is being offered at Tier 1. When needed, this included increasing specialized instruction hours in the general education classroom, adding or modifying IEP goals, after school tutoring, or having students participate in intervention programs to target a specific area of need. Tier 1 acceleration plans were shared via school communication, conferences, and MDT meetings.

In all cases, Center City worked to ensure services were delivered in a student's least restrictive environment. Intervention/flex time was built into the master schedule to allow for teachers to target acceleration and recovery within the general education setting. Students received formal interventions (e.g. Wilson) or lessons based on specific instructional needs if needed. Some students received additional instructional hours outside the general education setting, but only in cases where the MDT determined that specific goals or services are best approached in a more restrictive environment. When mastered or otherwise determined by the MDT, hours/services outside the general education setting were (or will be) eliminated, reduced, or transitioned to inside the general education setting.

In cases where a student with an IEP require distance learning through a verified medical waiver as outlined by OSSE, Center City ensured that student had home access to a chromebook and hotspot to access IEP and general education services. Parents received ongoing communication related to virtual services and provided with training as needed to access internet and virtual platforms to access services.

Parents with disabilities who indicate specific needs were provided with accessible materials as needed. Parents were given information in preferred mode of communication, preferred language, and/or based on other communication needs. Front office staff and teachers are sensitive to parent needs and adapt as

needed to ensure they are included appropriately in all aspects of their child’s education. We have previously contracted with ASL interpreters to support parents for live sessions, and have offered calls/meetings/audio recordings for parents who cannot access written content for whatever reason.

- 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.

### **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

In SY21-22, Center City used state-approved English Language Proficiency screeners to identify any incoming students who did not currently have a valid English Proficiency screener score as well as re-screen students who were screened using the provisional identification guidelines issued by the OSSE during the COVID-19 school closure. Center City provided parent notification of these results and the corresponding program eligibility to families within 30 days of enrollment. For students who have already been identified as English Learners, Center City continued to use the English Learner Plan <math>\diamond</math> English Learner Progress Report system to design intentional language instruction for students related to language goals using the most up-to-date data available in each domain, analyze student products using WIDA resources, monitor progress towards those goals and report progress on those goals to families quarterly. Center City has adjusted these English Learner Plans according to the most recent language proficiency data available so that we can ensure that students are receiving the most appropriate language support possible to meet their changing needs.

- 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.

Center City continued to implement its EL program model with fidelity across in-person, distance learning, and hybrid environments. Each student at Center City who is identified and found eligible for ESL programming receives an individualized English Learner Plan (ELP). These plans are customized for each student and include goals in the language domains of listening, speaking, reading, and writing based on current progress in each language domain. In order to maintain the fidelity of the implementation of this plan, Inclusion teachers communicate these goals to general education teachers, special educators (when applicable), administration, and parents. To ensure that language instruction is implemented during in-person, hybrid, or distance learning, Inclusion teachers design instructional tasks that explicitly align to the goals outlined on each English Learner’s ELP. Instruction related to these goals is collected in students’ portfolios, or ‘Wonder Pages’, when appropriate. Speaking and Writing samples are scored against both content rubrics and language rubrics provided by WIDA. Progress on these goals is communicated quarterly on each English Learner’s English Learner Progress Report. During distance learning in SY 20-21, Inclusion teachers used these plans to gauge progress on language development and language regression using this system. Inclusion teachers revised their instruction accordingly and gave additional supports and scaffolds and/or accelerated language learning by consistently monitoring these targets. In the Spring/Summer of 2022, these goals will be revisited upon receipt of ACCESS in order to determine whether or not students met their goals and what changes/supports are necessary for the upcoming year. To implement this instruction whether in person or virtual, Center City will continue to ensure that all students in K-8th grade who are identified and placed into the ESL program will receive English Language instruction and/or English Language Arts instruction through an inclusion model. English Learners receive varying levels of support, or ESL Service Hours, that are determined by the students’ grade and proficiency level.

