

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Harmony DC PCS
LEA Head of School Name: Evren Culha
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
 - 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.

Operation Plan for HARMONY DC PUBLIC CHARTER SCHOOL allows for on-site learning for all students for 180 day at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). And a sample schedule of a typical school week can be found [here](#).

Harmony DC will be able to accommodate all students in person five days per week with its current levels.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline: Email, text messages, class dojo messages, and social media announcements. Students will be able to take their Chromebooks to home if they are excluded from school due to confirmed or suspected coronavirus cases and continue their learning from home via school's synchronous online learning platforms. If the child is unable to take his/her Chromebook to home, school will deliver it to student addresses. Also, teachers will teach from home if they are excluded from school due to confirmed or suspected coronavirus cases. School will also mail printed materials within 3 days to student addresses for students to access materials in print in addition to the electronic version.

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.**

Students learning through distance learning program will have at least 6 hours daily schedule which will include synchronous and asynchronous learning opportunities every day. Daily learning will include community time, math and ela lessons, individual work time, lunch and recess, office hours, intervention time, and specials.

• **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;**

School will distribute the technology and all supplies needed by the students with medical certification a week before the first day of school.

• **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**

School will hold meetings with students who will learn from home and their parents as a part of its yearly student-parent orientation and present expectations, rules, procedures, recommendations for an effective online learning. In the same orientation, school will train its students and parents on school LMS (Schoology), video conferencing program (Zoom), and other online tools.

• **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.**

School will use both synchronous and asynchronous model for students who will learn from home due to medical

certifications. Students will connect classes via Zoom, be provided recordings of the sessions for future reference, and learn from school LMS (Schoology). All materials will be available on Schoology. Print versions of same instructional materials will also be mailed to student addresses.

Student and Staff Well-Being

2.A: Whole Child Supports

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

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

a. How the LEA will provide opportunities for social-emotional learning, relationship building, and mental health awareness for all students;

1. Social Emotional Learning

- The LEA will provide social emotional character development to support students during continuous learning and school recovery through CASEL and other SEL curriculum.
- Students will have SEL classroom instruction 30 minutes per week.
- Examine the impact of SEL efforts and provide opportunities for SEL practice and reflection.

2. Relationship Building

- The LEA will provide opportunities for relationship building.
- Taking time to cultivate and deepen relationships, build partnerships, and plan for SEL.
- Build adult-student and peer relationships.
- Foster new relationships that elevate student and family voice.
- Use two-way communication strategies.

3. Mental Health Awareness for Students

- Design opportunities where students can connect, heal.
- Ensure access to mental health and trauma support.
- Identify opportunities for innovation and anti-racist practices.

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.

The LEA will use many tools to screen and refer students for mental and behavioral health needs including but not limited to: Informal surveys, interviews, teacher nomination tools, self and parent referrals, regular check ins, use of MTSS programs, use of PBIS, other student indicators (grades, attendance, discipline referrals), indicators of students socioeconomic status (parents highest level of education or free/reduced lunch status)

c. How the LEA will provide direct mental and behavioral health services for students in need.

1. The LEA will provide direct mental health counseling services within CACREP standards including application of counseling, consultation, and human development skills designed to meet the individual needs of each student.
2. The LEA will provide access to short term mental health services including various strategies and proven techniques, SEL Curriculum, PBIS, additional screening for Psycho/Behavioral assessments, use of BIP's, FBA's, and referrals to SST Team, special education coordinator, and other outside agencies.
3. Use of Trauma Informed Care principles will be established prior to instruction and integrated throughout reopening including Safety, Trustworthiness, Choice, Collaboration, Empowerment, Self Awareness, Self Management, Relationship Skills, and Responsible Decision Making.
4. School based counselor and CBO clinician will communicate referral pathways to students, families, and staff. Both counselor and clinician will provide services to students, parents, and staff in one-on-one or small group settings. They will provide pathways to students, families, and staff as needed. Also, school will partner with mental health partners before school starts through DC Behavioral/Mental Health Expansion.

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.

