

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Elsie Whitlow Stokes Community Freedom PCS

LEA Head of School Name: Erika Bryant

LEA Type: Pre-K;Elementary

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Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. **For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
 - **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and**
 - **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.**

During the 2021-2022 School Year, Stokes School will be offering five full days of in-person learning to all students, including afterschool programming. At our East End campus, we have sufficient additional classroom space, however at our Brookland campus we will be leasing modular units to provide supplemental classroom space. The modular units will be leased from Willscot and constructed by mid-August in preparation for students' return to school on August 30th. We will only provide virtual learning for students whose families provide the medical exemption form documentation. All special education services including evaluations, occupational therapy, and speech and language services will be provided live in-person in the school buildings. For students who provide medical documentation that exempts them from attending in-person learning, we will develop individualized virtual learning plans that will include delivery of all services set forth in students' IEPs.

During the 2020-2021 school year, Stokes School hired fourteen additional Distance Learning Support Staff to assist with virtual learning. We will maintain this additional layer of staffing support to provide additional academic recovery and logistical support. We will also continue to employ two target language interventionists to support our target language recovery plan and to assist with students who are novice in the French and Spanish. We have budgeted for this additional staff and have completed additional hiring to ensure that we have sufficient staff for the 2021-2022 school year.

In the case of the exclusion of individual or groups of students from school due to a confirmed or suspected case of COVID-19, the COVID Response Team's academic team would put in place materials and resources to minimize instructional impact from being excluded from in-person learning. Instruction for students will be provided through a live stream over Zoom and through assignments posted in Google Classroom. A Distance Learning Support Staff would be assigned to the student(s) and would assist the classroom teacher in supporting online virtual learning. There would be a preliminary meeting with the Distance Learning Support Staff, Parents/Guardians, classroom teacher, and Student Support Coordinator, and the school counselor. The team will develop and communicate a schedule, links to platforms, and an overview of expectations as it relates to attendance and work production to ensure a smooth transition. The excluded student(s) would join their classmates via Zoom for morning meetings, whole group and small group lessons, and would be asked to complete and submit additional work via Google classroom and other online platforms. The school counselor would also provide a social emotional wellness plan to minimize the probability of emotional regression due to exclusion. The Directors of Teaching and Learning and the Director of Operations will determine the logistics for materials

distribution at both campuses. Stokes School will provide parent communication via Parent Square with details of the schedules for materials distribution at both campuses. Home delivery of materials will be provided for families who have transportation limitations. In addition, families will be surveyed about their needs for chrome books, hot spots, or school supplies.

In the event that the exclusion of a staff member was necessary, Stokes School would either provide a substitute that would execute the duties of the position or, if the staff member was well enough and their duties allowed, the staff member could execute their duties remotely through live interaction with students and other staff members via Zoom.

In the event that closure of the entire school was necessary, Stokes School would pivot back to providing distance learning for all of our scholars. Distance learning classes would be held via Zoom and utilize Google Classroom and other online programs. Stokes School would provide small group instruction with both live lessons as well as pre-recorded to accommodate the schedules of working families.

In the event that any of these exclusions are necessary, Stokes School will maintain its commitment to protecting the health and safety of our staff and students while still delivering a rigorous academic schedule for students that supports our International Baccalaureate and dual-language programming.

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

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

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

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

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

- c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and**

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

For students who submit documentation for a medical exemption from in-person learning, an individualized distance learning plan would be developed by the COVID task force academic team. The team would be comprised of Distance Learning Support Staff, Parents/Guardians, classroom teacher, Student Support Coordinator, and the school counselor to develop a schedule, links to platforms, and an overview of expectations as it relates to attendance and work production. The students' schedules will be developed to mirror in-person learning in which the student would have access to a live stream of morning meeting, whole group, small group instruction, special education services if outlined in the IEP, interventions as need in the areas of target language, reading, and math, as well as a complement of distance learning independent work. Additionally, Distance Learning Support Staff, Target Language Interventionists and other staff will be scheduled to meet one-on-one with these students to troubleshoot any barriers they are facing in accessing the content provided by the classroom teachers.

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

Stokes School will offer technology devices to all students during distance learning for students who cannot attend in person learning due to a medical exemption. Available technology includes tablets for pre-k students, touchscreen Chromebooks for kindergarten through second grade, and standard Chromebooks for third through fifth grade. If families are not able to pick up the materials that will be distributed by the school, they will contact the front desk to make an appointment for materials distribution.

- **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**

Stokes School will continue to provide resources and support to families of students with medical certifications through the Student Support Team, including our Distance Learning Support Staff. One-on-one support for set-up of spaces and technology training for families will be delivered by the student's assigned Distance Learning Support Staff member. Additional resources such as math kits, school supplies, and art supplies will also be distributed to supplement learning. When those items are available for pickup, families will be informed with an announcement via Parent Square for mass communication. For students with greater needs that have additional circumstances that can impact learning outcomes, additional wrap around services will be identified by the Student Support Team (SST), including meal distribution, schedule support, and other identified needs.

