



UPDATED: March 1, 2022

SY 2021-22 Continuous Education Plan

Background and Purpose:

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

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

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

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Safe Reopening

B. Support Across Learning Environments

Q1. Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

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

Capital City has carefully evaluated its space and staffing needs to offer full-time in-person learning five days per week. We have made program adjustments to accommodate all students, spaced 3 feet apart in classrooms for instruction and 6 feet apart while eating. Our SY 2021-22 calendar can be found [here](#). We will have early dismissal on Wednesdays for staff professional development. Our daily schedules are:

- Lower School, 8a - 3p; Wednesday, 8a - 12p
- Middle School, 8:30a - 3:30p; Wednesday, 8:30a - 12:30p
- High School, 9a - 4p; Wednesday, 9a - 1p

The staggered arrival and dismissal times will reduce congestion and support physical distancing. To accommodate families with students in multiple campuses, we will offer a before-school homework center for Middle and High School students and a free aftercare option for Lower School students. Students will be grouped by grade to the extent possible for homework centers and aftercare.

For our Lower School program, we have reduced class size by adding four additional classes in grades 1-4 lowering the group size in those grades from 25-26 students to 16-19 students. We will be utilizing rooms previously used for our Specials classes (art, music, drama, Spanish) as classrooms for these added classes. Specials teachers will travel to students' regular classrooms to continue offering these subjects. We have budgeted for, and been working to hire, the additional teachers to lead these classes. To further reduce ratios in all Lower School classes and provide maximum support to all learners during re-entry, we are moving to a co-teaching model of instruction. We have budgeted for, and are in the process of hiring, additional inclusion teachers so that all K-4 classrooms will be co-taught. PK will continue to use a model with one lead teacher and two assistants. To accommodate meals where more distance between students is required, we have developed a schedule where half of the students will eat in classrooms while the other half of students are at recess either outdoors or in our gymnasium on inclement weather days.

For our Middle School program, with classes of 20-21 students, we have the space to accommodate all students seated 3 feet apart. As with the Lower School, we have added additional inclusion teachers so that all of our classes are co-taught by a general educator and an inclusion teacher. For meals, we have developed a schedule where half of the students will eat in classrooms while the other half eats in grade-level shifts of approximately 40 students at a time in our cafeteria. The cafeteria is being outfitted with individual tables spaced 6 feet apart for this purpose. The middle school schedule has been redesigned so that students remain in cohorts for the majority of the day with teachers rotating to students rather than students changing classes.

Accommodating the 350 students in our High School program five days per week for in-person learning has proven to be the most challenging. Our early plan was to offer a hybrid model for High School. However, in order to meet the requirements of Mayor's Order 2021-69, we have been diligently exploring other options. We were working with an architect and builder to plan for the renovation of 6,000 feet of unused space in our building; however, the timeline for the project proved unrealistic (anticipating a January 2022 completion) so we are not pursuing the project at this time. We are exploring several other options including partnerships for offsite classrooms, repurposing spaces in our building including our library and theatre, adding outdoor tenting for high school meals, and supporting students and families with vaccinations to improve safety in high school if students are unable to be 3 feet apart in classrooms at all times and 6 feet apart for meals.

As with the other campuses, we have added additional staff to our High School team so that the majority of classes are co-taught and so that we have enough class sections so that the maximum number of students in a class is 20. Schedules allow students to be cohorted by grade to the extent possible although 11th and 12th grades will mix for some classes. The number of students changing classes during passing periods will be limited since teachers will rotate to students for most classes.

For students 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, students will be able to access instruction through remote learning, as detailed in the Distance Learning for Students with Medical Certifications section below. All students will have access to computers both in school and at home in order to make a transition to distance learning as seamless as possible.

Our co-teaching model provides additional bandwidth in the classroom, so if there is a situation in which one member of a classroom team is required to quarantine and can still work from home, this staff member would support students remotely, while their partner teacher supports students in person. In the case where both teachers in a team need to quarantine and/or the quarantined teacher is unable to work remotely, we will employ substitutes (guest teachers) through our existing partnership with Enriched Schools.

In the event of an unexpected closure or partial closure, families will be notified through email, text and our Remind communication software. Affected grades/campuses will transition to a distance learning posture, which should be relatively seamless given student access to a computer at home and staff maintaining online Learning Management Systems (LMS) throughout the year. It may be necessary to adjust schedules, to limit screen time in an age-appropriate way. Shifts to schedules will be communicated with families through email, text and Remind. Necessary instructional materials will be available online, through the relevant LMS. Families can communicate any questions to their child's teacher/crew leader/advisor, or by contacting the Family Engagement team via families@ccpcs.org.

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Q2. Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):
 - i. The LEA itself ✓
 - ii. Another District LEA (please select name)
 - iii. One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)
- b. How the LEA will deliver its distance learning program (select one):
 - i. Centrally at the LEA level
 - ii. By campus/at the school level ✓
 - iii. Both (please describe the LEA's approach)
- c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable

instructional time and coursework as students attending school in person, with access to real-time, synchronous instructions and support from teachers.

Capital City PCS will implement a hyflex model for our distance learning, meaning that students who are participating in distance learning will attend classes via Zoom to follow along with in-person classes. The schedules of students in distance learning will follow those attending in-person. They will receive the same amount of instructional time as students attending in-person and will be responsible for the same level of coursework. Teachers will receive PD in August in order to support this model, and the majority of our classes will implement a co-teaching model with two teachers in the classroom to ensure that students participating in distance learning get the real-time support that they need. Additional cameras are being placed in every classroom to facilitate and enhance the Zoom presentations.

Teachers will be expected to maintain their Learning Management System (LMS) for the entire school year (Seesaw: PK-2nd; Google Classroom: 3rd - 8th; and Canvas: 9th - 12th). In the Middle and High Schools, teachers must post all assignments in the LMS. Teachers will receive training on best practices in using these platforms to create digital-born assignments through the lens of Universal Design for Learning (UDL).

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

All Capital City PCS students will be provided with a laptop or tablet for use at home, ensuring that everyone has access to the technology needed for instruction. We will continue to provide support for families who need enhanced internet access by providing access to Capital City-owned internet hotspots or by assisting them in accessing internet options available to them through the District government.

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

Every student will keep a Capital City-provided device at home, while also having access to technology at school; this ensures that students will be able to transition to distance learning as needed, and it ensures that students with medical certifications will have what they need to start the school year strong. Instructional materials will be provided for families of students with medical certifications that can be picked up at the school as needed. As with SY 2020-21, we will continue to offer best practices for distance learning and technology training for families; these opportunities will be offered during family orientation activities in August and throughout the fall.