Students coming off of 1 1/2 years of being out of a traditional classroom setting. Our approach will begin with one of understanding. We will approach the year with a training mindset that begins with a "pre school culture Olympics" using the first 2 weeks of school not being heavy on academics but heavy on culture and what it's like to be back in the building. These 2 weeks will be filled with games and team building for the classrooms, (ex: which class can transition the fastest and quietest through the hallway, which student can have their learning items on the desk fastest). We will incentivize our scholars early and will catch a "majority" of issues before they arise.

Teachers will receive trainings on trauma-informed instruction. As a PBIS school, we will promote and incentivize positive behaviors.

We will also expect our students to observe school rules. When addressing non-compliance, our scholars will have several sessions with the Dean of Student Culture and School Counselor. We will utilize our teachers in the restorative justice process, having the teacher and scholar iron out any issues before allowing the scholar to come back to class. Staying with the premise of understanding our scholars will receive both restorative communication and consequence for their actions if they rise to that level.

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.

Our LEA contracts with Revolution Foods. Breakfast and lunch will be provided daily to all students at no charge.

For our students who access our school through remote learning options, meals will be available for pick up once a week on Mondays. School will deliver meals to the students whose parents are not able to come to school to pick up

meals.

For a single student who is self-quarantining due to a potential exposure outside of the school, school will make meals available for pick up weekly. School will deliver meals to the students whose parents are not able to come to school to pick up meals.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, school will make meals available for pick up weekly. School will deliver meals to the students whose parents are not able to come to school to pick up meals.

In the event our entire school is unable to operate an on-site educational program for a finite period of time, 5-day worth of meals will be made available to all families for pickup weekly on Mondays. School will deliver meals to the students whose parents are not able to come to school to pick up meals.

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.**

Harmony DC will provide professional development opportunities in the areas of trauma-informed practices, including grief and loss before the first day of school at our yearly teacher and staff orientation workshops between August 9-20, 2021. Our school based counselor will facilitate discussions and workshops on staff wellness, share best practices, and recommend community resources.

Harmony DC will survey teachers in the summer and before school starts to learn what they need from school in terms of self care, mindfulness, positive psychology, and etc.

Our school based mental health professionals will lead mindfulness and breathing exercises at the beginning of staff meetings.

We will create time and space for teachers to spend time with their colleagues through staff retreat, staff social clubs, out of school programs.

Harmony DC staff will be supported with instructional coaches to minimize their anxiety on lesson planning, delivery, grading, and etc.

School is offering mental health benefits through its medical insurance and life/short-long term disability insurance package. Services include face to face therapy sessions, wellness programs, employee assistance program, and financial health.

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.

Harmony DC plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently at parent and student orientation meeting and via *website updates, social media, weekly bulletins, and re-enrollment/ enrollment events*. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys.

Our school will solicit and incorporate student and family feedback on these plans through *focus groups, 1:1 conversations, and surveys*. Our team will solicit, review and incorporate feedback quarterly, so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will provide report cards and progress report cards every 4-5 weeks and hold 2 parent teacher conferences (both in-person and online).

Our staff will do home visits starting before the first of school. We plan to visit, either in-person or online, all of our parents in the first 2 months of school to meet with them and their scholar, listen to them, and hear their feedback and expectations.

We will use 360 degree communication by (1) creating or utilizing practices that promote strong relationships, (2) seeking feedback and ensuring families know how to and have opportunities to provide input and make decisions, (3) listening and learning from families who are experts of their children, (4) taking action and incorporating feedback into your structures and practices, (5) sharing back and helping families understand how their feedback is being used.

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.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: *low attendance rate, student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; online engagement ; participation in class discussions*.

Harmony DC will first identify the students who were consistently less engaged with distance learning in 2020-21 by grade level and academic status. We will prioritize these students for summer school and reach out parents of these students to make sure they are enrolled in in-person summer school to receive academic support as well as social and emotional support. Students who were consistently less engaged with distance learning reported technology problems, including lack of access to consistent internet. We will make sure students attend in-person learning and attend school every day.

When students are out sick, students will be able to receive instruction from home via school's LMS.

These students will also be prioritized for high dosage tutoring, small group instruction, afterschool program, and saturday school.

