

Continuous Education Plan for the 2021-2022 School Year

April 2022 Note: DCPS is providing key updates in April 2022 and all sections that have been updated are denoted as [Updated Spring 2022].

The COVID-19 pandemic and systemic racial injustice has impacted students, families, and staff in a myriad of ways. At DCPS, we know that opportunity gaps were exacerbated during the public health emergency. That is why, as we developed school budgets and reopening plans, and initial district-wide investments for the next school year and beyond, our priorities are directly aligned to our collective commitment to build back stronger.

DCPS is committed to a strong foundation for our road to recovery, following the vision of Mayor Muriel Bowser, working in partnership with DC Council, and collaborating across the city with partners and stakeholders. We will continue to collaborate with our union partners in the development and refinement of our plans for the fall and appreciate the valuable feedback from our entire community as we recover strong.

The following sections provide DCPS' responses to required elements of the Office of State Superintendent of Education's (OSSE's) request for [a Continuous Education Plan \(CEP\)](#). As detailed in the following sections, DCPS created opportunities in May 2021 for [stakeholders to share their priorities and provide input on our plans for reopening](#). Additionally, DCPS sought stakeholder feedback on a draft of this plan in June to inform our final CEP for the 2021- 2022 school year.

Note: In the questions below, you will see mention of "LEA." DCPS is considered an LEA (Local Education Agency).

Safe Reopening

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 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; and 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.

As outlined by the Office of the Mayor in the May 17, 2021 Mayor's Order 2021-069, "Local education agencies, childcare providers and camp operators should operationalize education guidance as it relates to COVID-19 to the extent feasible to ensure full access to in-person learning."¹ DCPS shares this commitment and will ensure all students are able to return to in-person learning this fall. DCPS is making necessary adjustments in alignment with DC Health¹ May 19 Guidance for Schools, which notes "Given the benefits of in-person learning, schools should make adjustments to their implementation of these recommendations when strict adherence would prevent all students from returning to the school building."² DCPS is prepared to accommodate all students in person five days per week in our current physical spaces while continuing to ensure layered protections that keep school community members safe.

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https://coronavirus.dc.gov/sites/default/files/dc/sites/coronavirus/page_content/attachments/Mayor%27s%20Order%2021-069%20Modified%20Measures%20for%20Spring%20Summer%202021%20of%20Washington%2C%20DC%20Reopening%20and%20Extention%205-17-2021.pdf

² https://coronavirus.dc.gov/sites/default/files/dc/sites/coronavirus/page_content/attachments/COVID-19_DC_Health_Guidance_for_Schools_Reopening_5-19-21.pdf

DCPS is planning for the 2021-22 school year based on full-time, in-person instruction five days per week. Additional school by school staffing and budget information is available online at <https://dcpsbudget.com>

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 including:

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

In the case of individuals (students or staff) who need to be excluded a decision will be made and communicated prior to the next instructional day. Example scenarios and responses may include:

- If a teacher is excluded but students are able to attend, schools may utilize a substitute for the first 2 days, beyond day 2, if the teacher is well and can teach virtually, he/she will do so from home, leveraging Microsoft Teams and an interactive board or projector while the class is "covered" in the school building.
- In the event of a student being out, but the student is well and able to work they may attend live instruction if they are part of a combined model class (class that is taught simultaneously in person and virtually). If their class is in-person only, the student will access the content through asynchronous instruction and communication (phone/Teams, email) with the teacher in order to keep up with assignments.
- If an entire class is quarantined the instruction will convert to virtual via Microsoft Teams. Schedules will remain consistent. All school teams will keep coursework up to date in Canvas Course Companions as well as keep Microsoft Teams class rosters scheduled in the event of the need to pivot to virtual instruction.
- In any of the above scenarios, if a student needs a device and was not able to bring one home on their last in-person day, they may have a family member come to the school to pick up a device. If this is not possible, the school staff will work to have a device delivered.

In the event of a closure of an entire campus, schools will pivot to virtual instruction. All school teams will keep coursework up to date in Canvas Course Companions as well as keep Microsoft Teams class rosters scheduled. This will allow the class to convert to virtual instruction, following the same procedures as the 2020-21 school year. DCPS will communicate with school communities via emails, texts, or robocalls from Blackboard, depending on the urgency of the situation. If needed, we may also utilize the DCPS website or other web-based platform for notifications to parents and families. All communications will be drafted by the DCPS Communications team.

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 who will deliver the LEA's distance learning program for students with medical certifications and how the LEA will deliver its distance learning program. *Note: This question is a drop down.*

DCPS is providing Distance Learning (LEA itself) and will use central and school-level delivery to provide virtual instruction for students with medical certification.

DCPS is centrally managing its virtual program in partnership with schools. All staff will report to work in-person, regardless of whether they are working with virtual students or in-person students. DCPS is making additional investments in staffing to support virtual learners but will also leverage existing staff who will remain at their schools to ensure that all virtual learners are served. Central Services will provide key supports including a school leader to manage and support the virtual program districtwide and centralized services such as additional technology, professional development support on virtual instruction best practices, and scheduling assistance.

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.

All virtual learners will be expected to attend and engage in live instruction each day, and schedules will mirror a full 6-hour school day. In accordance with virtual learning best practices, students will experience a range of synchronous instruction opportunities including whole group and small group. This instruction will be supplemented with asynchronous learning opportunities, on-line learning program usage, group work, and independent assignments.

Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments.

DCPS continues to support access to necessary technology through our Empowered Learners Initiative (Eli). For the upcoming school year, DCPS is investing \$38 million in technology devices and infrastructure, and will ensure that all DCPS students in grades 3 and up will have their own devices. Additionally, DCPS is committed to providing all students enrolled in virtual learning with the tools to participate fully, including a device or internet access support. For School Year 2021-22, families should complete the DCPS Enrollment Form questions asking whether the student has access to a device or internet at home.

Devices issued to students for learning at home will have content filtering applied according to the Children’s Internet Protection Act (CIPA). In addition, devices are covered for accidental damage protection and theft monitoring. Students and families will be able to access support remotely through the Student and Family Call Center for basic issues, contacting their home school for support for device troubleshooting or other issues, or, for more significant issues, may need to return the device to their home school for assessment or warranty claim. Students and families will be responsible for promptly reporting device issues in accordance with the [DCPS Student and Staff Technology and Network Acceptable Use Policy](#), which students will sign when they are issued a device.

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.

DCPS will offer on-demand resources and live trainings through partnership with DCPS Parent University for families on how to navigate virtual learning platforms and applications. In addition, DCPS will provide direct technical support through a Student and Family Call Center that was launched in fall 2020 and will continue operations into the 2021-22 school year. Students and parents/guardians may also contact their school’s technology point of contact (POC) for additional support.

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.

Teachers and students will use Canvas, our online, common learning management system. Canvas allows students to see daily and weekly schedules and keep track of assignments all in one place. Students will log in, see assignments, submit work, and receive feedback. Other learning tools will be linked through Clever. The Canvas courses will link learning applications through Clever which will ensure students can access relevant grade and content-specific resources. Live instruction will occur on Microsoft Teams. Students and teachers will utilize Microsoft Teams to interact directly. Links to joins these live lessons will also be on Canvas. Additionally, at the elementary level, students will be provided with consumable materials to support them with engaging in learning at home such as workbooks for ELA and Math, as well

as take home kits of letters to support with foundational literacy. Teachers will utilize the DCPS curriculum which has already been adapted to work in an in-person or virtual setting and use additional digital resources that have been purchased for district-wide use such as e-books, audiobooks, blended learning applications, and digital music and arts tools.

Student Well-Being – Whole Child Supports

Describe the LEA’s plan for supporting students’ social-emotional, mental and behavioral health needs during continuous learning and school recovery, including how the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students.

Increased Staff Investment

There has been a tremendous investment in school mental health that has resulted in 23 additional school based mental health staff. Our DCPS and partner workforce of over 600 school-based mental health and counseling staff offer evidenced-based preventative, targeted and intensive supports based on a public health model. DCPS school-based mental health professionals are all certified by the Office of the State Superintendent of Education (OSSE) and/or licensed by DC Health (DCH). Clinicians from community-based organizations (CBOs) are either licensed independently or supervised by a licensed professional whose agency has been vetted and approved by the DC Department of Behavioral Health and DCPS. All staff work together to support the school community.

School psychologists, social workers and counselors all work to support academic success and the full continuum of need in the mental health area. Their roles are complementary but do have some overlap, particularly at the universal level of school-wide supports. School counselors, school psychologists and social workers are all engaged in school-wide prevention activities and hold small groups on a variety of school success and social-emotional topics. School counselors, for example, support students through academic planning and goal setting, classroom lessons based on student success standards and small group counseling.

School psychologists are integral members of school based multidisciplinary teams. They can help educators match interventions to student specific need. School psychologists also complete psychological assessments to help school teams determine if students meet eligibility criteria for a disability classification that requires specialized instruction and related services. Finally, social workers are the only school-based mental health staff who are both licensed by the Department of Health (DOH) and certified by OSSE. They are trained to provide evidence-based treatments and practices to students and are best suited to provide behavior support services as prescribed on student’s 504 Plans and Individual Education Program. Social Workers also complete social work assessments, functional behavior assessments and behavior intervention plans to help school teams make data informed decisions related to positive behavior interventions.

Social worker and school psychologist positions are allocated based on a staffing formula. However, schools are able to make requests to increase or decrease the recommended allocations using funding within their budgets. Decreases in these positions must support a complementary function such as restorative practices, intervention, or behavior and cannot be replaced if there is a risk to legally mandated services. DCPS will ensure a robust team dedicated to this work to support recovery efforts in the upcoming school year.