- **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.**

The model for the distance learning program for students with medical certification will be a mixture of streamed whole class live instruction, small group instruction via Zoom with classroom teachers and other support staff, and independent work with online platforms. Students who have received medical certifications will follow the general schedule structure of their classroom peers, with some adjustments to allow them to receive instruction

more targeted to online learning. The Distance Learning Support Staff will assist the student with maintaining scheduling and any additional technical support. Students' schedules will include socializing time to minimize and social emotional repercussions of being out of the building away from peers. The online platforms that will be utilized are in the table below, which will be provided to families with supporting training.

Platform	Description
Google Classroom	Learning Management System. Teachers post daily slide decks which layout the schedule and assignment expectations for the day so that students can navigate their day of learning with more independence.
Zoom	Video Conferencing Software. Allows students to join whole group and small group live lessons.
Seesaw	Learning Management System/Online Portfolio. Teachers post assignments in Seesaw for students to respond to using a variety of methods including video, pictures, writing and audio recordings.
Zearn	Online math instructional platform. Students will receive prerecorded math lessons and interact virtually with the program to build math understanding. To be used as a supplement to Stokes School's math curriculum, Investigations.
Padlet, Jamboard, Peardeck, Flipgrid	Online assignment response platforms. Used in conjunction with the LMS to capture student responses to assignments.

Sample Virtual Schedule	Monday-Thursday
8:00-8:30am	Lexia or Epic Reading (independent work)
8:30-9:00am	Morning Meeting (streamed)
9:00-9:30am	Community Building & Movement 1-1 with Distance Learning Support Staff
9:30-10:00am	Math small group work (streamed)
10:00-10:30am	Math (independent work on Zearn)

10:30-11:00am	Units of Inquiry(streamed)
11:00-11:30am	Units of Inquiry(independent work)
11:30-12:00pm	Work withDistance Learning Support Staff
12:00-12:30pm	Recess @ home
12:30-1:00pm	Lunchbunch(streamed)
1:00-1:30pm	Language Arts small group work(streamed)
1:30-2:00pm	PE/Art/Music (streamed)
2:00-3:00pm	Language Arts Interventions (streamed)
3:00pm	Dismissal

Student and Staff Well-Being

2.A: Whole Child Supports

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

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

Stokes has developed a school wide Social Emotional Wellness Recovery Plan that targets all stakeholders: students, families, and staff. At the beginning of the 2020-2021 Academic Year, the School began a partnership with the WENDT Center. The WENDT Center is a locally acclaimed organization that has been providing guidance to schools on grief-informed classrooms, leadership training, and parent training.

In addition, Stokes has established internal initiatives such as implementing a mindfulness curriculum called Peace of Mind and doing individual family and staff check-ins. The Student Support Team has been actively monitoring engagement and providing targeted wrap around services including wake-up calls, counseling, math and reading supports, and academic office hours. The team has also provided additional training for teachers and parents on

social emotional wellness, trauma-informed instruction, and are providing school-based counseling. The cohort of distance learning support staff will continue to assist our families with highest needs by providing food distribution, at-home equipment and technology training, and school supplies when needed.

Teachers will continue to receive professional development to help them plan daily lessons to ensure that social-emotional wellness is embedded into instruction. During the Summer Professional Development Institute, workshops will be provided by the WENDT Center. The Instructional Leadership Team will provide sessions on supporting social emotional wellness training utilizing the tenets of responsive classroom and trauma-informed teaching. Training will focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students identified by the Student Support Team will still have access to counselors for either small group or individual sessions. In addition, the school will be examining the development of a trauma-informed spaces, sensory spaces, and the use and scheduling of outdoor space for relaxation to assist students with raised anxiety due to reentry.

In the classroom, schedule adjustments will be made to imbed additional social-emotional skill building during morning meeting, provide space for play wherever possible, and incorporate breath work and movement. Teachers will be encouraged to capitalize on high and low energy points during the day, use emotional vocabulary whenever possible, give students choice or control in appropriate points in the schedule, use mindful breaks, and alternative seating. During the first six weeks of school and during the summer program, the focus for students will be social-emotional wellness and community building.

Stokes will continue to use the Student Support Team to identify highest priority students based on classroom observations and grade level meeting student analysis. The Student Support Team consists of the SST Coordinator, Dean of Students, Campus Directors, School counselor/social worker, and Special Education Coordinator. The purpose of the Student Support Team is to optimize learning for any student in need through targeted academic and/or behavioral supports, moving students toward articulated desired outcomes. The work of the SST stands on its own, apart from Special Education, to support teachers in problem solving around student learning challenges; however, the SST work and data are also crucial to decisions around retention or referrals to Special Education. If it appears that a range of SST supports are necessary to move a student toward the desired outcomes, or that a student consistently needs multiple and consistent interventions, the SST will engage and/or initiate conversations about potential Sped support to ensure that the supports a student needs to thrive are legally protected, regardless of teacher or school.

Teachers and the SST will spend the first three to six weeks observing students to see how they respond to their new environment and noting their observations, regardless of whether the student was receiving SST interventions in previous years or not. It may be that the new environment provides supports that address a student's need(s), moving them toward the desired outcome(s) without additional supports. The observations should be used to determine whether the student still needs support, whether the supports and interventions need to be updated, and if so, experimenting with old and new supports to determine if additional steps or long-term support are necessary

During this opening phase, the SST will be sure to attend the weekly grade level team meetings to listen to teachers' observations and brainstorm next steps, assess the desired outcomes for the student, determine what teachers will track, as well as why, how, and for how long. The SST will also follow up suggested interventions. The aim of the SST is always to support teachers in searching for and assessing what students need for optimal learning and social-emotional wellness.