Harmony DC will review these students attendance weekly or more often if necessary. We will make sure students show improvement in terms of closing their gaps, maintaining more than acceptable level of attendance, getting high grades,

turning in their assignment, and etc.

Harmony DC will also engage with parents of these students to make sure they have access to resources they need. We will support them by connecting them with community resources.

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;**

We will use NWEA (K-5 Grade Math and Reading) , ANet (2-5 Grade Math and Reading), and mClass Dibels Next (K-5 Grade Reading) for benchmark and progress monitoring purposes. School will also use Eureka Math and EL curriculum unit and module assessments for content mastery.

- **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);**

NWEA, Fall (September 2021), Winter (February 2022), Spring (May 2022)

ANet, Cycle I (October 2021), Cycle II (January 2022), Cycle III (March 2022)

mClass Dibels, Fall (September 2021), Winter (February 2022), Spring (May 2022)

Eureka Math and EL assessments: Every 5-10 days

- **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**

Harmony DC will use goals set by the assessment providers for all grade levels. Goals are set using the BOY data in the fall. Winter administration will provide a mid-year checkpoint to gauge student progress and an opportunity to modify the support system for the individual students. Spring administration will be used to determine yearly progress.

- **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**

Goals are set using the BOY data in the fall. BOY data, data from 2020-2021 school year, and teacher and parent feedback will be used to create a support system for the students. Students will be placed in groups depending on their levels. Students will be provided small group instruction in and out of the classroom depending on the groupings and students needs. This support will be additional to the regular instruction. Weekly or bi-weekly curriculum assessments will be administered. Curriculum assessment data will be used to create intervention/enrichment lessons for individual students during small group sessions. Teachers and interventionists will continuously assess students weekly or bi-weekly and provide small group interventions. Winter

administration will provide a mid-year checkpoint to gauge student progress and an opportunity to modify the support system for the individual students. Students might be placed in a different ability group depending on their winter test results. The same weekly-biweekly assessment and intervention cycle will continue after the winter assessment as well. Spring administration will be used to determine yearly progress.

- **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 do not have a student who will be attending a non-public school next year. However, when and if we enroll such a student, our special education coordinator will collaborate with the teachers and other educators at the non-public school to determine the type of the assessment to be given to the student. Based on the assessment result, they will devise a plan for the student. Our Special Education Coordinator will meet with her counterparts at the non-public school periodically to discuss student progress, current interventions, student response to interventions, and etc. and make recommendations to the non-public school to change some of the support systems if and when necessary to improve student performance.

3.B: Employing Intentional Strategies for Accelerating Learning

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

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use NWEA MAP, ANet, mClass Dibels Next, and curriculum assessments to gauge student performance and progress throughout the school year. Students will be placed in tiers based on their Fall assessments and provided interventions accordingly. Also, weekly or biweekly curriculum assessments will let teachers and interventionists the areas they need to focus on in a given week. Administrators and instructional leaders will meet with teachers and interventionists biweekly to review student work and student data, and create action plan for the following two weeks. Also administrators and instructional coaches will observe teachers and students weekly, and provide feedback to teachers.

Mid-year assessments will give a checkpoint data to regroup students based on their current levels and to modify student support systems accordingly.

End of year assessments will show students' yearly progress and provide data for summer school.

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.**

Harmony DC will utilize afterschool programming, longer day, summer schools, and saturday schools as an

additional opportunity to provide more support to students by trained professionals in smaller groups or sometimes in one-on-one setting. In afterschool program, Harmony DC staff will provide support on daily lessons and homework. Harmony DC will provide additional 1-2 hours of math and ELA intervention/enrichment to its students daily in addition to 3 hours of ELA and 2 hours of math daily instruction. Summer schools will be used to address areas students need more support based on their end of year assessment results. Saturday schools will provide students an extra support on a different day than regular school days when students are more ready to receive additional support. Saturday school is also a great way to establish stronger student-teacher relationship.

Harmony DC will hire interventionists to work with students in smaller groups to provide high dosage tutoring. Interventionists are master teachers who are experts in their fields. They will be able to improve student results significantly thanks to their vast experience and expertise in their areas (math and reading).