Commitment to Trauma Responsive Practices

In the 2019-20 school year, DCPS launched our [Trauma Responsive Schools \(TRS\) model](#) to address widespread feelings of overwhelming grief and loss shared by school communities. The TRS model infuses social emotional

learning with academic instruction through the establishment of [five non-negotiable healing-centered practices](#). These are as follows:

- Every student is greeted with positive and affirmative language daily and with each classroom transition.
- Every teacher spends dedicated time with their classroom or homeroom students to build relational trust.
- Every school provides opportunities and designated space to practice emotional regulation.
- Every school should include opportunities for staff wellness.
- Every school teaches, models, and reinforces school-wide behavior expectations for students and adults.

Schools received training and technical assistance to support them with implementing the TRS non-negotiable practices throughout School Year 2020-21, both in person and virtually. In the 2021-22 school year, DCPS central services will continue to provide technical support to schools throughout the 2021-22 school year to ensure that the strategies are being implemented to promote recovery, with a specific focus on supporting two areas in which schools asked for additional implementation support: increasing opportunities for staff wellness and providing designated space to practice emotional wellness. Staff wellness has been a key area of focus in SY2021-2022 with the following offerings:

- Lunch and Learn for School Leaders on “Building a Culture of Wellness” in February 2022
- Educator Wellness Toolkit to guide schools in integrating educator wellness into staff culture
- Educator Wellness Panel to hold space and elevate school voices around the stress of COVID and education in March 2022
- RecoverME Educator Wellness Summit, a district-wide event designed around SAMSHA’s eight domains of wellness in April 2022.
- In partnership with EVERFI, a social impact educational technology company, OSSE developed the [DC Educator Wellness Center](#). The site is a prevention-forward, self-guided, digital learning experience designed to provide educators with on-demand content related to mental health.

Multi-tiered Systems of Support (MTSS)

In School Year 2021-22, DCPS will fully implement MTSS@DCPS. The goal of our MTSS framework is to align a fully integrated system of supports that creates the conditions for social emotional and academic excellence by addressing the needs of the whole child. MTSS@DCPS considers the impact of trauma and adversity on learning, provides data-driven supports and interventions to foster a supportive environment, is grounded in developmental relationships, and provides scaffolding for student skills and mindsets.

As a school district, we will focus on equipping each student with unique accelerators to support their overall wellness. During the 2020-21 school year, school leaders participated in trainings to build foundational knowledge in the MTSS@DCPS model and develop fluency in the use of the MTSS data system. During our Summer Leadership Institute, school level MTSS teams will participate in a three-day training to prepare to launch MTSS at their schools. Throughout the 2021-22 school year, principals, MTSS Leads, psychologists, teachers, school staff, and central services staff will participate in professional development to build their capacity to support implementation. The training for teachers and school-based staff will be embedded into our current Learning together to Advance our Practice (LEAP) professional development structures and will be provided quarterly. The district is adding ten cluster-based MTSS specialists, as well as additional central-based staff to provide the infrastructure, resources, professional development and technical assistance to ensure fidelity of implementation.

Youth Mental Health Ambassadors

DCPS launched our Youth Mental Health Ambassador program at all high schools in the 2021-2022 school year. The program is a peer led intervention that aims to remove the stigma associated with seeking help. Each student and adult leader will be trained in Teen Mental Health First Aid (TMHFA) and Youth Mental Health First Aid (YMHFA) respectively to recognize signs of distress to enable them to refer youth to a school mental health provider urgently if/when there is a need. Youth ambassadors and their adult leaders will also develop campaigns to address trends specific to their school and offer resources. The program has been well received by students, with over 300 Youth Mental Health Ambassadors across DCPS high schools.

Evidence-Based Treatments

School-based mental health teams will continue to support students at all levels of need, utilizing 20 Evidenced Based Treatments and Practices (EBTs). EBTs utilized by DCPS include Signs of Suicide, in which providers were trained during the 2020-21 school year to address the increase in depressive symptomology both observed and reported. In the 2021-22 school year DCPS will continue to utilize asynchronous platforms that we engaged while learning from home, as supplements to face-to face engagement and to support students attending virtual school.

Re-envisioning School Safety

DC Public Schools is committed to reimagining how to create safe and positive schools to ensure every student has an appropriate environment to encourage their growth. With the transition of the DCPS school security contract this past year, DCPS is excited to continue to expand professional development offerings for our school contracted security officers. This enhanced professional development will include verbal de-escalation, restorative practices, adult social emotional learning practices and the impact of trauma on behavior and learning.

In addition, secondary school leaders had the opportunity during this past budget cycle to propose how they may repurpose a portion of their security allocation to reimagine their school culture and climate to ensure that it is safe, positive, and restorative for all students, while maintaining contracted staff adequate to ensure all core operational functions were supported. As a result, 18 secondary schools were approved to use a portion of their funding in alignment with our commitment to environments that are both physically and psychologically safe.

Connected Schools

In Fall 2019, DCPS launched ten Connected Schools (Anacostia HS, Ballou HS, Cardozo EC, Eliot Hine MS, Hart MS, Kelly Miller MS, Kramer MS, Langley ES, Moten ES, Sousa MS). Connected Schools take a whole child, whole school, whole community approach by making schools spaces that support not only a student's academic development, but also the student and family's overall wellbeing through access to resources related to health, employment, housing, and more. The work of a Connected School is community driven, with family and student voice guiding decisions and programming. For example:

- At Ballou HS, the Family Engagement Leadership Team, led by the Connected School Manager, is piloting a 'go-to champion' model, wherein students are assigned to small groups assigned to one staff member. This staff member regularly checks in with the student and their families to provide support, make sure needs are met, and provide academic partnership.
- In partnership with SEL partners, Kelly Miller MS has been offering virtual small SEL group opportunities every Wednesday throughout the school year up until February, where these groups transitioned to in-person. These groups center on SEL curriculum that speaks to life skills, self-esteem, relationship building with peers, and more.
- At Kramer MS, the Wendt Center piloted new staff-facing work that provided 1-1 clinical therapeutic services to staff members during the 2020-21 school year. This summer, Wendt Center will provide training

to all Kramer staff on supporting students and each other in processing their grief and trauma from the last year as we move back into in-person learning.

Describe 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.

DCPS implemented a universal referral process in the 2020-21 school year to make it easier for students and families to access supportive services. The process, which will be utilized in the upcoming school year, allows students to access all mental health and counseling supports using one referral form. The form is available on the DCPS website, the SMH Instagram, and FB pages, and has been shared with Department of Behavior Health (DBH) and the School Behavioral Health Expansion Community of Practice. Once the form is completed, the school-based mental health team works together to screen the student using early warning indicators and standardized tools to determine the intensity of services required. Using screening and school-based data, services are planned and delivered. Interventions proactively meet individual students' educational and behavioral needs in a coordinated manner and ensure that students have full access to academic offerings. The universal referral process has been incorporated as a part of MTSS and the School Behavioral Health Coordinator, who serves as a liaison for mental health referrals and is a core member of the MTSS team. All schools are currently updating their websites to include school mental health referral information.

Describe how the LEA will provide direct mental and behavioral health services for students in need.

School mental health teams will support students at all levels of need to include students who receive behavior support services (BSS) prescribed on an IEP or 504 Plan. Access to services has become easier because of the universal referral process described above and the coordination of services through the School Behavioral Health Coordinator (SBHC) designee at each school. Students, teachers, and families can direct concerns to the SBHC, who will direct referrals for the school. The SBHC maintains close contact with the Special Education Multi-Disciplinary Team (MDT) and the MTSS team, to ensure that mental health referral information is communicated with the larger team and appropriately documented in the MTSS Success Plan where applicable.

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.

DCPS understands that learning takes place in safe, supportive and predictable environments, whether virtual or face-to-face. Per the Student Fair Access to Schools Act (SFASA - 2017), the restriction on suspending students in grades 6 – 8 for behaviors that do willfully cause, attempted to cause, or threaten to cause bodily harm went into effect at the beginning of the 2020-21 school year. At the beginning of the 2019-20 school year, similar restrictions went into effect for grades K – 5. In the 2020-21 school year, DCPS intensified its support to schools with grades 6 – 8 in support of their development in actualizing alternative to suspension strategies by focusing on the following:

- implementing new restorative guidance
- curating a restorative practices PD series (Developing Level)
- providing weekly restorative practices training to 1,559 DCPS stakeholders
- providing virtual training to support schools with behavior while students were learning from home.
- Aligned to our commitment to anti-racist practices, DCPS has developed a restorative practice training to address racial healing through restorative practices. In the 2021-22 School Year, DCPS central services will continue to support implementation of requirements and address student discipline concerns.

Revisioning In-School Suspension (ISS)

In the 2021-22 school year DCPS will implement restorative, instructional, and age-appropriate responses, as opposed to punitive responses, for students who are experiencing difficulties and displaying challenging behavior in the school environment. Instead of ISS, DCPS will create *SEL Support Space* in the school building. The *SEL Support Space* will allow students to reflect on their behavior, engage in SEL curricula and restorative practices with the ISS coordinator/Behavior Tech. Students can only spend a maximum of 1-hour in the SEL Support Space or the equivalent of one class period.

Out of School Suspensions (OSS)

DCPS has decreased out-of-school suspensions significantly over the past two years. OSS is reserved for the most serious student infractions, and at the K-8 level only those that cause, attempt to cause, or threaten to cause bodily harm. DCPS expects our OSS rates to remain flat due to the following plans for the 2021-22 school year:

- Adopt Crisis Prevention Intervention (CPI), a verbal de-escalation approach. The CPI de-escalation training is currently available upon request. Additionally, staff who support self-contained special education classrooms (BES, SLS, ILS, and CES) are trained in Safety Care as a standard professional development requirement. Safety Care is a de-escalation training designed to prepare staff who support students that exhibit challenging behavior.
- Elevate recommendations from the Safe & Positive Schools Workgroup grounded in the findings from the DC City Council Police Reform Commission – The recommendations include considerations for equipping school security with the tools they need to address infractions using a restorative approach.
- Provide training to School Resources Officers (SRO's) and Contract Security Guards on how to develop relational trust and use positive and affirmative language and relational trust while engaging students.
- Implement our Multi-Tiered System of Support (MTSS) to use a preventative approach to address student behavior based on common themes that are discovered through data analysis.
- Use the results from the Panorama Survey to identify school-based strategies to positively influence student perceptions of feeling loved, challenged, and prepared in schools.
- Build school level capacity on the DCPS Restorative Practices Guidance which supports educators with inclusionary practices and a restorative approach to redirect student behavior.