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

Capital City will implement a hyflex model for our distance learning students, meaning that instruction will be delivered both in-person and online at the same time. Every classroom will be fitted with a projector and a Poly Studio USB Video bar to ensure that students at home have

audio and video of their teacher.

Our professional development will be designed to focus on UDL and co-teaching, particularly within the context of a hybrid model. Teachers will receive training on using a variety of instructional methods and tools to implement strong instruction, as well as using Nearpod to seamlessly integrate checks for understanding into their instruction. They will also be trained on how to create online assignments through our various LMS (Seesaw: PK-2nd; Google Classroom: 3rd - 8th; and Canvas: 9th - 12th).

Teachers will have access to additional learning tools, for which they will be provided training in small groups and upon request. Tools include, but are not limited to, Brainpop, Canva, Clever, Education Modified, Equatio, Flipgrid, Hapara, Illuminate Education, IXL, Jamboard, Kami, Khan Academy, MobyMax, Newsela, Pebble Go, Pivot Interactives, Quill, Quizlet, Read&Write, Reflex Math, Remind, Sora, Swank K-12 Streaming, Typing.com and Zoom.

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Student and Staff Well-Being

A. Whole Child Supports

Q3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:

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

Capital City is considering utilizing the [TRAILS Student Mental Health Screening Toolkit](#) to determine the social-emotional well-being of students when they return for SY 2021-22. Though this tool was developed to monitor student well-being during COVID, we believe it will continue to work well as we transition back to in-person learning. Understanding at the student level how students are experiencing re-entry into school is critical to our success overall.

Our LEA is prepared to offer support to students through various means. Specifically, we will utilize the following tiered interventions:

- **Tier 1:** Teachers will implement the Everfi-SEL Online Curriculum, which provides workshops such as social skills development, community building, well-being promotion, and overall student health. Students are introduced and exposed to wellness vocabulary, ways to identify emotions, and problem solving. Each course provides a post-assessment, which will determine need for any Tier 2 & 3 supports.
- **Tier 2:** School counselors will facilitate group discussions based on the data from the Everfi-SEL courses. These discussions may lead to smaller group sessions that target specific student needs.
- **Tier 3:** As needed, students may be referred to Mary's Center for counseling. Mary's Center is a community-based organization (CBO) with which we partner; they provide Capital City with three full-time clinicians (one at each campus) and one part-time clinician who works with families. Mary's Center will engage their referral process and

make a determination for services. In the event that Mary's Center is not able to provide the necessary services to a student, the Wellness Team (Capital City counselors, Mary's Center clinicians, and the LEA Director of Special Populations) will convene to determine appropriate next steps and services for the student, which Capital City will provide. Staff will receive training and information for how to refer students for Tier 3 interventions during professional development at the beginning of the year. Families and students will receive information about counseling services in the family handbooks that are shared at the start of the school year.

We will also continue to support all students through the following means:

- Continued implementation of Responsive Classroom, Developmental Designs, Restorative Justice, and Response to Intervention (RtI) to address behavioral needs
- Connection to wrap-around services, such as food, shelter and family supports
- Scheduling considerations, such as cohorting, advisory/crew, cohort-safe celebrations and check-ins
- Universal Design for Learning (UDL)

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Q4. 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.

Capital City has always employed a positive and proactive approach to discipline and in recent years we have deepened our model to focus on employing and leveraging restorative justice and trauma-informed practices. This model will be especially important as we reintegrate students to in-person learning and support their social, emotional, and academic recovery.

In our Lower School, we use the evidence-based Responsive Classroom model for establishing clear routines and structures and cultivating a positive approach for classroom management and discipline. Our teachers have been trained in this approach, and many components will be especially important for re-entry such as an intentional focus on the first six weeks of school to establish classroom community and structures. Within this model, students practice routines and structures, adults use positive reinforcement and knowledge of child development, and students participate in establishing the classroom rules and community.

In our Middle and High Schools, we use the structures of Developmental Designs, also an evidence-based strategy, which are similar to Responsive Classroom, but adapted to meet the developmental needs of older students. Students meet daily in classroom crews (Middle School) and Advisory (High School) so that every student is known by a trusted adult. Within crews/advisories and classrooms, teachers use the language of the Capital City community values to set expectations for classroom culture and behavior.

The focus on clearly explaining, discussing, and practicing new rules and structures will be especially important as students return to school after over a year of learning at home. In fact, we are intentionally using the first days of school to focus on orientation and community building. Our model recognizes that students need to deeply understand rules and structures

and see them as an important part of maintaining a safe and positive community.

When students break rules, we respond with a positive and restorative approach. In most situations, students simply need redirection and that will be calmly provided. In cases of a student repeatedly breaking rules or with more serious infractions, we take a restorative approach, seeking to understand the root causes of behavior and utilize logical consequences.

Our Middle School and High School programs each have a restorative justice coordinator who trains staff on restorative practices, meets with students, de-escalates behaviors, and facilitates restorative conversations, conferencing, and circles. In the Lower School, administrators also use restorative practices coupled with a strong focus on trauma-informed practices, recognizing that when young students misbehave, they are often experiencing dysregulation. We focus on co-regulation, having a conversation with the student about the behavior when the student is ready, and developing a plan to support self-regulation in the future.

In recent years we have used exclusionary discipline (i.e. suspension) rarely and as a last resort for matters that relate to school safety and it is always used in tandem with restorative practices. This will continue and be especially important as students return to school and readjust to in-person learning. If a student is suspended, they will, in most cases, be able to access their work and assignments through online platforms using their school-provided home technology.

Training and consistency are two very important things for our model of school discipline. We will provide training for new staff during our new staff orientation and training for all staff considering the implications and scenarios we may encounter during re-entry. We have several skilled staff members prepared to lead this training. Additionally, we will leverage external partnerships and resources through organizations that may include Restorative DC, EL Education, Responsive Classroom, Developmental Designs, Georgetown WISE, and OSSE.

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Q5. 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.

Capital City will continue to contract with Revolution Foods to provide pre-packaged breakfast and lunch meals. Grab-and-go breakfasts will be available before school and for 45 minutes after the start of the school day for students who arrive late. We are currently planning to offer two options for breakfast: (1) providing students with breakfast to be received and eaten outdoors prior to their morning entry to the building; and/or (2) providing students with breakfast to take home and have prior to arriving at school.