Harmony DC will be implementing its new K-2 ELA curriculum. Harmony DC chose EL curriculum for its reading program. Harmony implemented EL curriculum for 3rd-5th grade two years ago and is now adopting it for K-2nd grades. EL curriculum received high remarks from Edreports: <https://www.edreports.org/reports/overview/el-education-k-5-language-arts-2017>.

Harmony DC will implement a more structured intervention program. Students will receive 1-2 hours of daily math/reading interventions in very small groups (3-4 students per group). Students will receive interventions and high dosage tutoring from interventionists. Interventionists will assess students daily with exit tickets and weekly with assessments, and create their weekly plans accordingly. Student progress monitoring will be housed in a central tracking system.

Harmony DC staff will be trained on the intervention system to accelerate student learning before school starts and periodically on Wednesday after school starts.

New chromebooks/tablets will be purchased with necessary programs and tools installed in them. These devices will allow students to access content, assignments, and assessments anytime in and out of school. Students will continue learning even when they are sick and absent from school.

School will utilize Zearn, Razkids, Headsprouts, and Reading A-Z to increase student math and reading fluency.

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.

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. We are identifying what worked well by looking at a variety of factors gather through feedback from teachers, parents, and students, and grades, attendance rates, truancy rates, and assessment results. We will spend two weeks prior to first day of school for teacher and staff training between August 9-20 on culture, curriculum, instruction, assessment, positive behavior interventions support, trauma-informed instruction, restorative justice, interventions, student progress monitoring, teacher students with disabilities and language deficiency, parent communication including non-English speaking families, technology use, safety and health requirements, and etc.

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

School used many tools to provide instruction and feedback, and to improve student engagement during distance learning in 2020-2021 school year. School will continue utilizing Schoology LMS to provide an electronic version of student assignments, homework, and assessments, so that students can access these resources anytime. Also, school used some programs, such as Nearpod to deliver instruction in a more engaging way. We plan to use same tools in this upcoming school year.

Harmony DC implemented a weekly social and emotional learning class during distance learning. We will include SEL class in our K-5 classes' weekly schedules in 2021-2022 school year.

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

N/A

3.C: Special Populations

Students with Disabilities

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

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

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

a. Harmony Special Education Team members will administer B.O.Y. assessments and curate data from prior assessments in SY 2020-2021 to determine each special education student's current level of functioning and the degree to which interrupted instruction has impacted their overall academic and functional progress between March 2020 and September 2021. Based on the BOY assessments and students's current level of functioning, students' IEPs will be updated as appropriate to ensure students' access to accelerated learning. Students with IEPs

will also be supported through schoolwide high-impact tutoring, afterschool and saturday school tutoring, and summer camps.

b. The Harmony DC PCS Special Education Department has a plan to implement intensive, Tier II and Tier III interventions in ELA and Math at the beginning of SY 2021-2022 . Teachers providing specialized instruction will receive professional development for these interventions during the SY 2021-2022 pre-service days. Beginning of year assessments, prior year end of year data, prior year report cards and assessment data, and prior year IEP progress reports will be used to determine the needs of students with disabilities. School created a schoolwide intervention plan for all students. Students with disabilities will be supported through their specialized instruction hours as well as schoolwide accelerated learning programs, such as high-dosage tutoring, afterschool tutoring, saturday tutoring, and summer camps. School engaged with Citybridge in the summer to create systems for selecting students for services, providing needed interventions to these students, and including all students in these schoolwide accelerated learning programs. School will present its schoolwide accelerated learning program to all parents at parent events before and after school starts. The services each student will receive will be communicated to their parents in a written form in the language they communicate and through online/in-person meeting with parents.

c. Special education students at Harmony DC PCS across all instructional settings receive standards based instruction (with appropriate accommodations and modifications) via the general education curriculum. Harmony Special Education Team Members carefully consider each special education student case to determine LRE. Harmony students have not and will not be placed in more restrictive environments due to learning challenges posed by distance learning and the pandemic.

d. Throughout SY 2020-2021, parents received information from Harmony DC PCS related service providers on an ongoing basis to ensure students received services virtually (speech, occupational therapy, and behavior support) as per their IEP's. Students and parents were taught how to access Zoom links for virtual related service sessions. Harmony DC PCS plans to return to in person related services for SY 2021-2022. However, if the need arises to return to virtual services, Harmony will instruct parents and students on how to access services virtually.

e. Whenever a Harmony DC PCS Special Education Team Member makes contact with a parent for the first time, the team member asks what mode of communication the parent prefers. The team member then enters any form of communication with parents in a log that is monitored by the Special Education Coordinator. Team members also make note of which modes of communication parents respond to most consistently.