**ESL Service Hours According to English Proficiency Level**

1 unit of study = 45 Minutes per week

<b>LEVEL</b>	<b>BEGINNING (LEVEL 1 or 2)</b>	<b>INTERMEDIATE (LEVEL 3 or 4)</b>	<b>ADVANCED (LEVEL 5+)</b>
<b>Pre-K</b>	<b>ESL services provided through Appletree curriculum</b>	<b>ESL services provided through Appletree curriculum</b>	<b>ESL services provided through Appletree curriculum</b>
<b>Grades K-2</b>	<b>1 ESL 1 CONTENT</b>	<b>2 CONTENT</b>	<b>1 CONTENT</b>
<b>Grades 3-8</b>	<b>2 ESL 1 CONTENT</b>	<b>2 CONTENT</b>	<b>1 CONTENT</b>

This will ensure that students are receiving support that both provides language instruction (ESL Instruction) and academic content support (ELA Instruction). English as a second language



instruction is designed to develop skills in speaking, listening, reading, and writing in English through the integration of academic content appropriate for the grade level and language proficiency of the student. Inclusion teachers will provide English Language instruction in the form of pull-out services (if in person) and/or 1:1 or small group virtual instruction (if distance learning) for Level 1 and 2 ELs and/or push-in services (if in person) and/or targeted language development support via virtual co-teaching (if distance learning) for level 3, 4 and 5 students via instruction that targets student's ELP goals in Listening, Speaking, Reading or Writing. English language arts instruction is provided to the students in the general education setting, with the EL student receiving grade-level sheltered-content instruction with the support of the Inclusion teacher via the Center City content curriculum. Collaboration between the general education teacher and the Inclusion teacher occurs in grade level/content classes where both teachers provide supports, scaffolds, and accommodations so all students have access to content instruction. This will remain constant regardless of in-person or virtual scenarios.

### 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.
- 20. LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>7</sup> to address the academic impact of lost instructional time, 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.

We are currently conducting focus groups with community stakeholders to inform our ESSER III application. Spending in this area will prioritize evidence-based programming to address unfinished

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<sup>7</sup> 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.



learning. More details will be included in the final ESSER III application once we receive all stakeholder feedback. Spending to address learning loss may be prioritized in the following areas:

- Robust summer programming for Summer 2022 and 2023
- High-dosage tutoring that is delivered in partnership with a community organization (Maryland Teacher Tutors) and utilizing our own staff.
- Materials and staffing for after-school programming that allows students to receive additional interventions
- Ongoing professional learning for staff around acceleration and trauma-informed practices

**21. LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>8</sup> of the funding.

At least 20% of allocated funds will be spent as described above; however, we expect that some programming will require that we spend a greater percent of our allocation to address unfinished learning. We anticipate shifting another 30-40% of our allocation to address specific student needs, and the final 10% will be spent on safely reopening schools. All of this is pending our review of data from focus groups, student assessments and surveys, and an assessment of building/facilities needs.

**22. LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

Our ESSER III application will be informed by community focus groups (which are currently taking place) and by data from spring assessments, the Student Well Being survey, and from our annual family survey which will allow us to make strategic spending decisions and to develop systems/metrics to track impact.

## 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 fully 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.

Center City will enforce its mask policy which includes mandates around masks being worn at all times while in a building, with exceptions given for eating and other extenuating circumstances. Staff will

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<sup>8</sup> Please refer to OSSE's web site for guidance on allowable uses of the ESSER III-ARP funds at [osse.dc.gov/recoveryfunding](https://osse.dc.gov/recoveryfunding)

enforce the proper wearing of masks to ensure coverage over both the mouth and nose. If students (and staff) failed to comply with the mask mandate the penalties described below may apply.

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.  
Center City has a mitigation plan in place in the event a student or staff member refuses to comply with our mask mandate. Individuals will first receive a verbal warning. If the behavior continues, the individual will receive a written warning including a notice that future infractions may result in suspension from in-person learning (for students) and disciplinary action for employees.

### **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.
  - a. Social Distancing stickers on floors in hallways, offices, lockers, elevators and entrances/exits
  - b. Separation of classroom desks
  - c. Sneeze guards for office desks
  - d. Scheduled bathroom breaks, breakfast and lunch in the classroom, staggered arrival and dismissal all to avoid crowding and mixing of groups
  - e. Modification of all school activities to include cancelation if cases or outbreaks occur
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.
  - a. Center City PCS will continue to enforce the use of cohorts and closely monitor cohort groups to ensure they are not mixing with other groups. Cohorts will be relegated to grade bands and will remain mostly in their classrooms with the exception of bathroom breaks, enrichment classes, recess, and arrival/dismissal.
  - b. Social Distancing stickers on floors in hallways, offices, lockers, elevators and entrances/exits
  - c. Scheduled bathroom breaks, breakfast and lunch in the classroom, staggered arrival and dismissal all to avoid crowding and mixing of groups

### **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.
  - a. Students will wash their hands before and after every meal and after water breaks. Students will sanitize their hands after they arrive and before dismissal and before and after activities that involve the removal of their masks or touching of high-frequency items such as staircases and playground equipment.
  - b. Hygiene posters encouraging hand washing are posted in every classroom, hallway, bathroom, and entrance/exit.
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.