Lunches will be pre-packaged and served both in the classroom and in larger spaces that can accommodate students at six feet physical distance while eating. In the Lower School, half of each class will eat lunch in the classroom, while the other half is at recess. In the Middle School, half of a grade-level cohort will eat in the cafeteria at tables spaced six feet apart, while the other half eats in their classrooms, spaced six feet apart. We are still in the process of determining what lunch will look like for our High School students and allocating additional

spaces in the building to meet this need. We hope to be able to identify spaces (e.g. our theatre) to allow High School to adopt a lunch model similar to Middle School.

Capital City is not currently planning to offer afterschool meals (supper program) during SY 2021-22 as it is not feasible to manage this safely due to cohorting and on-site consumption requirements. We will have pre-packaged snacks available for students who remain on site for aftercare or afterschool activities until 6pm. Also, we do not intend to continue serving as a meal distribution site during SY 2021-22.

Capital City will work with Revolution Foods to provide a week's worth of meals (5 breakfasts and 5 lunches) for students who are learning remotely, or who are required to quarantine due to a positive case. Families will be able to pick up meals at the start of each week.

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B. Educator Wellness

Q6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and
- b. How the LEA might offer access to health support for staff internally or through established partnerships with community organizations.

Supporting teacher and staff social-emotional and mental health needs has been a priority at Capital City for many years and is elevated in importance as we emerge from the pandemic. For educators to do their best work supporting students and families, they must effectively manage their own emotions, stress, and behavior.

Our professional development will continue to include a focus on social-emotional learning (SEL), providing sessions dedicated to Trauma Response Recovery, Adult SEL learning, and SEL training and planning for work with students. Campus leadership will continue to create space for team-building activities where teachers come together and work cooperatively toward a shared understanding of teacher and student success.

We have formed a staff wellness working group composed of teachers, staff, and administrators that will meet in summer 2021 to identify and cultivate a range of grounding and wellness tools and practices and identify partnerships to support our re-entry and recovery plans for SY 2021-22. The practices and plans developed by the working group will be rolled out and shared with educators during August Professional Development.

Last year we established a partnership with [EdWell](#) to provide wellness-based individual and group coaching to interested staff. We plan to continue that partnership and also partner with [Spark](#) to further increase wellness opportunities for staff.

We recognize that when educators develop their own tools for self-regulation, wellness, and resilience that they are, in turn, better able to employ these strategies with students. Our approach to staff wellness will incorporate many of the same wellness tools that have proven

effective in supporting students with stress management and nurturing their collective resilience after facing adversity and trauma.

In addition to the strategies discussed above, we will continue to communicate resources available to staff through our Employee Assistance Program, which include telehealth services, grief counseling, legal and financial services, among others.

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C. Family Engagement

Q7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

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

In December 2020, Capital City formed a Reentry and Recovery Planning team, which includes students, parents, staff and other community members. The members of this team provided feedback and input as we began thinking through and developing our re-entry and recovery plans. In May, we shared information with all families and solicited feedback on all aspects of planning through a comprehensive online family survey.

At the end of May we released our draft planning document for Fall 2021 along with a video highlighting key aspects of the plan. We also hosted two virtual town hall meetings with the Head of School and our principals where we shared key components of our plan and gathered additional feedback and answered questions. Another feedback form was shared after the town halls and in our weekly e-newsletter to give families an opportunity to share any additional questions or concerns they had.

To ensure that we were connecting with all families, we developed talking points for June parent-teacher conferences which were held over Zoom. Over 90% of families attend parent-teacher conferences making them an ideal vehicle for sharing important information. During conferences, teachers shared key elements of the plan and answered and gathered questions from families. We also asked questions to gauge comfort with our in-person return so that we may follow up over the summer with the families who expressed concerns or anxiety.

Our planning documents, informational videos, town hall recordings, and survey feedback are all shared on our website and in our weekly e-newsletters, which are also texted to families to ensure all have access to it. All materials and meetings are fully translated into Spanish, which is the predominant home language of our families, after English.

This summer, we plan on hosting family focus groups around specific topics, as well as weekly virtual chats for families to ask questions about the fall re-entry plan. These will be run by our Family Engagement staff who are fully bilingual in Spanish and English. Our August Back-to-School communication will share detailed information on all things related to the start

of school. We are working to include photos and videos as well as text to make the document most useful to families.

We will continue to host virtual town halls with the Head of School throughout the summer and fall. All recordings and feedback will be shared on our website, and through our weekly e-newsletter. We have conferences with all families in August before school starts which will also be an important vehicle for communicating information.

Our Continuous Education Plan (CEP) will be shared directly with families through our weekly e-newsletter, website, text messages, and Remind messages. Along with our CEP, we will also share informational videos to help orient students and families to our re-entry plan. Videos will include: (1) how classrooms will be set up; (2) student arrival and dismissal protocols; (3) building tours that highlight safety features; (4) introductions from Capital City staff with whom students will interact regularly. We will share information from our CEP during virtual town halls with our Head of School, at parent-teacher-student meetings in August, and through personal outreach from the Family Engagement Team for parents with concerns. All materials will be provided in English and Spanish, and town halls and parent meetings will be interpreted, where appropriate. Additionally, our Family Engagement team is bilingual in Spanish and English.

Student progress will be communicated regularly throughout the school year through quarterly progress reports; one-on-one communication between caregivers and teachers/crew leaders/advisors; and student-led conferences which are held in November, February and June. Additionally, parents have access to parent portals for various systems, including gradebooks and some intervention tools. Finally, MAP Growth reports will be shared with families following each of our benchmark assessments, along with tools for reading, understanding and interpreting this data.

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D. Attendance and Re-Engagement

Q8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to re-engage them in learning in the 2021-22 school year.

To support equitable access to virtual learning during SY 2020-21, Capital City provided all students with school-issued devices (Chromebooks or tablets) for use at home. For families who needed enhanced internet access, we also issued Capital City-owned internet hotspots, or provided support in accessing internet options available to them through the District government. The majority of students had a school-issued device by the end of September, and technology and internet access issues, including families who did not initially pick up a school-issued device, were addressed on an ongoing basis through a dedicated email address and phone number which was set up to direct technology questions to the appropriate departments.

Understanding that access to technology was not the only barrier to fully engaging in virtual learning, we monitored other engagement metrics and identified students who were consistently less engaged based on (a) failing grades, (b) poor attendance, and/or (c) social-emotional challenges, as determined by teacher, counselor, or parent referral. Each

campus identified a family engagement team that reviewed data regularly (at least weekly) and conducted daily outreach to students and their families. We are proud to say that our daily attendance was very strong across the LEA because of these structures that we put in place.