To provide direct mental and behavioral health services for students in need, Stokes School's Behavioral Health Specialist, such as the Counselor or Social Worker, will maintain a schedule that enables the ability not only to intervene reactively to student crises but also the ability to proactively observe student behaviors in various environments to note where students thrive and struggle. These specialists are skilled in de-escalating, redirecting, parent communication and involvement, as well as identifying and advocating for students' needs. They should work closely with the Dean of Students in providing logical consequences and implementing appropriate boundaries for students sent out of class. While it is crucial that the entire SST operate with a growth mindset regarding student progress, this is particularly true for the Counselor who is responsible for providing

social/emotional support, providing crucial insights that can guide the SST in the best interventions for the student, and may potentially be the primary advocate for students.

Stokes School will continue to provide direct services that support student growth toward the desired outcome (groups, community circles, de-escalation/processing, etc.). The Behavioral Health Specialist will follow up with teachers about triggers for students - what they are, how to identify them, and how to mitigate/minimize the student's behaviors of issue. The Student Support Coordinator will observe students in various environments, develop and research forms of social/emotional support for students and families (potentially even staff as regards student support), including individual student plans and needs as well as larger scope curricular moves. As the person who functions as the whole school disciplinarian, the Dean of Students will continue to be the point person for determining and implementing logical consequences. Like the Counselor, the Dean of Students will continue to make time to observe students when s/he is not supporting students directly.

Staff will receive three trainings on the referral process - one during summer professional development and two additional trainings throughout the year, which will include pathways to within school mental/behavioral supports. Parents will receive information about the referral process through the Family Handbook and information shared in the weekly newsletter.

In order to provide additional support for students, parents will also receive additional training during Parent Orientation and throughout the year during First Friday information sessions about supporting their children's mental health. With consistent communication and input opportunities for school improvement families will have various focus groups to provide feedback and dialogue as it relates the academic and social emotional recovery planning.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

As we transition back into the school building, Stokes School strives to be a trauma-informed school that provides students with positive classroom and community culture. To prepare for re-entry in the fall, our staff will be trained in Responsive Classroom and Restorative Practices.

Responsive Classroom is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning. The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all scholars have a sense of belonging and feel significant. When misbehavior occurs, staff and teachers recognize that it is not personal and stems from the impulse to avoid a task, situation or to gain attention due to unmet needs or underdeveloped skills. Teachers actively monitor for signs of escalation and attempt simple re-direction and de-escalation techniques.

Restorative Practices are a framework for schools and communities that focus on the creation of strong communities through the mechanism of proactive, preventative, and responsive circle processes. They are ideally a community-building framework used by everyone in the school community. Restorative practices rely on positive core assumptions about human beings and these core assumptions guide interactions with adults and children. Restorative Practices begin with morning circles that build community and promote positive classroom culture. They enable those who have been harmed to convey the impact of the harm while those responsible take steps to rectify harm.

Response to misbehavior falls into three tiers at Stokes School. Tier 1 and some Tier 2 misbehaviors are responded to within the classroom and addressed immediately using re-direction, acknowledgement and proximity, calm-down corners, written reflection, and conversations with parents. More severe Tier 2 behaviors and Tier 3 behaviors are handled by the Dean of Students.

See attachment “A Smooth Transition” for examples of how Stokes School uses developmentally appropriate, trauma-informed, and restorative justice framework for discipline and to support a smooth reentry to the school building.

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

The Stokes Kitchen will continue to serve three healthy and delicious meals a day. Professional chefs prepare all meals in-house using minimally processed ingredients from local farmers and suppliers. We also offer fresh fruit at breakfast, snack, lunch, and supper. We cater to students who have specific dietary restrictions such as gluten, dairy, and egg allergies, and there is a vegetarian option at every meal. For the 2021-2022 academic year, food distribution will be organized on a case-by-case basis for the families of students who will not be attending in-person learning.

As during a traditional school year, all scholars are eligible for free breakfast. Lunch and supper are also available, and families are billed monthly on a sliding scale based on family income. The food provided is carefully selected and prepared to meet federal and DC guidelines on nutrition. The food is fully prepared, but in some cases may need some assembly before it can be served. Our kitchen staff regularly clean, disinfect, and sanitize surfaces per D.C. Department of Health guidance and the CDC’s updated guidance for childcare providers. Meals are prepared, packaged, and served following the latest sanitation guidelines and social distancing procedures.

2.B: Educator Wellness

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

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

As part of the partnership with the WENDT Center there will be several workshops during Summer Professional Development Institute and throughout the school year focused on social emotional wellness of our staff. Workshops will be aimed at navigating re-entry with the context that the toll of grief and trauma experienced by staff and students is continuing to be realized as we navigate all types of “returns.” These workshops will offer strategies for staff to establish a grief informed classroom, which is supportive for a wide range of responses to the “return” process. The workshops will address educational and social emotional repercussions of the pandemic. The workshop will be grounded in the following context:

- Challenging the learning loss narrative and focusing instead on learning recovery.
- Assessing traditional academic pedagogy and while accommodating for unfinished learning
- Addressing the collective trauma the staff has experienced; addressing the collective traumas we have experienced during the pandemic; and rebuilding our sense of agency and self so that both teachers and students can link student success to their efforts.