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.

In addition to ensuring that in-person meal services are available in every school building, DCPS will continue to operate open meal sites for the distribution of portable meals for virtual learners as well as those that are unable to physically join cafeteria services at no cost to students and families. These resources will be available in addition to others listed on the Mayor's Coronavirus Website on the Food Resources page for families.

Staff Well-Being – Educator Supports

Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery.

DCPS recognizes how essential mental health and staff wellness are to workplace satisfaction and performance. Staff wellness can have a positive impact on student outcomes and wellness practices help us to manage the stress associated with helper roles. We conveyed our commitment to support staff wellness when we identified that every school should include opportunities for staff wellness as one of our 5 non-negotiable practices of our Trauma Responsive Schools (TRS)

model. Schools are developing their own unique plans for elevating educator wellness as part of their recovery planning.

A requirement of School Mental Health Expansion is that school-based mental health teams complete the School Strengthening Tool and associated workplan to drive mental health priorities and programming. One of the modules is focused on *Educator Wellness and Health Promotion*, with an emphasis on stress management. 100% of Expansion schools completed the School Strengthening Tool and Workplan in the 2021-22 school year, and schools will be revisiting those plans in preparation for the upcoming school year.

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

As noted above, DCPS has worked collaboratively with EVERFI over the past several months to develop the [DC Educator Wellness Center](#). The center is free to DC educators and offers on-demand content related to mental health including Mental Health Basics, Managing Mental Health Challenges, Developing Resilience, Supporting Loved Ones with Mental Health Challenges, and Mindful Living. The site was introduced to DCPS school leaders and support staff on Friday, May 21, 2021, as a part of our Mental Health Awareness month program offerings.

Family Engagement

Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including how the LEA will solicit and incorporate student/family feedback on these plans³, both before the school year starts and consistently as the school year progresses.

In order to rebuild trust and prioritize grassroots engagement led by the individual school leader, DCPS supported all school leaders in creating the Reopen Community Corps (RCC) in November 2020 (and then the Recovery Community Corps starting in March 2021) at each school. Since the fall of 2020, the creation of the Corps enabled school leadership to gather real-time input to feed into school-level planning and processes. The engagement started with the planning for Term 3 reopening, continued into March through April with Summer Acceleration planning, and continues now with recovery and school year planning. DCPS has prioritized leveraging the RCC model to evaluate the current year Comprehensive School Plan (CSP) and create the new plan for the 2021-22 school year.

The Reopen/Recovery Community Corps is a diverse group of 12-15 school-level stakeholders who collaborate and guide the school leadership around key decisions for reopening strong for In-Person Learning, including but not limited to the following individuals:

- School Principal or their designee
- The Building Representative
- The LSAT Chair or their designee from the LSAT
- One Teacher member of LSAT (other than the Building Representative) or other teacher and staff
- One parent member of the LSAT (or PTA) or other parent
- One member of the SCAC (other than the Building Representative)
- Community Representative
- Student Voice (at secondary level)

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

As we prioritize engagement around our summer and school-year programming, school leaders will leverage the RCC to gather real-time input to feed into school-level planning and processes. Between March through the end of the Summer DCPS will be supporting schools with hosting up to five RCC meetings. DCPS has also hosted multiple district-wide engagement sessions this year around safety, health, social emotional learning and mental health, reopening and recovery, and more, including:

Parent Universities

DCPS offered 25 Parent University Sessions in both English and Spanish: 2,382 total day-of participants, 11,137 YouTube views in English, and 847 views in Spanish.

Reopening and Recovery Townhalls and District-wide Events

DCPS has hosted a series of telephone townhalls, a virtual public health panel, and a community roundtable discussion to provide information regarding reopening plans and updates around term 2 and 3, health and safety in schools, safe passage and transportation for students, and more. DCPS also has partnered with city leadership to execute 12 telephone townhalls through May 19, two of which were in Spanish and in collaboration with the Mayor's Office of Office of Latino Affairs. Day-of attendance reached 38,042, and there were 60,301 total views as of June 3 on DCPS and Executive Office of the Mayor (EOM) social media. Total number reached is 98,343.

Listening Sessions

From December 2020 to May 2021, DCPS has hosted 12 virtual Family Listening Sessions (3 in Spanish, 1 in Amharic, 1 Session each for schools in Wards 5 and 7; Over 100 families attended. Three key themes emerged, which continue to inform our planning:

- Many families expressed that they were excited to send their children back in the fall and they recognized that virtual isn't fully working for their children. Overall parents expressed feeling tired with the current reality and concerned with their children falling behind academically and social emotionally.
- Families have been appreciative of the school-level information and communication this year- and doubled-down on the importance of clear and easy to understand safety protocol and COVID-related communication.
- Families expressed that "seeing is believing"- they shared that being able to see a video or pictures of a classroom or even a live tour would help them feel more confident about returning in-person.

Stakeholder Surveys (Closed May 28 and June 25):

- ARP Survey – As described in more detail below, DCPS conducted stakeholder engagements to inform the use of funds allocated through the third installation of the Elementary and Secondary School Emergency Relief (ESSER III) and the American Rescue Plan (ARP) Act. There were 3,738 overall responses to our survey which will be used to inform key investments and our confidence-building efforts in the fall. Feedback from this engagement helped shape the draft of the CEP.
- CEP Survey—DCPS posted a draft of the CEP from June 16 to June 25 for public comment. Over 700 stakeholders ranging from parents to community members completed the survey, with representation from all 8 Wards. Feedback from the survey was incorporated into the final version of the CEP.

Ongoing Engagement

As we look toward continuing engagement into the fall and beyond, DCPS will continue to prioritize the feedback of our key stakeholders by setting key expectations for engagement:

- All of DCPS: Schools will conduct a "Back to School" meeting and an end of the year meeting which includes updates on the Comprehensive School Plan, performance and "glows and grows", and plans for



the school's academic program and health and safety protocols. Schools should communicate in a way that considers families' linguistic diversity. DCPS also expects schools to provide weekly communication to parents. Communication can come in the form of an email, text message updates, take-home folder or other. To the extent practicable, communications are translated for families who have limited English proficiency.

- **Additional Information for Title 1 Schools:** Schools may schedule monthly in-person (or virtual) opportunities for families to connect with school leadership (e.g., principal chats, office hours) that invite parents to offer suggestions and participate in decisions relating to the education of their children. The format should be in response to the needs of the individual school community. In alignment with section 1116 of ESSA, each DCPS Title 1 school must have developed in collaboration with parents and families:
 1. School Parent and Family Engagement Policy, which lays out how the school will meet the requirements under this policy and described in Title I, Part A Section 1116 c-f,
 2. And, schools also must create a School-Parent Compact, which lays out the shared responsibilities between the school, parents and families, and students.

Describe 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.

DCPS has prioritized frequent and open communication from a district level through weekly emails, our *Reopen Strong* website, media coverage, and through our social media channels. Our proactive media outreach strategy prioritizes compelling examples of students joyfully learning in the classroom and emphasizes our multi-layered health and safety protocols to help reassure our families. We are creating smartphone friendly and longer form video content to help our families and students visualize their return to the classroom. We are communicating in English and Spanish, with all mandatory forms and critical information being translated.

This summer and into the fall, DCPS will continue to host virtual public information sessions, townhall meetings and Parent University on critical topics related to a strong start and a healthy and safe return to in-person learning. Interpretation and ASL services are offered at all public engagements. DCPS will leverage critical relationships with school-level parent leadership groups such as the Local School Advisory Team (LSAT) and Parent Teacher Organizations to share the CEP and our approach to reopening safely as well as district-level groups such as the Chancellor's Advisory Board. DCPS' "News to Know" and LSAT Newsletter are email updates sent on a regular cadence to key stakeholders, and DCPS is well-positioned to share critical information with school communities, ANCs, and civic leadership alike. In addition, principals will be expected to integrate this information into their "Back to School" meetings as noted above.

While broad district-wide communication and outreach will continue each week, this summer DCPS is prioritizing reaching our Black and Brown families who have been disproportionately impacted by the pandemic and who are most risk-averse to returning in-person. A Confidence Building Campaign was started in May which targets the following broad strategies to share information and increase trust:

1. Grassroots Outreach and School-Level Engagement where trust and confidence is built through listening and honest dialogue (Listening Sessions, \$1,400 Mini-grants to 33 schools)
2. Communications via story-driven digital content and local media outreach to ensure strong and consistent messages are delivered and reach key stakeholders. (Video outreach campaign and targeted media)
3. Health and safety education that includes online videos and family town halls which address existing questions and concerns from families and staff and provide insights from trusted medical professionals. (Building walkthroughs, Public Health Roundtables, Vaccine testimonials)

DCPS will share the CEP through the English Learner (EL) Resource Newsletter that is shared with EL Families in our top 6 languages (including English). It has an average monthly readership of 1033 readers per month, and a total of 7,232 readers for the 2020-21 school year, with the Spanish version being the most opened version. The Newsletter focuses on summarizing the Chancellor's monthly communications, as well as providing timely updates of important district-wide news. Additionally, the newsletter provides community resource information which, during this school year, has focused on resources such as Rental Assistance, Legal Aid, and Food Distribution and Support information.