Starting in February, we were able to offer on-site learning hubs where we prioritized participation for less engaged students. These hubs aimed to provide students with the structure, reliable internet, and social-emotional support that they needed.

Our program began with one hub each in Lower School (PK - 4th), Middle School (5th - 8th), and High School (9th - 12th), serving up to 10 students each. Following Spring Break, we were able to expand that offering to a total of 9 hubs (4 in Lower School; 3 in Middle School; 2 in High School). Of the students identified, approximately 50% were enrolled in Learning Hubs in some capacity. Attendance rules were applied to ensure invited students were utilizing this resource; after four unexcused absences, spots were rescinded and offered to students on the waitlist.

For those students who were consistently less engaged with learning last school year, the LEA is implementing a number of strategies, including:

- Summer School programming aimed at providing additional academic support for students.
- Summer orientation sessions to help students familiarize (or re-familiarize) themselves with campus, and spend time with classmates working and socializing in teams.
- Start-of-School re-engagement programming to allow students a chance to slowly transition back to being in-person. This work will have a focus on social-emotional learning, specifically around dealing with the trauma of the pandemic and the anxiety of re-entry.
- Academic success blocks built into every schedule to allow students an opportunity to engage in a variety of activities, including tutoring, enrichment, and social-emotional support.

This work will be in addition to our already robust social-emotional curriculum that is integrated daily through Morning Meetings (in Lower School), Crew (in Middle School) and Advisory (in High School).

As we did during SY 2020-21, school engagement teams will regularly review engagement data, including daily attendance and grades, to monitor student engagement. These teams will confer with teachers/crew leaders/advisors, and reach out to families utilizing the communication platform Remind, email, and/or phone to determine the root cause behind the disengagement. Where it is determined that mental health needs or trauma are the cause of the disengagement, teams will refer families to counseling or the LEA Family Engagement team for additional follow-up. Capital City will continue its partnership with Mary's Center, allowing for additional counseling support for mental health services at each campus.

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Accelerated Learning

A. Set Clear Goals and High Expectations for All Students

Q9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

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

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Q10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year? (check boxes)
 - English language arts ✓
 - Math ✓
 - Science ✓
 - English language proficiency ✓
- b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments.

The tools that will be used to measure student learning and interrupted instruction are as follows:

- NWEA MAP Growth
 - English language arts; Grades K - 12
 - Math; Grades K - 8, Algebra 1, Geometry, Algebra 2
 - Science; Grades 5 - 8, High School Biology
 - NWEA MAP Reading Fluency: English language arts; Grades K - 4
 - Targeted/diagnostic use in grades 5 - 8
 - Houghton Mifflin Harcourt’s Reading Inventory: English language arts; Grades 5 - 12
 - Teaching Strategies GOLD: English language arts, Math, Science, English language proficiency; PK
 - MODEL: English language proficiency; Grades 2 - 12
 - Pre-IPT and WIDA Screener: English language proficiency; Grades PK - 12
 - School-created, on-demand writing assessments: English language arts; Grades 5 - 12
 - Curriculum-aligned/School-created unit assessments: English language arts, Math, Science; Grades K - 12
- c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);

A comprehensive assessment calendar will be finalized over the summer. Administration windows are generally planned for:

- NWEA MAP Growth: Fall (Sept/Oct); Winter (Jan - Mar); Spring (Apr/May)
 - NWEA MAP Reading Fluency: Fall (Sept/Oct); Winter (February); Spring (May)
 - HMH's Reading Inventory: Fall (Sept/Oct); Spring (May/June)
 - Teaching Strategies GOLD is observational data collected throughout the year. There are three reporting checkpoints: Fall (November); Winter (February); and Spring (June).
 - MODEL may be administered in the Fall to diagnose current Reading, Writing, Listening and Speaking levels for students who don't have ACCESS scores for the past 2 years.
 - Pre-IPT and WIDA Screener will be used to screen new students, if the Home Language Survey indicates that a language other than English is spoken at home, to determine appropriate English Learner identification. Per policy guidelines, this will be done within the first 30 school days.
 - School-created on-demand writing assessments: Fall (Sept/Oct); Winter (Jan - Mar); Spring (Apr/May)
 - Curriculum-aligned/School-created unit assessments are administered throughout the year, according to each grade-/course-level curriculum map.
- d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:
- i. Whether these goals are set by the assessment provider or are determined by the LEA; and
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and

MAP Growth Assessments: The vendor, NWEA, calculates student achievement and growth norms for each assessment every 5 years. The 2020 norms were calculated using records sampled from 3.6 - 5.5 million test scores nationwide.

We utilize these achievement and growth norms, or percentiles, in developing goals for our students. Our primary focus in SY 2021-22 will be growth metrics; we will closely monitor the percent of students meeting their expected growth between administrations; we will also look at grade- and subgroup-level median growth percentiles (MGPs) to identify bright spots or areas of concern.

In SY 2019-20, we defined four performance levels using a 2016 NWEA linking study that compared MAP Growth achievement percentiles in Fall, Winter and Spring to end-of-year PARCC performance. These levels allowed us to track projected PARCC performance throughout the year. This will not be a primary focus in SY 2021-22, as we suspect our performance levels are no longer accurate for two reasons: (1) MAP updated achievement norms in 2020 and found average RIT scores for a grade/subject were lower than they had been in the 2015 study; (2) the impact of the COVID-19 pandemic on PARCC achievement is still unknown. We do plan to utilize these performance levels next year for the purposes of comparing student performance longitudinally (SY 2019-20, SY 2020-21, and SY 2021-22). We will update performance levels

once there is PARCC data that can be used internally to compare performance and/or an updated MAP/PARCC linking study from NWEA.

MAP Reading Fluency: The vendor, NWEA, provides grade-level expectations for the various metrics measured on this assessment which we use to determine appropriate supports for students.

Reading Inventory: We defined four performance levels based on Lexile Level scores. These performance levels were informed by Achieve3000's College & Career Readiness Proficiency Ranges.

Teaching Strategies GOLD: The vendor, Teaching Strategies, provides student-level goals for achievement and growth.

MODEL, Pre-IPT, WIDA Screeners: These tools are used as screeners or diagnostic assessments. Goals are not set for individual students or student groups.

School-created, On-demand Writing Assessments: These assessments will be graded using a rubric and assigned a standards-based grade (1-4). Teachers will utilize rubrics to determine appropriate supports for students.

Curriculum-aligned/School-created Unit Assessments: These assessments are either graded using a standards-based grading scale (1-4) or using performance levels based on percent correct.