- Redefining classrooms, learning experiences, the ways schools operate, and the very idea of schooling itself.

In addition, there will be planning and initiatives that will promote staff wellness such as:

- Stokes School is contracting with a wellness consultant who will offer three wellness days next school year. During the wellness days each trimester, Stokes School will provide optional workshops and classes that support staff wellness. Additionally, Stokes School will communicate about wellness benefits associated with our health insurance and how to access our Employee Assistance Program during those days. Summaries of those offerings will also be shared with staff over email.
- One flexible Fridays each month which will allow for additional planning and collaboration.
- Staff input into school improvement planning
- Gifts of recognition throughout the year
- Wellness calls to staff

The Leadership Team will continue to be intentional in our planning to make social emotional wellness recovery at the forefront.

2.C: Family Engagement

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

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

Stokes School's website is a resource for information and reference materials that are largely static (e.g., menus, calendars and schedules, handbooks, and curriculum information). Significant updates are sent to families directly, and then recorded and/or referenced on the website. When appropriate and necessary, updates are also posted to our social media channels on Facebook, Instagram, and Twitter.

For internal communications, Stokes School uses the ParentSquare platform. This is the medium for all school-home communications such as weekly newsletters, monthly communications from the Executive Director, communications from parent-led groups, and emergency school announcements. In SY 2021-2022, we will employ this platform also at the classroom level. All school-level messaging comes through our Communications Manager or Parent Engagement Coordinator. When necessary, announcements and reminders are reinforced by room parents. As students and families return to our buildings, we will also use direct signage for announcements and reminders.

On the First Friday of every month, Stokes School provides virtual training to inform families about the continuous learning plan of the school. These trainings include instruction on topics such as:

- Curriculum
- Immersion model
- Socio-emotional wellness and developmental needs;
- Equity and inclusion;
- Strategies to support target language learning at home.
- Discipline and restorative practices; and
- Healthy Practices

To solicit and incorporate the student and families' feedback for SY 2021-2022 Stokes School will continue conducting surveys both before the school year starts and consistently as the school year progresses. During the last three months of the 2020-2021 school year, Stokes School created a reopening advisory group comprised of an equitable representation of Stokes families and staff in order to support stakeholder input into safe reopening plans. This group provided feedback and recommendations on the re-opening plans and support in communication strategies to the wider community. This group will continue as a resource during the 2021-2022 school year. After survey results are completed, we share the results in town halls and staff meetings as appropriate.

The Campus Director of each campus, as well as other members of the leadership team, have dedicated time at the PTA/O meetings of their respective campus. During this time, they share updates related to students and families, status on any action items, and most importantly, are available to receive community questions and comments.

Stokes School's plan to share the CEP with the community is to send an executive summary directly to families once the plan is approved. We will post the full approved plan on our website and direct families to read the full plan if they are interested. Similarly, we will share highlights on our external communication channels with a link to the full plan on our website. As the plan provides the framework for SY 21-22 and beyond, it will underpin our Family Orientation Sessions scheduled in August. At that time, we will discuss the plan directly with families and be available to answer questions from the community.

As a language immersion school, we have both a significant number of community members—both families and staff—for whom English is not their native language. Our Family Engagement Coordinator and the Directors of Teaching and Learning at both campuses are native Spanish speakers. Throughout the distance learning period, they have provided parallel information sessions to the Spanish-speaking members of our community, in addition to being directly available to assist families. We also have staff who are native French speakers, though traditionally our French-speaking families have not required that level of assistance. In cases where we do not have staff available to interpret, we have worked with outside interpreters.

Families will receive timely reports of student progress on assessments immediately after the close of the assessment window. LEA-wide assessment reports will be delivered securely through Parent Square and the results of teacher-delivered assessments will be shared and discussed during Parent Teacher Conferences each trimester. If there are specific concerns about a student's progress illuminated by the assessment results of teacher-delivered assessments, families will be notified immediately after the close of the testing window and will be asked to schedule a meeting to discuss students' progress with their teachers.

2.D: Attendance and Re-Engagement

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

individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

During the 2020-2021 Academic year, the Student Support Team has kept track of students of concern throughout the year, and has reading, math, target language, and social emotional data to help identify areas of need. The support staff will reach out via phone and email prior to the start of the school year to ensure that families of students of concern are prepared to send their children back in August. Students who were identified with reading, math, and/or target language concerns will be assessed in the first month of school to determine their current level of performance (taking into consideration any summer loss or gain). Reading and math interventions for students who need them will begin in late September/early October of the 2021-2022 school year. Stokes School will evaluate the effectiveness of the intervention groups at the end of each trimester assessment window (Oct/Feb/May). Families will be updated about the progress of their children in intervention groups on a bi-weekly basis and interventionists will share formative assessment results regularly. If a student is not making sufficient progress after receiving the reading and math intervention support, a formal Student Support Team process will begin for the student and additional interventions will be implemented and monitored for effectiveness at a minimum of every six weeks.