Describe how and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

DCPS works to improve effectiveness and frequency of information we share with our families as well as provide resources around what families can do to support their child's learning at home.

- All DCPS Schools: School leaders set an expectation for two-way communication with families about student's learning, including at least two parent-teacher conferences each year. DCPS works to ensure these conferences are of high quality by providing training materials and resources to help school leaders and staff plan and implement them. Some schools leverage alternative models of Parent Teacher Conferences like Academic Parent Teacher Teams (APTT) and Student Led Conferences. Schools will have a system for teacher-parent communication about individual student level progress. Many schools use text-based platforms to support two-way parent communication. Families of all DCPS students in grades K-12 can access their child's report card and attendance data through the Aspen Parent Portal.
- Additional Information for Title 1 Schools: Schools will be expected to have a system for updating parents about individual student academic and social emotional progress. For students in grades PK-5 this update can come via a variety of modes, for example, regular email, progress report or weekly take home folder. For students in grades 6-12, this update should come every 10 days via the Aspen Parent Portal.

Attendance and Re-Engagement

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.

DCPS made engagement a priority during the 2020-21 school year. Students are receiving outreach from school-based attendance counselors, teachers, school leaders, DCPS Central Services, and from external partners like Child and Family Services Agency (CFSA) when necessary. DCPS updated our unexcused absence notification process to include a wellness call after three days of unexcused absences.

DCPS will continue to make engagement a priority as we enter the 2021-22 school year. DCPS will be identifying all students that were profoundly chronically absent (i.e., students with an individual In-Seat Attendance rate of 70% or below) during the 2020-21 school year and sharing that list with each school to ensure interventions and communication plans are in place for each of those students over the summer. DCPS will be implementing a MTSS process next school year to ensure we have supports in place and understand what barriers exist for our students. Attendance data will be part of the MTSS process and treated as an indicator for additional supports.

DCPS will continue to make student engagement a priority during the 2021-22 school year and continue an initiative to specifically target students who withdrew for non-attendance during the months students were participating in virtual learning. DCPS will provide direct student outreach to disengaged students to help support reenrollment, identify and



reduce barriers, and work to link students with mental health leaders to support rebuilding their social-emotional well-being. DCPS central services is also working with schools to create specific strategies for outreach, community collaboration, and reengagement.

Accelerated Learning - Set Clear Goals and High Expectations for All Students

How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Note: Selections are from a drop-down menu. DCPS Selections:

- Taught fewer standards than in a typical school year
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Adjusted curricular scope
- Adjusted curricular sequence
- Adjusted types of assessments administered

Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year? Note: Selections are from a drop-down menu. DCPS Selections:

- English language arts (ELA)
- Math
- Science
- English language proficiency
- Students with disabilities

Describe the assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year 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

All DCPS schools will administer the following assessments, aligned to the DCPS Capital Commitment Goals and our academic recovery efforts:

Assessment	Type of Assessment	Content Area	Required Administration	Grade Levels
DIBELS	Diagnostic	Foundational Literacy	Beginning of Year (BOY) Middle of Year (MOY) and End of Year (EOY)	K-2
TRC (Text Reading Comprehension)	Diagnostic	Foundational Literacy	BOY, MOY, EOY	K-1
Reading Inventory	Diagnostic, ELA Universal Screener	ELA	BOY, MOY, EOY	2-12 <i>New for School Year 2021-22:</i> -MOY administration is required -11-12 th grade administration is required



Phonics Inventory	Diagnostic	Phonemic Awareness	Four administrations available per year	Initial administration for grade 6-12 required if the RI score is <600. If students test below an advancing decoder, then student should test 4x per year until advancing decoder levels are reached.
i-Ready Math Diagnostic	Diagnostic	Math	BOY, MOY, EOY	K-8 <i>New for School Year 2021-22:</i> -MOY administration required -K-1 administration is required
i-Ready Reading Diagnostic <i>New for School Year 2021-22</i>	Diagnostic	ELA	BOY, MOY, EOY	K-8, only required for specific use cases (e.g., Acceleration Academies)
ANet ELA	Curriculum Based, Interim	ELA	3-8: A1-A3 HS: A1 and A2 only	3-8, English I, English II
ANet Math	Curriculum Based, Interim	Math	3-8: A1-A3 HS: A1 and A2 only	3-8, Algebra I, Geometry, Algebra II <i>New for School Year 2021-22:</i> Accelerated 6 and Accelerated 7
MAP Math Content Assessments	Diagnostic	Math	BOY, MOY, EOY	Algebra I, Geometry, Algebra II <i>New for School Year 2021-22:</i> Students must complete two MAP assessments either BOY/MOY or MOY/EOY
MAP Science	Diagnostic	Science	BOY, MOY, EOY	6-8, Biology <i>New for School Year 2021-22:</i> Biology students must complete two MAP assessments either BOY/MOY or MOY/EOY
STAMP/ALIRA	Diagnostic	World Languages	EOY	8 th grade and students in a Level II course For HS on a 4x4 academic schedule (Each 1 credit class taught in a semester with 90-minute block questions meeting daily. Students have 4 credits in Semester 1 and 4 credits in semester 2). Administration should occur at the end of the course.
SAGE	Diagnostic	Social Studies	BOY, EOY	6-9



				For HS 4x4: Students will take this assessment at the beginning and end of semester they were enrolled in World History I
STAR New for School Year 2021-22	Diagnostic	Spanish Literacy	BOY, MOY, EOY	K-5 Dual Language students Optional for DL students in grades 6-12
Required Curricular Tasks (RCT)	Curriculum Based, Standards aligned	All core courses including Health and PE, Art, and Music	All administrations are required. Administration windows based on the course SAS.	All students PK-12 in specific core and inner core courses
WIDA MODEL	Diagnostic	English Language Proficiency	BOY	English Learners in grades K-12
IPT	Screener	English Language Proficiency	Within 30 days of enrollment	New to DCPS in grades PK3 and PK4 and HLS is yes.
K-WAPT	Screener	English Language Proficiency	Within 30 days of enrollment	New to DCPS in Kinder; HLS is yes; no other screener on file.
WAPT	Screener	English Language Proficiency	Within 30 days of enrollment	New to DCPS in grades; HLS is yes; no other screener on file.

Provide 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);

Diagnostic Assessment Windows *[Updated Spring 2022 – Dates were updated]*

BOY: 9/7/21-10/6/21
MOY: 1/6/22-2/18/22
EOY: 5/16/22- 6/10/22

SAGE MS and full year HS Assessment Windows:

Pre-Test (yearlong schedules): 9/7/21-10/1/21 (scoring deadline Oct. 8th)
Post-Test (yearlong schedules): 5/16/22-6/10/22 (scoring deadline Jun. 17th)

SAGE 4x4 HS Windows:

S1 Pre-Test: 9/7/21-9/24/21 (scoring deadline 10/1/21)
S1 Post-Test: 1/5/22-1/21/22 (scoring deadline 1/28/22)
S2 Pre-Test: 1/31/22- 2/18/22 (scoring deadline 2/25/22)



S2 Post-Test: 5/23/22-6/10/22 (scoring deadline 6/17/22)

STAMP/ALIRA Windows:

S1 Testing Window: 11/29/21 - 12/17/21

S2 Testing Window: 4/25/22 - 5/13/22

Elementary ELA Interim Assessment Windows

A1: 10/12/21 - 10/22/21

A2: 12/13/21 - 1/14/21

A3: 2/14/22 - 3/22/22

Scoring Deadlines: One week from the close of the window

Elementary Math Interim Assessment Windows

A1: 10/25/21-11/12/21

A2: 1/24/22 – 2/18/22

A3: 3/21/22 – 5/2/22

Scoring Deadlines: One week from the close of the window

Middle School Interim Assessment Windows (based on 9 weeks of instruction)

A1: 10/25/21-11/12/21

A2: 1/18/22-2/18/22

A3: 3/28/22- 5/9/22

Scoring Deadlines: One week from the close of the window

High School Interim Assessment Windows (full year schools)

A1: 10/25/21-11/12/21

A2: 3/21/22-5/2/22

Scoring Deadlines: One week from the close of the window

High School Interim Assessment Windows (4x4 schools)

S1A1: 10/12/21-10/29/21

S1A2: 11/29/21-1/25/21

S2A1: 3/21/22-5/2/22

S2A2: 5/9/22-6/13/22

Scoring Deadlines: One week from the close of the window

Please provide whether you set goals⁴ 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