- a. Every classroom has a wall-mounted hand sanitizer station
- b. Every entrance, exit, and office space has a free standing hand sanitizer station
- c. Our janitorial partner, Busy Bee ensures that campuses have an overstock of hand soap, paper towels, and individual hand sanitizer available for students and staff. This inventory is audited daily and ordered as necessary.

**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.
  - a. Our janitorial partner, Busy Bee ensures that campuses have an overstock of PPE supplies including masks, face shields, gloves, gowns, etc.
  - b. Every student and staff person receives two reusable face masks
  - c. PPE bags consisting of masks, gloves, face shields and gowns are bagged and placed in the Isolation Room as well as the front office for immediate access and use if necessary.

**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, faucets, phones, doorknobs, grab bars on playgrounds).
  - a. Center City has acquired a second Day Porter for each building so we can maintain essential routine cleaning. Multiple times per day, Day Porters will clean light switches, faucets, door knobs/handles, countertops, copy machines, and other frequently touched surfaces, playgrounds, desks (before and after lunch), and lockers. This is in addition to our standard cleaning of floors, windows, and kitchen areas.
- 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.
  - a. Center City has a partnership with an outside vendor (Busy Bee) that will conduct deep cleanings of our buildings in the event a person tests positive or has related symptoms. Please see the attachment of our daily and weekly cleaning schedule for both virtual and in-person as well as in the event of an outbreak.
  - b. The room will be immediately evacuated and locked until the deep cleaning takes place.
  - c. Busy Bee will also conduct a deep cleaning of spaces the suspected infected person visited such as bathrooms.
- 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.
  - a. Our janitorial partner, Busy Bee, ensures that campuses have an overstock of hand soap, paper towels, and individual hand sanitizer available for students and staff. This inventory is audited daily and ordered as necessary.
  - b. In addition, Busy Bee ensures we have the necessary chemical agents to clean surfaces in our buildings.

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.
  - a. Ensured air conditioning is functional in all classrooms and across the building
  - b. Installed screens in classroom windows to ensure windows can remain open during the school day.
  - c. We purchased air purifiers from Invisiclean for every classroom and office at all campuses. We routinely swap out all filters in the Dakin overhead ceiling units to MERV-13 filters.
  - d. Center City has installed water bottle filling stations.

### **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
    - i. Center City has a process for tracking when mandatory quarantines expire so we can ensure exposed individuals are not permitted to return until after the required quarantine period.
    - ii. Center City screens staff prior to arrival and requires that parents screen students prior to dropping off to ensure they don't exhibit any of the physical symptoms of COVID-19. If so, students and staff are not permitted to enter our buildings.
  - b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.
    - i. Center City immediately quarantines potentially exposed students in Isolation Rooms when possible.
    - ii. Parents are called immediately
    - iii. Center City immediately reaches out to DC Health to provide contact tracing documents and waits to be notified (by DC Health) if a student(s) needs to quarantine.
    - iv. Center City has a process for tracking when mandatory quarantines expire so we can ensure exposed individuals are not permitted to return until after the 10-day quarantine period.
    - v. Rooms are immediately evacuated until a deep cleaning can be performed.
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;
    - a. Campus Principals are the on-site point of contact. That person alerts the network Manager of Operations and Director of Operations of a suspected case. The Manager of Operations alerts DC Health officials and prepares parent, staff, and school community letters.
  - 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;
    - a. Campus POC notifies the Central Office Manager of Operations and Director of Operations

- b. A member of the Operations team will contact DOH and submit the required form
  - c. We will use the applicable notification letters to notify school staff and parents who many have come into contact
  - d. We will wait on next steps from the Department of Health and ensure a deep cleaning is conducted
- 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.
- a. Center City keeps all health records secure so they can be easily referenced. We work closely with parents and on-site primary care technicians to evaluate students and monitor their health.
14. Provide the LEA's procedures to support DC Health with contact tracing in the event of a positive case of COVID-19.
- a. All students and staff are assigned to a cohort for contact tracing purposes.
  - b. We keep a seating chart for every class so we can determine close contacts
  - c. Students and staff contact information is stored in a central database so that we can share all pertinent information with DC Health.
15. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.
- a. Center City has a series of notification templates in our network guide that can be used to notify the parents of the suspected student, parents of students who may have been exposed, letters to the teaching staff in the building, and letters notifying the student(s) when they can return to school following a mandatory quarantine.