Families and staff may officially start the Student Support Team process for a student at any time for academic, behavioral, or attendance purposes. School staff will be briefed on in-person attendance protocols which include parent calls from the classroom teachers and front desk personnel. After five unexcused absences, the Campus Director will reach out to the family. If a student continues to struggle with attendance and reengagement in school, the Student Support Team will create individualized intervention plans for students, and the SST will meet with the team supporting the student a minimum of every 6 weeks in order to evaluate the effectiveness of the interventions that the student is receiving.

Accelerated Learning

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

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

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

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22

school year, including:

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

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

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

Assessment Title	Assessment Content & Type	Grade Levels	Time of Year	Purpose& Goal
Fountas & Pinnell GB+ Sistema de Evaluation	Reading Benchmark Assessment	K – 5th	September, March, & June	Assess students’ reading levels in English, French and Spanish. Teachers use this information to differentiate reading instruction and track student progress in reading in all three languages. The publisher provides benchmarks and goals, and Stokes tracks both benchmark attainment and progress.
DIBELS	Early Literacy Screener	K–2ndgraders and other struggling students	September, March & June	Assess students’ literacy skills. Used as a screener and progress monitoring tool. The publisher provides benchmarks and goals, and Stokes tracks both benchmark attainment and progress.
Writing On-Demands from Units of Study in Writing	Writing Pre and Post Unit Assessments	K – 5th	Before and after every6 week writing unit	Assess writing skills aligned with the writing curriculum in order to differentiate instruction and track progress. The publisher provides benchmarks and goals, and Stokes tracks both benchmark attainment and progress.

NWEA MAP	Reading & Math Interim Assessment	K – 5th	October & June	Used as a screener and progress monitoring tool in reading and math. The publisher provides benchmarks and goals, and Stokes tracks both benchmark attainment and progress.
Investigations Math Formative Assessments	Math Pre and Post Unit Assessments	K – 5th	September & before and after every math unit	Students will be given a compilation of the previous year’s end of unit assessments in order to assess any learning loss and plan for differentiation. Before every unit, students will be given a pre-assessment to plan for small groups and learning acceleration. After every unit, students will be assessed to monitor progress. Stokes staff developed progress monitoring tools and tracks attainment of those goals.
AAPPL	Target Language Benchmark Assessment	K – 5th	September for all grade levels and additionally June for 5th grade	Students given an assessment at the beginning of the school year to assess target language proficiency. K – 2ndgrade will be given the listening and speaking subtests and 3rd– 5thgrades will be given the reading, writing, listening and speaking subtests. Teachers will use the information to plan for acceleration of language acquisition in French and Spanish. Stokes staff has created proficiency targets for students aligned to the number of years they have been in the immersion program.
Brigance Early Childhood	Developmental Screener	Pre-Kindergarten	September	Teachers will use the result to identify students in need of additional interventions and monitoring. The publisher provides benchmarks and goals, and Stokes tracks both benchmark attainment and progress.
Teaching Strategies GOLD	Formative Assessment for Early Learning Standards	Pre-Kindergarten	Ongoing assessment, benchmarked in November, March, and June	Assess students’ progress against widely held developmental expectations in a variety of areas. Teachers use this information to plan activities and monitor progress. The publisher provides benchmarks and goals, and Stokes tracks both benchmark attainment and progress.

- c. A calendar or timeline showing when the LEA intends to administer each local assessment during the

school year (please provide estimated date ranges if the calendar is not yet set);

Please see above table.

- **d. Whether you set goals³ 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**

We are implementing a series of additional formative assessments in response to school closures last year, including AAPPL, the Investigations Formative Assessments, and DIBELS. We feel that the use of these assessments will provide us with valuable data that we were not able to fully assess during school closures and that we believe students will need support in learning during SY 2021-2022, such as target language proficiency, conceptual understanding of math strategies, and foundational skills in reading. The data from these new formative assessments coupled with reading level and NWEA MAP data will allow Stokes teachers to create individualized learning plans for students and address any barriers that they might have in accessing grade level content. With the support of their instructional coaches, teachers will analyze this data in weekly team meetings and use the data to plan for targeted lessons and scaffolds that will meet the needs of their students. Student data from these formative assessments will additionally be analyzed through the lens of student subgroups (e.g.ELL, Sped, At-risk) to be sure that teachers are meeting the needs of all learners in their classrooms.

- **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**

Stokes School will fully integrate the analysis of data from these assessments into weekly team meetings and coaching meetings. Data sets will include information on student subgroups (e.g.ELL, Sped, At-risk). Instructional coaches will support teachers in the analysis of data and planning instruction that increases student outcomes. Stokes School will additionally implement a system of individualized learning plans for students in order to accelerate learning and increase student outcomes. Grade level teams will use data meetings to plan for maximizing learning time through small group and differentiated instruction within the classroom. Teachers will use online programs such as Lexia and Zearn to supplement their classroom lessons and give them the opportunity to structure their classrooms to maximize the opportunity for differentiated instruction. Additionally, Stokes School leadership will use the data sets to identify students who may qualify for out-of-school time tutoring programs. The Student Support Team will identify students in need of Tier 2 interventions based on a thorough review of all available assessment data and monitor their progress from these interventions in order to determine the next steps for support.