Assessment	Purpose	DCPS set Participation Goal	Performance Goal	Performance Goal Set By	Additional Context
DIBELS	Measures students' risk for non-proficiency in foundational literacy skills at each grade level and assessment window.	100% of non-exempt enrolled students will complete the assessment during each administration window.	Performance goals are defined by nationally normed and regularly refined research around risk for non-proficiency at each grade level.	Student growth rate is defined by the assessments' developer (University of Oregon) and shared through mClass vendor (Amplify)	
TRC	Measures student growth in text and reading comprehension	100% of non-exempt enrolled students will complete the assessment during each administration window.	Performance goals are defined by nationally recognized research and in alignment with developmental growth goals.	Student cut scores are defined by the vendor in accordance with nationally normed research.	
Reading Inventory	Measures student proficiency in scaled Lexile scores for end of grade level. Closely correlated to PARCC proficiency.	100% of non-exempt enrolled students will complete the assessment during each administration window.	Student growth goals as defined by the college and career Lexile bands.	MetaMetrics/HMH	100% participation goal relates mostly to 2 nd grade
Phonics Inventory	Measures student growth in foundational literacy skills.	100% of students in secondary grades testing below 600L should take the PI.	Student growth goal scoring above advancing decoder level.	HMH	



i-Ready Math	Measures student growth and identifies student strengths and skill gaps in four math domains.	90% of enrolled students will complete the assessment during each administration window	Student growth goals as defined by the i-Ready Assessment	Curriculum Associates	
ANet ELA	Measures student progress on grade level standards	90% of enrolled students will complete the assessment during each administration window	Increase overall student performance by 3% in all grade levels. Increase overall student performance for specific populations by 3%.	DCPS and Achievement Network	
ANet Math	Measures student progress on grade level standards	90% of enrolled students will complete the assessment during each administration window	Increase overall student performance by 3% in all grade levels. Increase overall student performance for specific populations by 3%.	DCPS and Achievement Network	
MAP Math	Measures student growth and identifies student strengths and skill gaps	90% of enrolled students will complete the assessment during each administration window	Student growth goals as defined by the NWEA MAP Assessment	NWEA MAP	
MAP Science	Measures student growth and identifies student strengths and skill gaps	90% of enrolled students will complete the assessment during each administration window	Student growth goals as defined by the NWEA MAP Assessment	NWEA MAP	
SAGE	Measures student growth in social studies content,	90% of enrolled students will	Teachers are encouraged (but not required) to set TAS	Teachers, in conversation with their	Setting performance goals for next year may be challenging because we're



	skills, and literacy.	complete assessment during each administrative window 90% of constructed response items will be scored within 2 weeks of the end of the scoring window	growth goals of 15% from pre-test to post-test.	administrators during TAS conversations.	missing the last two years of data. We have had conversations about adding SAGE growth as an option for School Leader IMPACT, not sure if that's still possible, but it would be great
STAMP/ALIRA	The STAMP test is designed to determine learners' listening, reading, speaking and writing abilities within the language of study. The ALIRA is a computer-adaptive assessment of a student's ability to read a variety of Latin-language texts for comprehension.	90% of enrolled students will complete the assessment during each administrative window.	100% of Grade 8 students are expected to perform at the Novice-Mid level. 100% of Level II students are expected to perform at the Novice-High level.	DCPS and the American Council on the Teaching of Foreign Languages (ACTFL).	
STAR	STAR is an assessment of reading comprehension and skills for independent readers. We use the STAR Spanish reading assessment to assess student learning in our Dual Language programs.	100% of enrolled DL students in K-5 will complete the STAR assessment in Spanish.	For grades 2-5, student growth goals as defined by the college and career Lexile bands. STAR Early Literacy Spanish (K-1) does not give lexiles.	Renaissance	We would like to establish a DCPS-wide trajectory of bilingual development for our students in Dual Language programs that considers reading performance in Spanish and English in a manner that addresses biliteracy development rather than looking at performance in both measures as separate from each other.



RCT	Measures student progress on grade level standards	100% of enrolled students will complete the assessment during each administration window.	Individual student goals created in collaboration with the classroom teacher	Individual goals set by multiple stakeholders	
WIDA MODEL	Measures developing English Language Skills	100% of current ELs will complete the assessment BOY	Individual student goals created by classroom teachers based on WIDA CanDo Descriptors	Goals will be entered and monitored in Ellevation.	Setting performance goals for next year may be challenging because we're missing the last two years of data and we can't exit students with the WIDA MODEL- This will update instructional levels for ELs

Describe 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.

DCPS will leverage data from non-state summative assessments to monitor and respond to student progress on grade level content and prioritized standards for learning. At the cluster/school level, DCPS will facilitate professional development and coaching support to ensure educational staff and school leaders are equipped to 1) unpack data from these assessments, 2) plan responsive instruction targeted identified students' needs and grade level standards, and 3) plan for school-based professional learning to address trends in student needs and instructional foci. At the district level, DCPS will support with 1) providing reports and trend analyses to district leaders on student progress, 2) planning for districtwide professional development, and 3) adjust/design content-specific resources to support student learning.

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.

DCPS will provide a survey that each individual Non-Public school will be required to fill out. They will then meet with DCPS over the summer to review the plan. We are also requiring them to provide us with a copy of their Continuous Education/In-Person Opening plans for the 2021-22 school year.

Intentional Strategies for Accelerating Learning

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.

Guiding Principles for Acceleration

The DCPS approach to recovery is rooted in a commitment to serving the whole child, including relationship-building, student wellness, cognitively rich activity, and an intentional approach to instruction focusing on the skills each student needs to be successful. Our recovery will be forward looking, with an emphasis on grade level expectations, accelerating learning and rebuilding our communities stronger than ever. DCPS guiding principles for acceleration:

1. Create holistic environments focused on student wellness, relationship building and joyful learning.
2. Ensure that *all students* have access to grade-level content with a focus on deep learning of prioritized content.
3. Leverage tier one instructional best practices that act as accelerators and will maximize all students' learning. Prioritized tier 1 accelerators include culturally responsive and cognitive rich pedagogy, knowledge building and literacy infusion, designing instruction inclusive of all students and differentiating instruction through small groups.
4. Provide students with opportunities for extended learning time, highly individualized tutoring, and expanded social emotional and mental health supports. This extra help should complement, not replace, instruction aligned to the current grade.
5. Implement a data cycle of instruction and acceleration.

Data Collection and Analysis

The foundation of DCPS' pandemic recovery and acceleration efforts is the Multi-Tiered-System of Support (MTSS) framework. The MTSS framework provides schools with the mindsets, routines, data infrastructure, and processes to support the needs of each individual student from a holistic and strengths-based standpoint. It is an ideal framework to address the demands of our acceleration agenda.

- MTSS Tier I Supports: Tier I incorporates what all students will need to be successful. As a result of the pandemic and reduced instructional time, some supports will be critical for all students to be successful. To accelerate learning we will consider what Tier 1 practices have the greatest impact on student learning for all. Our Tier 1 efforts will focus on access to grade level content, small group supports, accelerator strategies and a data cycle.
- MTSS Tier II Supports: Tier II supports roughly 20-35% of each school's population who will need additional supports beyond what schools will offer in Tier I. One key intervention for Tier II is additional time through school-based Acceleration Academies, which will launch this summer and align to a school's Comprehensive School Plan.
- MTSS Tier III Supports: Tier III supports roughly 10% of each school's population who would benefit from intensive intervention. One key intervention will be individualized tutoring (1:1 or 3:1) within the school day (not during grade level instructional time) or outside of the school day.
- For this year, these Tier II and III percentages are intentionally higher than the published national MTSS norms, given the reality of pandemic recovery and the additional funds available for acceleration.

Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use. Note: Selections are from a drop-down menu. DCPS Selections:

- Adjusted Scheduling (note these are options schools may choose, in development of their acceleration plans)
 - After-school programming
 - Longer school day
 - Summer 2021 programming
 - School break/holiday programming
 - Weekend programming (e.g., Saturday school)
- Instructional Changes
 - High-dosage tutoring⁴
 - New intervention program or support
 - New uses of staff planning time for accelerated learning
 - New professional development for staff on accelerated learning
- Staffing and Related Supports
 - Additional vendor and/or community partner support
 - New hardware purchase
 - New software purchase

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

Adjusted Scheduling

Summer 2021 programming: Every summer, DCPS provides extended summer learning opportunities such as literacy enrichment for elementary students and credit recovery for secondary students. For School Year 2020-21 summer, we will expand these offerings to include learning supports for every grade, including Pre-K, with a variety of in-person and virtual learning opportunities for up to 7,000 students. Most Summer Acceleration programs will start on July 6, 2021, and run through August 6, 2021, and will be used for school-specific summer programming that will complement centralized summer programming.

School Year 2021-22 programming: DCPS will use acceleration funds to support school-year initiatives such as one-on-one and small group tutoring, extended day, and additional programming to meet the needs of students. This includes potentially adjusting scheduling to include additional learning time, including after-school programming, longer school-day, programming during school-breaks/holidays, and weekend programming (such as Saturday school). The schedules will be set by the individual schools, leveraging the input of the Reopening Community Corps. Schools will also use acceleration funds to deepen school budget investments in tools like literacy supports or blended learning. Funds must be used to add additional instructional time, and can take place in any combination of:

1. Before school
2. After school
3. Saturday school
4. Vacation days
5. Within school-day tutoring
6. Within school-day built in intervention/acceleration block

All DCPS schools will meet the following criteria:

⁴ Please see OSSE’s guide, [High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning](#), released March 15, 2021.



- Ensuring all students have access to needed supports regardless of tier_ DCPS has provided updated pacing of content and scheduling guidance to support teachers with planning strategically to provide additional instructional time for students who demonstrate needs beyond grade level instruction regardless of tier. We know that all students will benefit from time with their teachers in small groups to receive targeted support specific to learning gaps that may pose as barriers to accessing the grade level content. Given the prioritization for all students to have access to this level of differentiation, every content area has shared updated scheduling guidance for their instructional blocks of time to include dedicated time for small group instruction. Additionally, the scope and sequence of curricular pacing continues to prioritize the major content of the grade in order for teachers to spend more time going deeper into key learnings for the course.
- Students identified for Tier II and Tier III supports will have access to additional learning time. This may include before or after school, Saturdays, or vacation days. Funding may go toward administrative premium for teachers and other school staff to plan and deliver targeted learning in small groups. It could also be used for partners who can provide additional learning time. This additional learning time should target between 10% and 40% of overall school population based on the data using the MTSS database.
- 5%-10% of students with Tier III needs should receive intense tutoring to get them back on track. The funding could be used for administrative premium for teachers to provide 1:1, 2:1 or 3:1 tutoring. This funding could also go toward partners or vendors providing high-quality tutoring or instructional supports. Individualized tutoring can take place during a school's Out of School Time (OSTP) afterschool programming's Academic Power Hour (should the school be a part of the DCPS OSTP cohort.) In some cases, the use of tutoring could occur within the school day, only if students are not missing other content.) As academic acceleration cannot soar without tending to the social and emotional well-being of our students, a portion of the funds must be used to support Social-Emotional Learning (SEL).