### **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](https://dchealth.dc.gov/page/covid-19-reporting-requirements).
- a. Center City has partnered with Resource Lab at Center City Brightwood to provide weekly COVID-19 tests. Resource Lab uses the PCR test which requires a nasal swab. The nasal swab is less invasive than a nasopharyngeal swab. The sensitivity of the PerkinElmer PCR kit is still very high and rated the highest among the FDA-approved EUA PCR kits. The test will be administered every Thursday. Parents will be sent a consent form electronically
  - b. Positive results are shared with DC Health by Resource Lab and by the Manager of Operations
  - c. Center City has opted into the city-wide testing program through Shield T3. Testing occurs every Monday at each campus.
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.

- a. Center City PCS actively encourages staff and students over 12 years of age to get vaccinated.
- b. Center City PCS shared vaccination site information in our correspondence to staff and families.
- c. Center City PCS asks employees to communicate vaccination status with the organization and provide medical proof which is confidentially stored.
- d. Center City PCS has served as a vaccination clinic on multiple occasions.

**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.
  - a. The Student Support Services team worked with parents of students with disabilities to ensure appropriate accommodations and supports were implemented based on individual student need.
  - b. Center City identified spaces in each building that meet health and wellness requirements to conduct pull out services and evaluations.
  - c. Center City purchased clear face masks to use when necessary to ensure appropriate service delivery.

**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;
    - i. Manager of Operations will continue to work with OSSE and PCSB representatives to ensure we are in compliance with district mandates
    - ii. Operations team will communicate with the larger LEA community and ensure everyone is trained on school-based protocols
  - b. the topics that the training and technical assistance will address; and
    - i. Arrival and Dismissal
    - ii. Dismissal, Exclusion, and Return Criteria
    - iii. Notification Policy of suspected exposure or positive case
    - iv. Daily Health Screenings
    - v. Meal Service
    - vi. Cohorting and Social-Distancing
    - vii. Reporting and Daily Cleaning
  - c. how and by whom the training and technical assistance will be delivered.
    - i. Professional Development sessions prior to the start of school as well as distributing digitally beforehand.
- 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.
  - a. Center City PCS will conduct bi-weekly campus visits to monitor compliance with our network health and safety plan
  - b. Recommendations will be made at each visit if non-compliance is observed.
  - c. Campuses will have 2 weeks to respond to corrections before the next visit.

## 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.
  - a. Center City PCS has created a network health and safety plan that has been formalized and distributed to campus leaders and staff
  - b. An abbreviated version of the network health and safety plan will be created and shared with families before the start of school. The network health and safety plan will be translated and digitized for distribution.

## 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:
  - a. Information on the school's strategy and approach to assessing student learning given the school's specific operating status throughout the 2020-21 school year;
  - b. Whether assessments were delivered remotely or in-person; and
  - c. Highlighting any changes to your original assessment plans due to the impact of the pandemic.
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
3. Did you set assessment-specific goals<sup>9</sup>, benchmarks, or targets for performance on assessments administered in the 2020-21 school year?
  - i. Select: Yes/no
  - ii. If yes, are these goals/targets set by (select one):
    1. Assessment provider (e.g., NWEA)
    2. The LEA or school (e.g., charter organization, school or teacher)
  - iii. If yes, are the goals/targets meant to measure (select one)
    1. Student proficiency
    2. Student growth
    3. Both

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<sup>9</sup> 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. Please describe the steps your school took in the 2020-21 school year to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners and English learners with disabilities.
  - a. *We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where supports may be needed.*
  - b. If applicable, include information on the specific assessments used to assess different groups of students (content area, grade, and type [interim, benchmark, etc.] )
  - c. Provide narration on accessibility and the availability of accommodations and accessibility features.
  - d. Highlight where there may be gaps or challenges in providing common assessments for all students (e.g., if vendor-created tools are not available at certain grade levels or for certain content areas).
  
5. Please describe any strategies you implemented to change curricular scope or sequence for ELA, math and science based on the impact of the pandemic on school schedules, distance learning and reopening status. Please share any takeaways or lessons learned.
  - a. If applicable, highlight any concrete strategies that adjusted the school’s original plans for standards coverage, curriculum, and scope and sequence. Examples could include, but are not limited to: implementing Student Achievement Partners’ priority standards; adjusting timing or sequencing; acceleration planning; redesigning 2020-21 quarter 1 to focus on content missed in quarter 4 of 2019-20. Include details for all content areas and identify where approaches differed across grades, as appropriate.
  - 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.