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

The LEA will review non-public schools plans to address how they will assess the extent of interrupted instruction for students and advise/recommend changes were deemed appropriate. An LEA rep will attend IEP/TEAM meetings for students attending non-public meetings ensuring that the team is reviewing data and making

appropriate decisions for the student's recovery/accelerated learning plans.

3.B: Employing Intentional Strategies for Accelerating Learning

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

Stokes School plans to address interrupted instruction and the need to accelerate learning in the coming school year by assessing students early and creating actionable individualized plans to meet students' needs. We plan to assess students early in the fall in reading, math, and target language and use the data that we collect to build in additional interventions and adjust our curricular scope and sequence to integrate instruction on the skills and learning strategies necessary to allow all students to access grade level content. We will use data from the fall administration of NWEA MAP to gain a general understanding of students' level of performance and growth in reading and math. We are in the process of creating pre-assessments that will illuminate the math strategies and level of conceptual understanding that our students gained over the previous year to be delivered and analyzed in September so that our teachers can create appropriate scaffolds for their math instruction. Additionally, we will be administering the DIBELS assessment to our kindergarten through 2nd grade students (as well as any other upper elementary students struggling in reading) in order to target foundational skills that students may need to build to become proficient readers. Stokes School will also assess all of our kindergarten through 5th grade students' target language proficiency in the beginning of the year using the AAPPL assessment. All of the data that we collect from these assessments will support our teachers in having an accurate view of what additional instruction students might need during the 2021-2022 school year in order to support their access to grade level content.

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

- **a. Adjusted Scheduling**

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

- **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

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

- Adjusted scheduling: The Instructional Leadership Team will be revising the master schedule to examine ways to extend math and reading blocks and integrating IB projects throughout classes.
- Return to after-school programming: During the 2020-2021 school year After school programming was suspended. However, we will be returning to after school programming that will encompass both enrichment as well academic support.
- Summer program for 2020: During this summer Stokes will be providing a week-long reclamation program by grade. The focus of the summer program will be on social emotional learning and project-based activities.
- Seek additional funding for funding for Foundations Summer Program: For the Summer 2022 program Stokes will be investigating additional funding to support the Foundations program, which is a summer program that is provided for students who need academic support. In addition, students will be provided ESY Extended Student Year if it is deemed necessary by their IEPs.
- Investigate language immersion summer camp: Since during the 2020-2021 school year we had to cancel

our international trips for our 5th graders to Panama and Martinique due to international travel restrictions. To address language recovery, we will examine programming efforts to design a summer program that has a language focus.

- **Instructional Changes:** Stokes will be returning to use Investigations math curriculum, however we will use Zearn as a supplemental intervention program. In addition, we will examine days and times in the school day that we will support more use of the target language. Stokes School will also focus our professional development on data driven instruction and social-emotional and physical wellness of our students. See below for more detail.
- **SST intervention math and reading groups:** SST intervention groups will be starting earlier in the 2021-2022 school year and with more frequency to address academic recovery in math and ELA.
- **Staffing and Related Supports:** Stokes School has hired additional support staff to address the logistical and academic needs of reopening school. We hired a Social Worker for our East End campus. We've also hired additional operations staff (maintenance, kitchen, administrative) to facilitate a safe reopening.

13. Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

Stokes School's Instructional Leadership team has planned an approach to professional learning that targets two overarching goals for SY 2021-2022. Stokes School will support teachers in addressing the two goals through professional development workshops delivered by both Stokes staff and outside consultants, on-going coaching and feedback from instructional coaches, participation in Professional Learning Communities (PLCs), and observation and feedback from the Directors of Teaching and Learning. Additionally, consultants have been identified and contracted to provide professional development and coaching for our instructional coaches and Directors of Teaching and Learning. Stokes School leadership believes strongly that ongoing support approached from a variety of methods will be the most effective strategy to ensure professional growth in our staff.

Stokes School's two overarching professional development goals for SY 2021-2022 are as follows:

Professional Development Goal 1: Data Driven Instruction & Planning

Students will be given instruction that accelerates their learning. Teachers will use data to identify students' learning gaps and create individualized/group lesson plans to differentiate classroom instruction. Teachers will analyze pre-assessment data in order to provide integrated lessons that target missing skills and provide scaffolds that support students in accessing grade level content. Instructional coaching will be targeted to support teachers in using student data to adjust teaching. Stokes will use Professional Learning Communities (PLCs) to support teachers in using data to refine best practices in teaching in a specific content area (e.g. Early Childhood, Math, Target Language, and Units of Inquiry). Teachers will receive ongoing support from their instructional coaches in order to implement these practices equitably and with a social justice lens.

Professional Development Goal 2: Social-Emotional & Physical Wellness

Students' social-emotional and physical wellness will be supported so that they are able to function as healthy members of our school community after a very challenging year. Through work with personal, social and physical education (PSPE), teachers will support the social-emotional learning of students via the development of their understanding of themselves, their development and maintenance of relationships with others, and their participation in an active, healthy lifestyle. Classroom management training for teachers will include the tenets of responsive classroom, restorative practices, and trauma informed teaching. Teachers will receive ongoing support from their instructional coaches in order to implement these practices equitably and with a social justice lens.