Instructional Changes

DCPS is providing comprehensive resources and supports to ensure teachers can provide strategic instruction as aligned to grade-level prioritized standards while also addressing learning gaps that persist as barriers to student access of grade level content. To this end, content teams have shared instructional block guidance supporting teacher decision-making as to when to address grade level content vs. pre-requisite standards/skills that particular groups students need reinforcement with. Additionally, schools are provided with guidance and professional development to implement intervention programs with students that are best aligned to their area(s) of instructional need. Within the school embedded coaching structure of LEAP, instructional coaches will conduct collaborative weekly meetings with teachers to analyze student outcomes and plan responsive instruction ensuring teachers are targeting key skills required to access content of the upcoming unit or module.

These resources will support our staff in providing additional interventions to students through School Based Acceleration Academies, including high dosage tutoring. Educators in our buildings know our students best so we recommend schools utilize their own teachers as much as possible to provide the tutoring our students need to be successful. This can take place within the school day (as long as students are not pulled from learning grade level content) and/or before school, after school on Saturdays or vacation days. At the high school level in particular, these Accelerator Academies will be very course based and allow students the extra time and support to complete assignments and get caught up on learning.

In addition to our own staff, DCPS has increased investments in partners that provide high-dosage tutoring to students in need of intensive supports. During summer 2020, DCPS centralized and standardized High-Dosage Tutoring (HDT) partnerships with Literacy Lab and Reading Partners for elementary students. This made it easier for those programs to operate effectively within high-need schools as effective HDTs and for DCPS to direct the

expansion of those resources towards communities who were most effected by disrupted learning. DCPS studied the impact of these organizations early in the 2020- 21 school year. Following those studies on these partners and their impact on accelerated growth, DCPS expanded the partnership of those programs. For the 2021- 22 school year, with significant support from DCPS, Reading Partners and Literacy Labs will operate in forty-four DCPS schools with a focus on supporting early literacy instruction. Additionally, Saga Education provides high impact math tutoring to 9th and 10th grade students enrolled in Algebra 1 and Geometry through a combination of small group individualized instruction and an adaptive learning platform. Saga partners work with school administration and teachers to provide math support to students during the school day as an independent class that is aligned to the standards and objectives being covered in their math class.

All of the tutors working within the organizations listed above receive a great deal of training. Should schools choose to work with additional tutors outside of one of these organizations, they will be required to provide training to those individuals.

Staffing and Related Supports

As described earlier in the plan, DCPS and individual schools will be expanding our partnerships to support student learning.

In terms of expanded software purchases to support acceleration, DCPS prioritized funding and programming resources for the addition of iReady: Reading Instruction and iReady: Math Instruction. These adaptive, blended learning, online programs will greatly support DCPS' accelerated learning initiatives in the 2021- 22 school year. In both programs, personalized instruction targets skills gaps to help students who are require additional support in order to access grade-level content, and it provides challenges and enrichment for students who are on grade level. The programs can be directed manually by the instructor to match specific growth objectives that iReady's algorithms may have missed. They are universally available for students in **K- 5**. DCPS is working with schools and vendors to ensure strong implementation. DCPS has also expanded the use of iReady by investing in access to additional grade bands, now centrally funding iReady math for **6th-8th** grade students. We expect that iReady Reading and iReady Math will be used in tandem with tier I instruction, as a significant support for students in need of Tier II instruction or enrolled in acceleration academies for literacy or numeracy, or as an at-home extension to support foundational literacy and numeracy. Accelerated progress will be closely monitored by site-level and central services educators as one measure of Acceleration Academy success.

DCPS is investing in staff hardware to support acceleration. DCPS has purchased teacher laptop devices centrally to ensure that all teachers have a functioning device to support teaching and learning. Schools will receive devices based on the number of teaching staff after accounting for centrally purchased staff devices in fall 2019 and recent modernization purchases. In addition, DCPS is purchasing additional classroom equipment to support the implementation of combined model/simulcast instruction and for teachers of virtual classrooms including web cameras, document cameras, wireless speakers, headsets, and projectors for classrooms without an interactive white board. These investments will allow teachers to focus more on teaching and learning during this critical year.

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.

Our Spring, Summer, and 2021-22 school year PD priority themes include: Multi-Tiered System of Supports, Accelerating Learning, and Whole Child/Anti-Racist practices. May and June Leadership Academies for our school leadership are

focused on these topics. These priorities will be the foci of our key upcoming professional development events: Summer Leadership Institute (4 days) for all principals, assistant principals, and LEAP leaders; and Pre-Service Week (6 days) for all school-based staff.

While summer professional development serves as a launching pad for a strong reopening, DCPS will continue to develop, support, and monitor schools throughout the school year – leveraging the existing Cluster Support Model. In this model, Instructional Superintendents ensure integrated supports to schools across content areas based on qualitative and quantitative data reviews across multiple indicators (academics, attendance, behavior, and engagement), in alignment with each school’s goals.

Professional development related to technology will be enhanced to address the twin goals of just-in-time support and long-term growth in the ability to use technology to increase access, engagement, and achievement.

- On June 28th, DCPS’ iDC virtual conference will provide a day-long forum for sharing of innovation and best practices by teachers and leaders.
- Two new Educational Technology Managers will join the Ed Tech team to provide ongoing PD for schools serving students who need to remain virtual.
- A new-teacher pathway will help teachers on-board to the DCPS Ed Tech environment.
- Recognizing the need for more in-school support, Ed Tech Leaders from each school (librarians or other staff) will participate in monthly PD sessions and turnkey the information at their schools.

The Curriculum Innovation (CI) institute (June 29-30) will kick off summer curriculum revisions. Over 200 top DCPS teachers will come together to revise our digitized curriculum in Canvas, and they will participate in sessions on DCPS priorities including anti-racism, whole child education, and strategies for learning acceleration. They will apply these ideas to the courses they are revising.

To support data cycles within the MTSS system, all teachers will receive PD at the beginning of the school year to help them use the Mastery Connect platform within Canvas to administer district assessments and track student progress toward mastery.

PD for art, music, performing arts, health, and PE teachers will help them foreground the social-emotional learning already embedded in their units, particularly at the beginning of the year, to help students re-engage, recover unfinished skills, and experience the joy of creativity and movement. PE teachers will also continue to receive support in teaching the curriculum outdoors to help students recover health and build strength.

Other Content area PD will focus on Tier 1, 2, 3, instructional data cycles to ensure students are receiving targeted instruction and interventions.

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.*

There are two key areas where our learning from this year will influence the experience of students going forward. One is leveraging the best pedagogical practices from technology, and the second is building upon the focus on relationship building, authenticity and true engagement with our families.

- Technology lessons: Many technology tools were leveraged during distance learning to enhance instruction: to connect students learning to the real world, to gather information about students’ understanding, to allow

students to receive targeted practice where they are, to provide accessibility features to students and to help students organize their learning, and track progress. These tools will continue to be leveraged even as we return to in person learning where students will have access to devices throughout their day. Students in grades PK-2 will have a 3:1 ratio of students to device and students in grades 3-12 will have a 1:1 student to device ratio. Teacher training will include a focus on how to best leverage technology to increase access to grade level content, learning and acceleration.

- **Trauma Responsive Practices:** As a part of the Acceleration Academy planning for the 2021-22 school year, school teams will be asked to create concrete plans for the first few weeks of the school year that will lay the foundation for guiding principle #1 of our Acceleration Plan: Create holistic environments focused on student wellness, relationship building and joyful learning. School teams and communities will ensure a warm, welcoming, positive return to school by detailing their approaches in four areas: Welcoming Spaces, Family Partnership, Thriving Cultures and Norm Setting, Meeting Students Where They Are and Accelerating. As a part of this work, schools will deepen their commitment to the 5 TRS non-negotiables (see Question 2A).

For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches⁵ to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

DCPS created data dashboards in the 2020-21 school year to help schools better track their student data. This includes dashboards flagging student failures, attendance, on-track to graduate status, scheduling accuracy, etc. These dashboards allow school leaders and staff to see up-to-date information on all students in their school to guide decision-making and program offerings. We will hold extensive trainings with schools over the summer and early school year to empower them to leverage this information throughout the year to ensure students are on track to graduate and are receiving the supports they need.

DCPS will continue to offer credit recovery within the scope of the 2018 guidance. In the 2021-22 school year, DCPS is also planning to create a virtual option for credit recovery courses as well. All courses will follow the previously established guidance regarding eligibility, grading, etc., but will allow students to do this work virtually. We believe this will benefit students who flourished in the online environment and who may not be able to remain at school during credit recovery programming.

DCPS will continue to ensure every student develops a college or career plan and that each student receives targeted support and opportunities for them to achieve that plan. In addition to the ongoing postsecondary readiness programming that includes:

- College and Career Coordinators at 9 of our higher need high schools.
- Access to Career Ready Internships that expose students to rigorous, paid employment opportunities in the professional areas of their interests.
- Dual enrollment programs for students to earn college credit and gain on-campus experiences.
- Providing students with a personalized Guide to Graduation, Career, and College that keeps students informed on the steps they need to take to earn a diploma to pursue college and career.

DCPS will adjust its approach to postsecondary readiness by expanding the number of summer learning opportunities available to students.

- New dual enrollment partnerships

⁵ 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.

- IT Trinity Washington University Dual Enrollment Program
- Bard Dual Enrollment Program for current 11th graders
- Bard College Credit Program for graduating seniors
- Students interested in pursuing a workforce development program can participate in a partnership with CityWorks and enroll in the DC Transition Program.
- As part of Summer Acceleration Academies, schools will have the opportunity to offer introduction to college lessons, SAT Test Prep, Essay Writing workshops in partnership with Story2, and provide opportunities for rising seniors to begin their college applications early.
- Students transitioning into college this fall, will have the opportunity to do a 4-day orientation, with an in-person day as part of our DCPS Persists initiative. Students will understand financial aid disbursement processes, requirements to maintain Satisfactory Academic Progress (SAP), and success skills centered around time management, and self-advocacy.