- e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and

Our Senior Leadership Team and campus administration teams will review data from our benchmark assessments (MAP Growth; MAP Reading Fluency; Reading Inventory) at campus-, grade-, and subgroup-levels to identify any trends, bright spots, or areas of concern. Teams will look at overall achievement, goal achievement, and growth, when available, during these reviews.

Teachers will also review MAP Growth assessment data, at the class and student levels. These assessments are aligned with Common Core State Standards (for English language arts and Math) and Next Generation Science Standards. System reports provide teachers with valuable information about specific standards and skills. Teaching teams use class-level data to adjust curricular and/or instructional practices, while student-level data is used to help each student understand where they are, where they are going, and what is needed to get there.

The MAP Reading Fluency and Reading Inventory assessments measure students' reading fluency and comprehension; data from these assessments help teachers determine the appropriate texts to use in class. Data from curriculum-aligned or school-created unit assessments will be used to adjust curriculum maps in response to student needs.

Our EL Specialists will use data from the English language proficiency screeners and diagnostics to help teachers understand student’s strengths and areas for growth in English language acquisition, and what supports are needed both in and out of the classroom. Campus EL Specialists will also use this information for progress monitoring throughout the year.

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

We currently have 10 students enrolled across 8 non-public special education schools, per OSSE’s placement process:

- The Katherine Thomas School
- The Children’s Guild
- The Foundation School
- Accotink Academy Therapeutic Day School
- Lt. Joseph P. Kennedy Institute
- Grafton School Richmond Campus
- Phillips School - Annandale
- Kennedy Krieger School: Montgomery County Campus

We will continue to collaborate with our non-public partners regarding interrupted instruction for our students by conferencing with the team and convening Individualized Education Plan (IEP) meetings to address any disruptions and develop a plan. Additionally, we collaborate with the families to ensure students’ IEP goals reflect this plan; IEP meetings are conducted at the family’s convenience and caregiver input is solicited and incorporated into any amended plan.

Our LEA Director of Special Populations checks in regularly with our NPP families to ensure that students’ needs continue to be met.

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B. Employing Intentional Strategies for Accelerated Learning

Q11. Describe the LEA’s overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

The basis of Capital City’s approach to addressing interrupted instruction, and the need to accelerate learning for all students, is ensuring that all teachers are prioritizing grade-level skills and content in all classes, providing just-in-time supports and scaffolds and using blended learning approaches where necessary to allow all students to access the content. Teaching teams across the LEA will review curriculum maps, our high-quality instructional materials, and be trained on Universal Design for Learning (UDL) guidelines to evaluate curricular scope, sequence, and lessons with this focus.

Additionally, all three campuses have incorporated time into their master schedules for targeted interventions throughout the day. Our Lower School has increased Intensives time to four days per week (instead of two in SY 2019-20) and will employ a variety of interventions during this

time, including small group support with Academic Specialists, individualized work utilizing educational technology, and high-impact tutoring. Middle School students will start each day with an Intensives block, during which time they will engage with educational technology or small group instruction, and have up to two “X Blocks” throughout the day where they will engage with a variety of interventions, including Academic Support Blocks, Related Services, or high-impact tutoring, depending on their individual needs. High School is implementing an 8-period, 90-minute rotating block schedule (4 blocks per day) to allow for the introduction of Enrichment and Support Classes in 9th and 10th grades and Study Hall for 11th and 12th grades. These periods will allow for targeted specific instruction, determined by student needs. Students with Individualized Education Plans (IEPs) or English Learner (EL) plans in 9th and 10th grades will be enrolled in English language arts (ELA) and math foundations courses.

The non-state summative assessments noted above will be the initial source of data used to identify interventions for students. Teams will review SY 2020-21 spring data from MAP Growth, MAP Reading Fluency, and Reading Inventory assessments during the summer to recommend starting points for all students. As noted above, benchmark assessment data will be analyzed throughout the year as soon as possible following administration and used by teaching teams to determine any adjustments needed to interventions.

Student performance on curriculum-aligned or school-created unit assessments, student grades, work samples, and observational data will allow for more frequent checkpoints, between benchmark assessments, to determine adjustments to student needs. Finally, classroom formative assessments, like exit tickets, and data collected from educational technology will allow for real-time adjustments to instruction and identifying needs to provide a higher tier of support to students during intensives.

Capital City’s Data Team will work closely with senior leadership, campus administration, and teachers to review data from various sources and engage in continuous improvement cycles around instructional practices, curriculum pacing, and the efficacy of interventions.

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Q12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

Adjusted Scheduling

- Adjusted class/block/bell schedules ✓
- After-school programming ✓
- Longer school day
- Longer school year
- Summer 2021 programming ✓
- Summer 2022 programming ✓
- School break/holiday programming
- Weekend programming (e.g. Saturday school)

Instructional Changes

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

- Staffing and Related Supports**
 - Additional staffing ✓
 - Additional vendor and/or community partner support ✓
 - New hardware purchase
 - New software purchase ✓
- Other - please describe.**

In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

Capital City will maximize accelerated learning opportunities for students by employing the following strategies across our schools. All of these programs are offered at no-cost to families:

- **Adjusted class/block/bell schedules**
 - Lower School has scheduled four days of Intensives for SY 2021-22. In SY 2019-20, there were only two days of Intensives.
 - Middle School's school days will include an Intensives period at the start of each day, as well as up to two "X Blocks" during the day during which students will engage with a variety of options, including Related Services, Academic Support or targeted interventions.
 - High School has adopted an 8-period, 90-minute rotating block schedule (4 blocks per day). Prior to the pandemic, students had a 7-period, 55-minute schedule.
- **After-school programming**
 - Middle School will continue to host Math Lab and Literacy Lab after school, providing targeted support for students.
 - High School will reinstate several after-school programs that they were unable to provide during distance learning, including Writing Center, Homework Club, STEM Ready, in partnership with DC CAP, and Georgetown Tutors, both of which provide math and science tutoring for students.
- **Summer 2021 programming**
 - In the Lower School, the Summer Intensive program will serve approximately 35 English learners or other students who need additional academic support. We are also offering a variety of academic and extracurricular clubs throughout the summer.
 - In the Middle School, the Eagle Summer Institute will serve approximately 35 students with below a 2.0 in either English language arts or math; the Summer STEM Program will serve approximately 50 rising Middle School students, focusing on enrichment in the field of Science, Technology, Engineering and Math (STEM). Middle School is also offering a variety of academic and extracurricular clubs throughout the summer.
 - In the High School, the Credit Recovery program will serve students who need to recover credits in core classes, including English, Algebra and Spanish; High School students also have the opportunity to take an ACT prep class, participate in dual enrollment classes, or participate in the Summer Youth Employment Program (SYEP) this summer.
 - All three campuses are also providing Extended School Year services to qualifying students with disabilities.