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

Stokes School plans to extend several effective practices learned during distance learning to enhance students' academic and social-emotional progress. Stokes School found that the collaboration and alignment between our campuses was made much more consistent when we were all using video conferencing to meet. We plan to continue this additional collaboration between leadership and teachers to refine our instructional model and increase our effectiveness. We also found that because families were supporting students' access to instruction, many family members were more engaged than in prior years in understanding and implementing instructional strategies with their children. Stokes School will continue to use video conferencing tools for flexible parent engagement sessions to support a more effective academic and social-emotional partnership with families. Additionally, because we found that smaller group lessons delivered over Zoom were most effective for our elementary-aged students, we structured our distance learning schedule so that students were engaged in online instruction from adaptive programs while small groups met with teachers live and were given very targeted instruction from their teachers. We felt that this allowed our teachers to make very effective use of their live instruction time. We plan to extend this model into the classroom next year so that we can maximize the amount of targeted instruction that students are receiving.

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

NA

3.C: Special Populations

Students with Disabilities

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

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

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

restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;

- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

Stokes School recognizes that students with disabilities may require additional supports and learning acceleration strategies in order to address any areas in which learning was paused during school closures. Stokes School's special education team will work closely with classroom teachers to assess students with disabilities, analyze their progress, and implement targeted learning acceleration strategies such as additional scaffolds and tutoring during out-of-school time.

Students with disabilities will participate in the assessments noted above in section 3.A. Stokes will use the data to determine the extent of interrupted instruction on students with disabilities in comparison to their non-disabled peers. Stokes will also use formal and informal data as well, including Woodcock Johnson Assessments, Fountas & Pinnell reading assessments, classwork, observations, Related Service Provider input, teacher input and parental input. All students receiving specialized services will have IEP meetings and/or review meetings to discuss and determine what, if any, updates need to be added to the student's IEPs.

Stokes School will make individualized determinations on whether and to what extent services may be needed, including to make up for any skills that may have been lost. Students with disabilities may be able to recover their losses through tier one school-wide recovery efforts. If not, other options including, compensatory services may be required for some students. All students receiving specialized services will have IEP meetings and/or review meetings to discuss and determine what, if any, updates need to be added to the student's IEPs to ensure access to accelerated learning which may include, but not limited to; new intervention support programs; new alternative curriculums; ESY (including over breaks, and before or after school); tutoring; Additional staffing. Stokes School will discuss and agree to the instructional approaches in IEP meetings and the agreements will be captured and communicated to the parents in the Prior Written Notice after the meeting.

To the greatest extent possible, Stokes School will ensure that all students have access to all educational opportunities and services that are available whether in school or virtual. Students and families who require support are generally already identified and work with our school social worker, counselor and/or campus directors to ensure they have resources and essentials they need to the greatest extent possible. Stokes will not place students in a more restrictive environment in order to implement accelerated learning or distant learning approaches. Student approaches will be built into the student's current environment and/or offered before and after school, during breaks (winter/spring break) and possibly on scheduled Saturdays.

Related service providers will continue to provide consultative services with parents through distance learning as needed and/or noted in student IEP's or for a set amount of time agreed upon and documented in a PWN. Workshops will be offered by psychologists, school social workers, and counselors for all parents.

When necessary, Stokes works with agencies to acquire adaptive technologies to communicate with parents that have communication impairments. Stokes works with agencies to provide translators. Stokes provides content in different languages and formats (email, snail mail, Text, fliers, classroom newsletters, etc.).

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

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**

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

NA

English Learners

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

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

The ELL program at Stokes follows guidelines provided by OSSE to determine screening for students who are identified as part of the Language Minority Group (LMG) in the school. The LMG is the group of students who mainly use another language to communicate rather than English at home. The ELL Coordinator, who is trained to administer the screening tests, is the only staff member in charge of the screening process and the identification process. Parents receive the HLS together with other documents they need to fill out to, which they need to complete and return to school for the ELL coordinator to look at to determine the language minority group. The HLS is available in English, Spanish, Amharic, French, Chinese, Korean and Vietnamese.

The first step we put in place in this screening process is to ask parents to fill out the Home Language Survey (HLS), which provides information to determine the LMG. Once the student is identified as part of the LMG we proceed with the administration of a screening test to assess the student's proficiency in English. For our PreK students we administered an oral PreIPT Test that allowed us to gather information on the students' proficiency in English, but due to the pandemic, this school year, OSSE has provided clear guidelines to administer a remote provisional screening test to students in grades K-5. This screening test is designed to measure students' proficiency in English in the four domains of the language. The scores obtained in this screening test provides the test administrator enough information to determine if the student needs English Language Learner (ELL) services to be able to access the general education instruction delivered by our English teachers at Stokes.