Prior to the start of the school year, the CCPCS Curriculum Team, under the guidance of the Director of Curriculum and Instruction and in partnership with teacher leaders, created modified scope-and-sequence documents in Math, ELA, and Science that emphasized priority standards in each grade level. We used the guidance from Student Achievement Partners to do so. Our scope-and-sequence documents included suggestions for condensing content and for spiraling in standards that were “unfinished” from the 2019-20 school year due to the COVID-19 closure. Teachers followed these documents to plan lessons throughout the year, and the Curriculum Team provided ongoing coaching and support in doing so in district PLC’s and on district Professional Development days. This was our approach across all grade levels, and it allowed us to teach grade-level content while continuing to spiral in unfinished learning from 2019-20.

Our decision to use Edmentum (in grades K-8) and DIBELS and TRC (in grades K-2) was not impacted by our modified scope-and-sequence documents. However, we did create grade-level benchmark assessments for Reading and Math (grades 3-8) and in Science (grades 5-8) so that we could better assess student progress on *grade-level standards* at the end of the year. These assessments were created in the Illuminate Education Assessment platform and were administered to students in June 2021. While Edmentum, DIBELS, and TRC helped us to track student growth on foundational skills throughout the year, our Illuminate benchmark assessments allowed us to determine progress on grade-level content. Data from these assessments is informing our accelerated learning plans for 2021-22.

6. Please identify which assessment tools you used for non-state summative spring assessments in ELA, math and science (for tested grades) at your school(s) in the 2020-21 school year, as well as

the data on participation numbers, the “goals” identified above and performance toward those “goals.”

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

<b>Tool</b>	<b>Type of Tool</b>	<b>Source</b>	<b>Format</b>	<b>Content Area</b>	<b>Grade(s)</b>	<b>Student Group (auto-populated)</b>	<b># of Eligible Students</b>	<b># of Eligible Students Assessed</b>	<b>Goal</b>	<b># of Assessed Students Meeting or Exceeding Goals</b>
<i>Ex: MAP</i>	<i>Interim</i>	<i>Vendor</i>	<i>Remote</i>	<i>ELA, Math</i>	<i>3-5</i>					
<i>Ex: iReady</i>	<i>Diagnostic</i>	<i>Vendor</i>	<i>Remote</i>	<i>Math</i>	<i>6-8</i>					
<i>Ex: EOC</i>		<i>Teacher created</i>	<i>Remote</i>	<i>ELA</i>	<i>6</i>					
<i>Ex: EOC</i>		<i>Teacher created</i>	<i>Remote</i>	<i>ELA</i>	<i>7</i>					
<i>Ex: EOC</i>		<i>Teacher created</i>	<i>Remote</i>	<i>ELA</i>	<i>8</i>					
<i>Ex: EOC</i>		<i>Teacher created</i>	<i>Remote</i>	<i>ELP</i>	<i>3-8</i>					
<i>Ex: EOC</i>		<i>Teacher created</i>	<i>Remote</i>	<i>Science</i>	<i>3-8</i>					

7. What are your school’s takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?
  - a. Detail how your school is approaching understanding the results of non-state summative assessments this spring. If there are any high-level takeaways, please share.
  - 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.
  - c. Provide context for any missing information in question 6, if appropriate.
  
8. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?

Edmentum diagnostic scores and progress was reported to families quarterly on report cards in all K-8.

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

Attendance, grades, (refer to letter)

### **Assurance Statement for Continuous Education Plans (CEPs)**

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

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

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

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

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

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203<sup>10</sup> 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.

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<sup>10</sup> 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.

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

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

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

The LEA attests to the following statement regarding **technology**:

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

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

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

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

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

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

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

LEA Name: \_\_\_\_\_  
 LEA Leader Name: \_\_\_\_\_  
 LEA Leader Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

### **Assurance Statement for Health and Safety Plans**

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

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

LEA Name: \_\_\_\_\_  
LEA Leader Name: \_\_\_\_\_  
LEA Leader Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

### **Assurance Statement for 2020-21 School Year Assessment Data Collection**

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

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

School and LEA Name: \_\_\_\_\_  
School Leader Name: \_\_\_\_\_  
School Leader Signature: \_\_\_\_\_  
Date: \_\_\_\_\_