DCPS Career Education programs will also address loss of learning and recovery in the following way:

- Teachers will be asked to provide remediation for students that accounts for material taught in the previous course in a pathway or sequence. For an example, teachers who teach Digital Media II courses will need to plan for a “Review and Remediate” module to ensure that students have mastered key concepts and skills from Digital Media I.
- DCPS will work to increase the number of Career and Technical Education (CTE) courses that can count towards dual credits. We currently have courses in Engineering and Computer Science that fulfill an upper-level math or science graduation credit. Going forward, we will explore additional dual CTE credit opportunities. The goal is to satisfy CTE credits and graduation requirements with one course. One possible example is using Digital Media I to fulfill the Art requirement.

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.

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

All DCPS students will participate in MTSS and school level acceleration offerings. Determination of recovery services will be made by the IEP Team after a careful review of student performance and data including pre-COVID-19 closures, student participation and performance during COVID-19 closures, and performance upon return to school. DCPS is using an MTSS data system that includes student level data (academic, behavioral, social-emotional, attendance). The data system allows educators to view a variety of student specific data points from multiple sources within the DCPS data infrastructure systems. These data are synthesized to construct a framework of recovery and levels of support within the MTSS tiers that meet the holistic needs of individual students at each school. The following data items are available in

the MTSS data platform: ANet-Reading, ANet-Math, DIBELS, TRC, iReady, PARCC, HMH Reading Inventory, NWEA MAP and RCTs. In addition to the available assessment data collected and gathered in the MTSS Data System, staff are advised to consider gathering data from the following sources:

- Analyze student-level data collected using resources specific to self-contained programs,
- Progress reports maintained by educators, therapists and other having direct contact with the student before and after COVID-19,
- Observations by educators, parents, and others, and
- Progress monitoring data collected by teachers.

DCPS will require that each Non-Public school assess each DCPS Non-Public student upon return to school to determine the nature and extent of interrupted instruction and update the IEPs as appropriate. Each Non-Public school will share with DCPS before the start of the 2021-22 school year what benchmark metrics they plan to use, and the initial assessments will be complete by November 2021.

At the campus and LEA level, describe 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.

DCPS has two phases of acceleration for all students, including students with disabilities: summer acceleration academies and the 2021-22 school year acceleration. Each school has developed a summer acceleration academy program that includes students with disabilities. Based on the school program offering and student need, families with students with disabilities were invited to participate. During the second phase of acceleration, in the 2021-22 school year, all students will be included in the school level acceleration offerings. All DCPS students will participate in Multi-Tiered System of Support (MTSS) and school level acceleration offerings. Acceleration will start with tier 1 supports for all students including students with disabilities. DCPS has invested in several tier 1 supports for students across the full continuum: general education and Least Restrictive Environments (LRE) A, B and C. Using the MTSS platform, school teams will monitor student performance to determine if additional supports or more intensive supports are needed. After 4 to 8 weeks of instruction, services and tier 1 MTSS supports, school teams will review the data to discuss the student's progress. If the student is not demonstrating progress within this period of time, the team may determine MTSS tier 2 or 3 supports are needed. DCPS is investing in several tier 2 and 3 intensive supports across all academic, attendance, behavior and social-emotional areas for our students with disabilities. Acceleration services may be provided during school and after school. MTSS teams will collaborate and work with parents on all aspects of the acceleration plan, design, implementation and progress. The MTSS data system includes student level reports that will be available to parents. IEP team members will include IEP goal and acceleration learning progress in the quarterly IEP report cards.

Please describe 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.

Whole-child, equity-focused MTSS is grounded in equity where student assets and adult collaboration are prioritized. As support to schools and teams in the implementation of MTSS and acceleration, MTSS and cluster support central staff are assigned to each school.

- MTSS Specialists
 - Coaching and job-embedded professional development on MTSS data system, process and interventions for each tier
 - Support school-based implementation fidelity of the DCPS MTSS model

- Drive improvements in student performance, teacher practice and MTSS team functioning
- Help manage analysis of MTSS data and progress of data-driven outcomes.
- Monthly collaboration with MTSS team members
- Special Education Inclusion Managers
 - Coaching and job-embedded professional development on available interventions and seminars that benefit all students and focus on manifestation of disability, universal and specially designed instruction, co-teaching and trauma informed practice.
 - Create and manage an MTSS SPED Resource Page
 - Technical assistance support of the MTSS process and acceleration
 - School level technical assistance and consultations on LRE/MRE continuum
 - Manage and review all LRE change requests.

Please describe how the LEA will continue to support parent training for students receiving related services through distance learning as needed.

DCPS will continue to support our families and parents learning at home by offering technical support sessions. Educational Technology will work with vendors and the family engagement team to offer trainings. IT will offer a family help desk for support.

For all students receiving related services through distance learning, related service providers will embed parent coaching, training and consultation sessions and resources for families. During the 2020-21 school year, DCPS' Related Service Providers (RSP) received positive feedback on the asynchronous lessons, parent coaching sessions and extension activities provided to families. For the 2021-22 school year, DCPS and providers will continue parent engagement and training opportunities for our families learning from home. Some of the supports from the providers will include:

- Asynchronous lessons
- Training demonstration videos
- Coaching session on use of a technique or strategy
- Practice and extension activities to implement at home

Additionally, DCPS will offer quarterly live or webinar trainings to families on various topics to support students receiving related services through distance learning and in-person. Live virtual workshops will include a Q&A portion. Some of the topics may include:

- The role of a School-based RSPs (inclusive of all disciplines-AUD, OT, PT, SLP)
- Developmental milestones and red flags for referral
- Developing Language enriched environments at home and in the community
- How to support classroom/curriculum language demands for middle/high school students
- Free movement and play opportunities in the home and community
- Sensory diets and self-regulation strategies
- How to facilitate fine motor development through carryover activities within the home
- Proper transfer and positioning techniques
- Equipment Management for Students with Hearing Loss
- Supporting Students with Hearing Loss at Home and in the Community

Please describe 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.

DCPS has provided devices to students and email accounts to access DCPS' Canvas platform and all Microsoft Office 365 applications. DCPS teachers share assignments and lessons using these platforms. Both platforms are ADA compliant and include various accessible features. Some of the accessibility features include text to speech, accessibility text, reduced readability, graphic organizers, speech to text (dictation), word prediction, editing support, and immersive reader.

Special Populations – English Learners

Describe the LEA's plan to serve English learners, including students participating in distance learning, including 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 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.

Screening:

DCPS will identify English learners (EL) in a timely manner using the state-approved English proficiency screeners within 30 days of enrollment, including any student that was screened as provisional EL during distance learning. Our DCPS Welcome Center has been providing services virtually, inclusive of initial screening, and has re-opened for in-person screenings as well as of May 17, 2021.

Parent Notification:

DCPS will translate family facing documents into Spanish and any other major languages spoken by their families and make available interpretation services for in-person and virtual meetings with families, to the extent practicable and in compliance with the Language Access Act. DCPS will continue to provide communication that meets the Title III requirements inclusive of the 30-Day Parental notice and Eligibility for ESL services. DCPS will also work across offices to ensure there is ample communication around the acceleration plan and multiple opportunities for parents to engage.

Services:

DCPS follows OSSE's foundational principles for supporting English Learner Success whether instruction is provided in-person, virtual or in a hybrid model:

- We value the cultural and linguistic backgrounds of our ELs.
- We provide EL students access to grade level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.
- We use multiple sources of data to inform and continually refine EL programs, services, instruction and assessments.
- We partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.

Students found eligible for English as a Second Language (ESL) services and supports will receive the required ESL service hours according to their individual English language proficiency (ELP) levels. DCPS is planning on administering a State-approved benchmark assessment between August-October to update ELP levels of all previously identified ELs. This action will allow for two key outcomes:

1. Provide up-to-date English language proficiency levels which will be combined with the new WIDA ELP standards to develop instructional plans and improve instructional practices AND
2. Offer a new data point to begin analyzing the impact of interrupted instruction and understanding the language proficiency loss so that we can identify recovery strategies and intensive supports. These will be included in individualized language plans for students in our Ellevation platform which is available to all teachers and

administrators to view and monitor. Intensive supports can include increased EL service delivery hours, tutoring and extended day programming, assigned language development interventions, etc.

Students at the beginning levels of ELP (WIDA Levels 1-2, with particular focus on Newcomers), will receive more comprehensive supports which may include both in-person and virtual language development support. ESL teachers will work with the English Learner students to build their proficiency in the four language domains-speaking, listening, reading and writing while supporting students' access to their grade level content. Effective language development occurs when it is integrated with content/grade level learning.

DCPS will continue ESL and Dual Language program goals and services, aligned with the features and requirements of each program model, as defined by OSSE:

- [Inclusion/Collaborative Teaching](#)
- [Dual Language](#)
- [Content-Based ESL Instruction](#)
- [Newcomer Programs and International Academies](#)
- [Sheltered Content Instruction](#)

Students identified as ELs, who have a parental exemption, are excluded from ESL supports and services but must still participate in the annual ACCESS testing or the beginning of school benchmark test to assess and monitor language growth.

Services for students in PK3-PK4 in Early Childhood (ECE): ESL teachers work in cooperation with ECE classroom teachers and instructional assistants to incorporate appropriate ESL strategies into the ECE curriculum and activities. If staffing permits, an ESL teacher can provide inclusion services otherwise the ESL teacher should provide consultative services.

Elementary ESL Services: Students at the beginning levels of ELP (WIDA Levels 1-2, with focus on Newcomers), will receive more comprehensive supports which may include both in-person and virtual language development support. This may include a combination of language development classes, sheltered content classes, and an inclusion/co-teaching model. Language Development instruction is purposefully integrated into ELs content classes. This includes the use of language objectives and ESL specific scaffolds for all content lessons. Newcomer ELs classes use the English language development curriculum Our World Starter or Our World Level 1, along with the Words Their Way program for phonemic practice.