The process we use to identify ELL students during these unprecedented times has been basically the same, with the exception of the lack of receiving hard copies of HLSs vs. online versions shared via google docs. Also, the scheduling via email for screening has been done differently, which demanded more time to coordinate with parents and children's schedules and readiness to sit in front of a computer to respond to questions to a stranger. As part of the screening process, we communicate scores to parents in a timely manner and also next steps, either if the student qualifies for ELL services or not. One of the questions for parents to respond during the enrollment

process is the language of preference they have to communicate with the school. So, we use that language to communicate with families.

If students qualify for services, the ELL Coordinator shares the scores with the English teachers, which include levels of proficiency the students have in each domain of the language with Performance Definitions, Can Do Descriptors, which describes what students are able to process and produce in each domain, and also a grouping chart using the Can-Do Descriptors. Once the screening process is completed, the ELL Coordinator collects the data and shares with each English teacher separately. The Data is shared at the ELL initial meeting, where English teachers receive the number of students who are identified as ELL, their proficiency levels, descriptors of what students can process and produce, based on their proficiency levels, strategies to support students with progressing in the acquisition of English, and type of support to the ELL students (push-ins, pull outs, before or after school).

Using OSSE guidelines, Stokes will be rescreening provisional ELL students to confirm their participation of ELL services at the school. This process will be completed in a 10 day-period, once we are fully back to the building, which means the first 10 days of the school year 21-22.

Effective Use of Funds in the 2021-22 School Year

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

- To increase the amount of space that students and staff will have available for social distancing, ESSER Funds will be used to lease and install modular buildings at our Brookland campus. These units will add over 1600 square feet of available classroom space on campus. The extra space will allow classes with the largest number of students to convene in one group. Additionally, we will purchase tents for the grounds at both campuses to accommodate classes that eat their meals outdoors.
- Because students will not eat their meals in the school cafeteria, additional kitchen equipment will be purchased to facilitate the storage and distribution of foods to the classrooms and designated outdoor dining areas.
- Additional staff will be hired to increase the frequency of cleaning throughout the building and state of the art cleaning equipment and supplies will be purchased to facilitate cleaning.
- All students and staff across campuses will be provided with Personal Protective Equipment and stocks will be replenished throughout the school year.
- Several updates have already been made to HVAC and plumbing systems in the buildings to increase the safety and well-being of staff and students and additional improvements by adding fobs to building entry points to decrease contact with doors and keypads.
- Ongoing training will need to be provided to staff, families and students to ensure thorough understanding of and adherence to the health and safety protocols

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

year.

- **Instructional Coaching/Teacher Leadership:** Stokes School will continue to develop and implement a system of instructional coaching and encourage teacher leadership. Quality teaching practices influence student achievement. Instructional coaching practices influence the quality of teaching. Instructional coaches are a critically important part of student achievement, and because of this, Stokes School will ensure that instructional coaches are well informed about coaching best practices.
- **Return to after-school programming:** During the 2020-2021 school year After school programming was suspended. However, we will be returning to after school programming that will encompass both enrichment as well as academic support. Historically, more than half of our students participate in the afterschool program which runs from 3:00-6:00 pm. Staffing for this program will be hired and receive training to provide robust academic support to students.
- **Summer program for 2020:** During this summer Stokes will be providing a week-long reclamation program by grade. The focus of the summer program will be on social emotional learning and project-based activities. Students' socio-emotional needs must be addressed in tandem with the academic support.
- **Seek additional funding for funding for Foundations Summer Program:** During the Summer 2022 program, Stokes School will use ESSER funding to support the Foundations program, which is a summer program that provides academic support to students in need. In addition, students will be provided ESY Extended Student Year if it is deemed necessary by their IEPs.
- **Investigate language immersion summer camp:** Since during the 2020-2021 school year we had to cancel our international trips for our 5th graders to Panama and Martinique due to international travel restrictions. To address language recovery, we will examine programming efforts to design a summer program that has a language focus.
- **Instructional Changes:** Stokes will be returning to use Investigations math curriculum, however we will use Zearn as a supplemental intervention program. In addition, we will examine days and times in the school day that we will support more use of the target language. Stokes School will also focus our professional development on data driven instruction and social-emotional and physical wellness of our students. See below for more detail.
- **SST intervention math and reading groups:** Student Support Team intervention groups will begin early in the 2021-2022 school year and with more frequency to address academic recovery in math and ELA. Additional staffing will be required to implement the groups.

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

Stokes School will use the balance of the ESSER funding on initiatives that reduce the pandemic's impacts on students and staff. In addition to ensuring physical safety and promoting academic acceleration, a major focus will be on providing resources to address the mental health and wellbeing of students, families and staff. This will include previously mentioned community building and healing initiatives – WENDT Center training for students, families and staff, whole staff Responsive Classroom training, whole staff restorative practices training, hiring of a new school counselor and the establishment of a partnership with the Howard University School of Social Work which will place student interns on each campus.

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

We recognize that the pandemic has disproportionately impacted our scholars and families from certain communities including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students. We have described in previous sections how we will ensure that interventions address the needs of each community. In addition to the aforementioned strategies, our Student Support Team will identify highest priority students based on classroom observations and grade level meeting student analysis. The data gathered from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each scholar throughout the school year.

SY 2021-22 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

The LEA attests to the following statement regarding technology:

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

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

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

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

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