- **Summer 2022 programming**
 - Our hope is to be able to continue the same offerings in Summer 2022, but perhaps with extended capacity since learning will hopefully continue in-person. We will also investigate additional programming to enhance the opportunities available to our students.
- **High-impact tutoring**
 - The Lower School will be partnering with AARP Experience Corps to offer literacy-focused tutoring during their Intensives block.
 - The Middle School will leverage its continued partnership with City Year to provide high-impact tutoring during X blocks. We are looking into a partnership with CityTutorDC around middle grades mathematics.
 - The High School will leverage its partnership with DC CAP and Georgetown University to continue its math and science tutoring programs.
- **New curriculum purchase**
 - Lower School will be using Second Step, an elementary social-emotional learning curriculum, during Morning Meetings starting in SY 2021-22.
- **New uses of staff planning time for accelerated learning**
 - Staff planning time will be used to fully implement the co-teaching model and UDL guidelines.
 - Staff planning time will also be used to continuously review curriculum scope and sequence, unit lesson plans, and instructional practices to ensure that grade-level content is prioritized and appropriate scaffolds and supports identified to allow all students to access the content.
- **New professional development for staff on accelerated learning**
 - August 2021 PD will focus heavily on Universal Design for Learning (UDL) training to support teachers in maximizing learning opportunities for all learners through evidence-based approaches and co-teaching practices to prepare teachers to fully utilize this model to serve all students.
 - Teachers will be trained on any newly adopted softwares that will be used during class and/or intervention blocks.
- **Additional staffing:** We have created positions, and begun hiring for:
 - Thirty-two (32) new classroom and inclusion teacher positions to reduce ratios and increase support for students through a co-teaching model.
 - Five (5) Special Education case managers to allow teachers to focus on instruction and ensure students' Individualized Education Plans (IEPs) are up-to-date and consistent with their needs.
 - Two (2) Instructional Technology coordinators to support staff with using instructional technology effectively in classrooms.
- **Additional vendor and/or community partner support**
 - In the Lower School, we will begin a partnership with AARP Experience Corps to provide high-impact literacy tutoring during the school day. We are also partnering with the DC Special Education Cooperative for support with implementation of UDL strategies.
 - In the Middle School, we will continue our partnership with City Year and will be investigating additional partnerships to provide high-impact math tutoring.
 - In the High School, we will restart partnerships with DC CAP, Georgetown and American Universities that we were unable to maintain during distance learning.

DC CAP and Georgetown offer math/science tutoring, as mentioned above; the American University Marshall Brennan Program provides electives in Youth Justice and Constitutional Law that students can take during the school year.

- **New software purchase**

- Lower School is investigating the following blended learning platforms to utilize during Interventions: Lexia Core 5 for English language arts and Dreambox for Mathematics.
- Middle School is investigating the following blended learning platforms to utilize during their intervention blocks: MAP Accelerator, a personalized learning tool offered by NWEA, in partnership with Khan Academy, and Newsela, an online education platform for content. We already have a Newsela contract, but are looking to expand our use of the system to integrate MAP Growth scores and develop individualized pathways for students in literacy.

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Q13. 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.

Instructional coaches began meeting this spring to develop a staff professional development plan for SY 2021-22 based on student data, observational data, and teacher and student feedback. The plan is built around the theory that all teachers should be able to:

1. Apply the foundational concepts of engagement, representation, action and expression as a planning and instructional framework
2. Maximize existing structures such as supported planning, co-teaching, and instructional coaching
3. Use multiple data sources to plan differentiated, culturally and emotionally responsive instruction centered on high quality grade-level work
4. Meet the individual needs of learners
5. Create equitable access to learning

This plan will be focused on three key areas: (1) social-emotional learning (SEL) and trauma-informed care; (2) equity; and (3) EL Education practices and the Universal Design for Learning (UDL) framework, as well as strong implementation of, and fidelity to, health and safety guidelines.

The following are draft learning targets that teachers will work towards; Instructional Coaches will be finalizing the plan this summer:

- **Student SEL:** I can implement trauma-informed strategies for diverse learners to build developmentally appropriate social-emotional skills through the CASEL framework.
- **Adult SEL:** I can recognize, claim, and regulate my own emotions, needs, and boundaries while anchoring my decisions in the well-being of myself and others in relation to my professional responsibilities.
- **Equity:** I can take an anti-racist stance and use UDL and CASEL to name, address, and disrupt inequities in my classroom and within the larger school community.
- **Professional Growth:** I can use the “Build” row of the Universal Design for Learning

(UDL) framework to apply the foundational concepts of engagement, representation, action and expression to my planning and instruction.

Professional development (PD) will begin in mid-August and continue throughout the year on Wednesday afternoons, which is an early dismissal day for students, and on teacher planning days. Specific topics are still being developed, but will include:

- Collaborative Planning
- Co-teaching strategies
- Lesson planning for accelerated learning
- Technology training
- Training on new partnerships
- Data review and action plans

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Q14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.

Capital City will continue to use technology tools and structures implemented during distance learning during SY 2021-22. This will build on the success we saw during distance learning of educational technology providing various access points to content for our students; support the seamless continuation of our distance program for students with a medical waiver, and allow a seamless transition to time-limited distance learning in certain circumstances. We will continue to use the following tools and structures in SY 2021-22:

- Zoom links will be maintained in our Learning Management Systems and in our Clever web portal to ensure easy access to instruction.
- Teachers will post all assignments on their Learning Management System.
- Tools such as Nearpod, Kami, and Flipgrid will be utilized during instruction.

We have also adjusted our schedules to provide additional support to our students with skill mastery and work completion. This practice proved invaluable during distance learning, and we hope will support our push for accelerating learning for all students. These structures include Interventions block in the Lower School, Academic Support Blocks in the Middle School, and Enrichment and Study Hall blocks in the High School.

Finally, Capital City has always had a robust social-emotional learning (SEL) curriculum, including Morning Meetings, Crew and Advisory periods. These structures were of particular importance during the pandemic and were utilized fully to establish relationships between staff and students, build rapport, and provide support to students and families. Adjustments to our SEL program were made throughout SY 2020-21 to respond to the changing needs of our students during the pandemic. Examples include changing the timing of Crew/Advisory so students had an SEL check-in first thing each morning; expanding practices and lessons across all classes, not just during Advisory; and nurturing skills developed in response to the pandemic, such as self-advocacy. We will continue to prioritize this work as an essential component of our program, giving students the space and time during the day to develop community and grow personally.