ESL teachers assigned to co-teach, are scheduled for the same planning period as their core content partner to allow for effective collaboration. It is recommended that all co-teachers (ESL, Special Education and General Education) follow a collaborative instructional cycle for best results.

Middle School and High School ESL Services: Students at the beginning levels of ELP (WIDA Levels 1-2), with focus on Newcomers and Students with Limited/Interrupted Formal Education (SLIFE), will receive the most comprehensive supports which may include both in-person and virtual language development support. Best practices include a combination of language development classes, sheltered content classes, and co-taught content area classes when students are taught language and content in inclusive settings. Students may also receive native language literacy instruction/ support. Language development courses are designed to support the language development needs of ELs and may include literacy or native language literacy instruction, as well as targeted instruction for Students with Limited/Interrupted Formal Education (SLIFE) and Long-Term English Learners (LTELs). Sheltered Content Courses Language Development instruction is purposefully integrated into content classes. This includes the use of language objectives and ESL specific scaffolds for all content lessons. Inclusion/Co-teaching -ESL and General Education teachers who co-teach should also co-plan together. It is recommended that all co-teachers (ESL, Special Education and General Education) follow a collaborative instructional cycle for best results.

Itinerant ESL Services K-12: Itinerant ESL Services are provided to schools with smaller EL student populations. Itinerant ESL teachers work with between 3-6 schools every year, supporting EL students and collaborating with the grade level teachers and school administration. Given the option of the DC Virtual School for qualified students during the 2021-22 school year, there will be team of itinerant ESL teachers who may schedule virtual supports that group students from across school sites, and along grade level or ELP bands.

DCPS recognizes that current ELs will need additional supports and plans on enhancing EL services starting during the Summer with the English Learner Summer Academic Program (ELSAP) which is ready to serve over 800 EL students at ELP Levels 1-2 in grades K-11th in-person and an additional 300 students virtually. At the elementary and middle school level, there will be a strong focus on an integrated approach of language and content development for EL students at the beginning of English language development. At the high school level, all EL students will have the opportunity to pursue ongoing language development, original credit in approved courses and credit recovery.

Newcomers

DCPS is expecting an increase in newcomers and unaccompanied minors and is proposing additional EL specific enhancements for recovery which include:

- I. EL Identification and Supports
 - Addition of a Bilingual Counselor at Welcome Center to support families upon entering our schools. The Bilingual Counselor will partner with the school counselor at receiving schools to ensure an inclusive and welcoming school environment.
 - Increase services at the Welcome Center including referral to immunization and other DC services
 - II. Continuity of services across environments
 - Inclusion of EL strategies in Tier 1 instruction across grade levels and in Reading, Math, Social Studies and Science.
 - Increase in EL support classes for students identified as needing targeted language development.
 - Inclusion of EL strategies in RCTs
 - Increased professional development series for teachers, coaches, administrators, LEAP leaders and Content team Managers
 - Targeted Cluster support services and coaching for 1- and 2-Star schools
 - EL family newsletter to continue to provide EL families with access to DC resource including housing, health, safety, school enrollment, supports for their children as they engage in their studies, and other areas
 - III. EL Language Plans
 - Adoption of strategies and curriculum for students who are Long Term ELs.
 - Increase DCPS levels of social emotional support to supplement what our school-based staff can provide, especially if students enroll in schools without full time EL support teacher or bilingual counselor.
 - IV. Family Engagement and Support
 - Partnership with CBOs to address areas including Supporting school staff to help students and families feel safe and welcome, clinical therapeutic services, additional wrap around services.
 - Reunified families often need extra support for the entire family adjusting to their new situation and family structure. We are planning on additional training for school staff, parent workshops and family therapy.
- Ensure Language Access
- Launch the Language Line app in all DCPS issue mobile telephones.
 - Establish a DCPS Community Interpreters Corp with 20 new trained community interpreters on year 1 and another 20 on year 2. This will increase interpretation capacity throughout the organization.

In addition, itinerant teachers will provide EL supports to guarantee equitable access to mandated services for ELs should EL students qualify for the DCPS Virtual School.

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.

[Updated Spring 2022] DCPS is thrilled to have the opportunity to strategically leverage \$195 million in ESSER III-ARP funds to allow DCPS to build back stronger from the effects of the COVID-19 pandemic as we reopen fully this fall for every student.

In 2021, DCPS launched a community engagement process to help prioritize how to best use these funds at schools. This process included the release of a survey for parents, students, staff, and community members, as well as a series of discussions with key stakeholders. Our survey was open for approximately three weeks in May 2021, and DCPS received responses from across all eight wards. Trends from this engagement highlighted various needs that informed our investment.

As DCPS develops a strategic plan for the use of ESSER III- ARP funding, it is important to note that ESSER III- ARP is available for use through September 30, 2024. As such, DCPS' focus is to both plan for addressing our immediate needs and continue to evaluate and plan for more long-term investments to best support student success. In addition, several areas prioritized by stakeholders are being supported through prior stimulus fund allocations (e.g. COVID- 19 health and safety supplies and technology). We will continue to engage in planning for the use of ESSER III funding based on identified priorities, and in continued collaboration with school leaders, families, staff, and other community stakeholders.

The following information provides more detail related to significant ESSER III investments that will support the recovery and acceleration work. For additional ESSER budget details, please visit <https://dcpsbudget.com/budget-data/central-office-budgets/covid-19-agency-budget-additions/>.

School Budget Support: Ensure stability for schools

- Ensure that no DCPS schools impacted by enrollment as a result of the pandemic experienced a reduction in their FY22 budget.
 - \$21 million.
 - Impact: As a result of this investment, DCPS will have significantly more school-based employees next year to directly address the need for robust support for our students.

Academic Acceleration and Social Emotional Learning: Multi-pronged instructional and whole child strategies to mitigate the effects of COVID on student outcomes: Implement a District-wide Multi-Tiered System of Supports (MTSS) in the upcoming school year.

- \$4 million.
- By investing deeply in a Multi-Tiered Systems of Support (MTSS) across all of our schools, including robust, evidence-based supports to enhance students' academic and social-emotional development, DCPS will ensure all students benefit from data-informed planning and strengths-based supports.

COVID response: Provide infrastructure and systems to remove barriers and ensure access. Implement a robust virtual instructional model for students who have a documented medical condition and need to continue virtual learning.

- \$9 million
- As a result of this investment, students who need to participate in virtual learning will have access to a rich learning environment and all required courses for graduation.
- Ensure adequate resources are available to support systemic needs related to COVID- 19 recovery
 - Up to \$16 million
 - As a result of these investments, which include school-based testing and contracting, we will minimize the disruption of teaching and learning.
- Family and student supports
 - \$1 million
 - As a result of this investment, DCPS will support student reenrollment, attendance and engagement, and enhanced engagement and communications with families.

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.

[Updated Spring 2022] As noted above, DCPS has leveraged portions of prior stimulus allocations, namely ESSER I and ESSER II, to support the implementation of robust health and safety protocols. DCPS will continue to leverage the significant city investments made building enhancements and other supports to ensure safe and healthy learning environments across our portfolio, in partnership with the Department of General Services. More details regarding this infrastructure can be found in DCPS' Health and Safety Plan responses. DCPS is preliminarily allocating up to \$16 million in the upcoming school year to augment the prevention and mitigation strategies put in place last school year as needed, to ensure that healthy and safe learning environments are maintained for the upcoming school year.

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.

In the 2021- 22 school year, DCPS is utilizing ESSER III- ARP funds to implement a system-wide MTSS model. MTSS is an evidence-based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being. At the core of MTSS is the adoption and

⁶ 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;
- (ii)
 - 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
 - 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.

implementation of a continuum of evidence-based interventions that result in improved academic and behavioral outcomes for all students. For the 2021-22 School year, the MTSS framework will support acceleration programming funded by ESSER II. Planned interventions include:

- iReady Math
- iReady ELA
- ALEKS
- ZEARN
- Wilson Foundations Double Dose
- Read 180
- Reading Plus
- Lexia
- DC Reading Clinic (structured literacy intervention) /LETRS
- High-dose tutoring

Students identified in need of support through MTSS will benefit from evidence-based interventions and support to accelerate learning, address trauma, and foster resiliency and wellness. These interventions may take place during the school day or during out of school time in school-based Acceleration Academies.

In the 2022-2023 school year, DCPS will continue to support robust MTSS implementation with ESSER III funds. DCPS anticipates allocating \$30M to support evidence-based interventions, ensuring that students identified as needing Tier II (small group) and Tier III (individual) support are provided with the targeted support needed to be successful.

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.

As noted above, given that the ESSER III- ARP award period spans three school years, DCPS' focus is to both plan for addressing our immediate needs and continue to evaluate and plan for more long-term investments to best support student success. We will continue to engage in planning for the use of ESSER III funding based on identified priorities in collaboration with school community stakeholders. However, we anticipate using a significant remainder of funding to support our Empowered Learners Initiative. We also anticipate supporting MTSS and evidence-based acceleration supports in the 2022-2023 school year as well.

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.

Because MTSS is a whole-school model which incorporates the regular review of student academic, behavioral, and attendance data, DCPS is confident that system-wide implementation of the model with fidelity will ensure that 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.

⁷ Please refer to OSSE's web site for guidance on allowable uses of the ESSER III-ARP funds at osse.dc.gov/recoveryfunding



As described in prior sections, the combination of regular assessments with the implementation of standardized data review cycles will ensure that we are able to identify student needs promptly and differentiate our support to diagnose the need for academic and social-emotional support and immediately meet students and families where they are to provide effective support.