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Q15. For LEAs serving students in grades 9 - 12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

Capital City High School already has a number of structures in place around credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate. These include summer credit recovery courses that are offered to rising sophomores, juniors and seniors to recuperate or accelerate credit attainment; a College Counseling and Alumni Relations office that provides support to seniors and recent alumni in completing financial aid, college and other program applications; and access to several Advanced Placement (AP) courses, and support with Dual Enrollment at local schools to support college credit attainment. A couple of supports that were put on hold during virtual learning will be reinstated for SY 2021-22, including a summer ACT prep course, to be offered this summer and in-school administration of the PSAT and SAT assessments.

To further support students, we will be introducing the following starting in SY 2021-22:

- An 8-period schedule; this will provide the opportunity for students to recuperate credits lost during a 6-period, virtual learning school year in SY 2020-21. This also allows space for enrichment blocks and study halls, to support students academically.
- Additional fitness teachers to accommodate the need for missing fitness credits, as this was one of the hardest-hit requirements during virtual learning.
- Double blocks for certain APs to accommodate more instructional time.
- Added partnership for Dual Enrollment courses, bringing the number of participating schools to three.

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C. Special Populations

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

Q16. Describe the LEA's plan to serve **students with disabilities**, including students the LEA has place in non-public special education schools and students participating in distance learning, including:

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;

- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
- e. The steps the LEA is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning.

Capital City will 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. All students, including students with disabilities, will be assessed at the start of the year to establish baseline performance for progress monitoring throughout the year. This data will be analyzed against data collected during the SY 2020-21 remote learning period. Data analysis, parent input, teacher input and, where appropriate, student input on remote learning effectiveness will allow Capital City to determine the severity of the impact of learning loss as a result of the pandemic. Special education data will be compared to general education data to determine the rate of learning loss for all students and to determine necessary interventions to address it.

Additionally, Capital City will take the following steps to update Individual Education Plans (IEPs) as appropriate to guarantee that supports designed to ensure access to accelerated learning are made available to all students with disabilities:

1. Continue to work with families to schedule IEP-related meetings in accordance with IDEA timelines at mutually agreeable times;
2. Provide interpretation and translation of IEPs in the family's home language as needed;
3. Document services through service logs in SEDS;
4. Report IEP progress quarterly; and
5. Implement internal progress monitoring systems which will allow IEP teams to determine interventions needed and available to students.

The primary mode of service delivery will be through inclusion in the general education classroom. Special education teachers will, to the greatest extent possible, serve students in general education sessions and provide small group or individual sessions to ensure student access to the general education curriculum and a focus on student IEP goals. We are hiring additional inclusion staff to support this effort.

Capital City will ensure equitable access to educational opportunities across learning environments by including students with disabilities in all general education opportunities as well as opportunities tailored to meet disability-specific needs. We will ensure that students with disabilities receive equal access to interventions by analyzing grade-level data with academic teams. We will also ensure that each student is receiving appropriate interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by providing interventions in an inclusive setting to the extent possible as determined by student need.

Capital City will continue to support parent training for students receiving related services

through distance learning by utilizing virtual platforms at the parent's convenience. We will also ensure family members with disabilities can access content to support their students' learning by providing home devices which allow access to platforms used to monitor student progress, and a means for participating in parent meetings.

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Q17. For correctional facilities only (not applicable)

English Learners

Q18. Describe the LEA's plan to serve **English learners**, including students participating in distance learning, including:

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

Students who are new to Capital City will be screened for English Learner (EL) services using the Pre-IPT or WIDA Screener within the first 30 school days, if the Home Language Survey (HLS) indicates that a language other than English is spoken at home and prior EL identification at a DC school cannot be found. We were able to use approved screeners for all new students in SY 2020-21, so we do not need to clarify any provisional identifications moving into next year. EL Specialists will communicate with families at each step of this process. They contact a family if a student's HLS indicates a need for screening, clarify the responses, and explain the screening process. They will reach out again to families after screening to share results, the student's EL status, the services to be provided and a progress monitoring plan. Signed parent acknowledgement of this notification and the family's consent (or refusal) of services are kept on file for each student.

As we are missing summative English language proficiency data for the past two years, we plan to utilize MODEL (grades 2 - 12) and IPT (Kindergarten) to determine the current level of English proficiency for our active EL students. (Returning 1st grade students completed Kindergarten ACCESS for ELLs in SY 2020-21, so we will have summative data that can be used for this purpose.) Students who are participating in distance learning due to a medical exemption will engage in one-on-one virtual screening, utilizing a conferencing platform such as Zoom or Google Meet. Following administration of this diagnostic tool, EL Specialists will share scores with families and make a plan for providing services throughout SY 2021-22.

English learners will have access to accelerated core content that will be delivered to all students. In SY 2021-22, Capital City will expand the use of co-teaching to all core content classes, ensuring a general educator and inclusion teacher are in every class. Teaching teams will incorporate Universal Design for Learning (UDL) strategies and sheltered language instruction to differentiate their materials and instruction to meet the needs of students. Campus-level EL specialists will provide guidance and coaching for co-planning and implementation of language instruction. Additionally, specialists (EL, literacy and math) will

provide targeted interventions during small group support classes such as Academic Support Blocks and Intensives.

As detailed in Q2, Capital City will be implementing a hyflex model for our distance learning students, meaning that instruction will be delivered both in-person and online at the same time. Staff professional development will be designed to focus on UDL and co-teaching, particularly in the context of a hyflex model, to ensure students both in-person and remote are receiving equitable, high quality instruction. Teachers will be trained on various online learning tools that will be used consistently, to allow for a seamless transition to remote learning in the event of closure or the need to quarantine. This will allow all students, including English Learners, to engage in high quality instruction and accelerated learning across all learning environments.

Dually-identified students, ELs at levels 1 and 2, and other ELs identified as needing support through the MTSS process will also receive targeted tier 2 and 3 interventions from general educators, inclusion teachers, the campus-level EL specialist, and/or the literacy and math specialist. Grade-level teams will analyze data to determine appropriate interventions for students, and inclusion teachers and the EL Specialist will use weekly co-planning processes to implement additional accommodations and modifications needed to meet the needs of students at levels 1 and 2, and any other ELs identified as needing support through the MTSS process. Continued monitoring of language acquisition will occur per our plan as described in question 10.

EL Specialists continuously monitor English language development for our English learners, sharing progress monitoring reports with families quarterly. Student progress is gauged through a variety of sources, including, but not limited to, class grades on language targets, performance on benchmark assessments, student work samples.

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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.

Q19. 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.

Capital City has not yet allocated ESSER III-ARP funds toward SY 2021-22. However, we anticipate accessing these funds in the event we accrue unforeseen or unbudgeted expenses in SY 2021-22. We have allocated 100% of ESSER II funds to additional staff being hired to support re-entry. As the pandemic recovery process is expected to continue for at least two additional years, we are relying on the ESSER III-ARP funds to support additional staffing levels in SY 2022-23 and beyond.

In part, ESSER II funds will support the SY 2021-22 hiring of a COVID Re-entry Operations team to support prevention and mitigation strategies. This team will train teachers on safety protocols and support students and teachers with learning in and maintaining a safe environment, following OSSE and DC Health guidance. They will also support the weekly asymptomatic COVID testing of students. ESSER II funds will also support the hiring of additional classroom teachers, which allows us to have fewer, appropriately distanced students in each classroom, a proven mitigation strategy to reduce the risk of exposure to COVID.

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Q20. Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions to address the academic impact of lost instructional time, such as summer learning or summer enrichment, extended day, comprehensive after-school 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.

Capital City is committed to meeting each student where they are and accelerating their learning. We recognize that students experienced the COVID-19 pandemic very differently with regard to their learning and social-emotional well-being. Prior to the pandemic students in Capital City's inclusive classrooms had a wide range of skills and learning styles and, we recognize that heading into recovery the need for differentiation will be even greater. The following key strategies have been identified for addressing learning loss and will be supported by ESSER II funds for SY 2021-22 and ESSER III-ARP funds in SY 2022-23 and beyond.

- **Co-teaching/Co-planning:** We are hiring additional inclusion teachers to ensure that all core academic classes are co-taught by a general educator and an inclusion teacher. This will serve to reduce ratios and support our ability to differentiate for all students including our English learners and students with disabilities. We will train all of our teachers on effective co-teaching practices and provide on-going coaching to ensure an effective co-teaching model.
- **High-Impact Tutoring:** To provide additional individual and small group support for our reading in elementary grades and math in middle grades, we are establishing outside partnerships to deliver high-impact tutoring. We plan to work with Experience Corps, a program of AARP, to provide reading tutoring in grades K-3. We hope to leverage our current partnership with CityYear to provide tutoring for Middle School students using an established program for math support.
- **Universal Design for Learning:** With reduced ratios and a co-teaching model, we will have the staffing to effectively differentiate instruction for all of our students. However, we see training as critical to doing this well. Schoolwide, we will be focused on implementing practices of Universal Design for Learning aimed at meeting each student where they are and providing the support that they need. All teachers will receive training during summer professional development and engage in ongoing professional development and coaching during the school year.
- **Summer Learning Programs:** We do see summer as an important opportunity to extend and remediate learning. We are offering programs at all three campuses in summer 2021 and plan to expand programming in summer 2022. Our Lower School program is focused on literacy and math; we expect to serve more students in 2022 and continue to reinforce and accelerate learning in reading and math. In Middle School, we are offering

a summer STEM program that is mostly virtual in summer 2021; we expect to expand this program, and return to an in-person model, in 2022. In High School this summer, we are primarily offering a credit recovery program to ensure students remain on track to graduate; in 2022, we will look to continue credit recovery and add courses that provide students the opportunity to earn additional credits and improve college readiness.

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Q21. Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses of the funding.

Capital City has not yet budgeted use of ESSER III-ARP funds for SY 2021-22. ESSER III-ARP funds are currently expected to be spent during SY2022-23 and beyond on:

- (1) Staffing - In support of re-entry and recovery, we have added several new positions:
 - (a) Classroom and inclusion teacher positions to reduce ratios and increase support for students through a co-teaching model
 - (b) Special Education case managers to allow teachers to focus on instruction, and ensure students' Individualized Education Plans (IEPs) are up-to-date and consistent with their needs.
 - (c) Instructional Technology coordinators to support staff with using instructional technology effectively in classrooms.
- (2) Technology - We have increased our inventory to ensure that all students have access to a computer or device both in the building, and at home.
- (3) Building and Classroom modifications, including additional furniture to promote physical distance in classrooms and common areas.

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Q22. 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.

Capital City continuously aims to strengthen and deepen our commitment to equity with the ultimate goal of achieving academic justice for all students, specifically traditionally underserved student groups, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness and children in foster care. This goal underlies all work done in preparation for re-entry and recovery with the understanding that the COVID-19 pandemic disproportionately impacted these same groups.

Throughout this Continuous Education plan, we have outlined the steps we will take to respond to the academic, social, emotional and mental health needs of all of our students. More information can be found in Sections B and C, specifically questions 3, 8, 10, 11 and 12. It is worthwhile to call out some key strategies again here:

- Implementing a co-teaching model and utilizing Universal Design for Learning (UDL) guidelines in all classes.
 - UDL is a framework aimed at maximizing learning opportunities for all learners

through evidence-based approaches to improve how teachers (1) present information; (2) engage students; and (3) create inclusive assessments.

- Increasing the number of general education and special education teachers to reduce student-to-teacher ratios and provide more individualized support.
- Adjusting master schedules to allow time for targeted interventions throughout the school day. All interventions will be evidence-based, such as high-impact tutoring, or blended learning platforms that create individualized learning paths. Appropriate interventions will be determined for each student based on data collected from diagnostic, formative, and benchmark assessments.
- Utilizing a social-emotional screening tool, such as the [TRAILS Student Mental Health Screening Toolkit](#), to determine the social-emotional well-being of students.
- Continuing our partnership with Mary's Center to allow us to have 6 full-time and 1-part time counselors available to students and families.
- Continuing to implement a robust social-emotional curriculum through Morning Meetings, Crew and Advisory aimed at supporting students with stress management and nurturing their collective resilience after facing adversity and trauma.

Capital City is further committed to engaging in continuous improvement around all programs aimed at responding to the many needs of our students. We will regularly collect and analyze both quantitative and qualitative data to determine the efficacy of these strategies, with an eye to any disparities among different student groups. Teams across the LEA, including the Senior Leadership Team, Instructional Leadership Teams, and department and grade-level teams, will regularly engage with data to determine what is working and what is not, across all student groups, and identify necessary adjustments to implementation of strategies.

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Assurance Statements

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

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

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

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

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

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving **students with disabilities**:

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

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

The LEA attests to the following statements regarding serving **English learners**:

- ❑ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- ❑ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- ❑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

The LEA attests to the following statements regarding **family, stakeholder and public engagement**:

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

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

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

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

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

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

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