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

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

- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

N/A

English Learners

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

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

a. Harmony DC will provide the OSSE Home Language Survey to all students who enroll in a DC public school for the first time. Based on the responses provided on the OSSE Home Language Survey, all students who are eligible for screening will be assessed for such status with an OSSE-approved English language proficiency screener within 30 days of the student's first official day of school. Students who were provisionally screened during distance learning will be re-screened within 30 days of the student's first official day of school. 2. Parents will be notified of the results within the first 30 days of the school year or first two weeks of EL placement if after the start of the school year.

When a student transfers to a Harmony DC, we will first check the Early Access to English Learner Data application to verify whether: • the student has been identified as an EL or monitored-EL student; • the previous LEA screened the student; • if the student has an ACCESS score. If a student is identified as EL in the Early Access to English Learner Data application or in SLED, the student will not be rescreened: the student has EL status and the only way for the student to exit EL status is by meeting the state's exit criteria.

b. School will use sheltered content program. Harmony DC selected this model because it is the most equitable means of delivering high quality instruction to ELs. Sheltered instruction maintains ELs' inclusion in content area classes so that they have maximum interaction with and exposure to content teachers and English proficient peers. Teachers will be trained use clear English and scaffolding strategies to present students with skills and concepts that are equivalent to those taught in mainstream content courses. Instruction is adapted to ELs' English proficiency level, spirals through the curriculum, activates prior knowledge, and promotes classmate collaboration.

School will use screener data, Access test results, NWEA MAP results, and mCLASS Dibels Next assessment results to monitor student progress. EL students will placed in small groups for intervention purposes. EL students will be given one hour of extra ELA instruction (intervention) to close their grade level content gaps in the areas of reading, listening, speaking, and writing. NWEA MAP and mCLASS assessments will be administered in the fall, winter, and spring. School will use NWEA MAP and mCLASS vendor goals as EL students yearly goals. Students progress between benchmark assessments will be done through biweekly assessments.

School will use mCLASS Dibels Next data to establish its language goals. Students will be monitored through progress monitoring tools within mCLASS every other week and benchmark assessments three times a year.

ELs will be included in schoolwide accelerated learning program to receive additional support in ELA and Math. Teachers and interventionists will meet daily with students in small groups to provide targeted intervention programs. School will use data from all of the assessments it will administer at the beginning of the year and it

administered at the end of last year and form groups of students to receive daily intervention and acceleration learning sessions.

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.

Harmony DC will use ESSER III-ARP funds to implement prevention and mitigation strategies in following areas:

1. Increased cleaning and sanitizing of the facility
2. Improvements on the school AC system
3. Air filtration devices in each classroom, cafeteria, and office areas.
4. Touchless systems in the restrooms and staff areas
5. PPE for staff and students
6. COVID testing for staff and students

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.

School will use at least 20% of its allocation on these evidence-based interventions to address the academic impact of lost instructional time:

1. High dosage tutoring (daily) by interventionists who will be hired using ESSER III-ARP funds
2. Free of charge summer school in summer 2021, summer 2022, summer 2023, and summer 2024
3. Free afterschool program for daily lesson review and homework support
4. Saturday tutoring
5. Extended day: One to two hours of math and/or ela intervention
6. Technology for students and staff

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.

Harmony DC will use the remaining of its ESSER III-ARP funding on these initiatives:

1. School based mental health care professionals
2. Providing transportation services for students who have to travel extensive distance to come to school every day.
3. STEM programs for all students
4. Teacher and staff professional development for accelerated learning, trauma-informed practices, student wellness, staff wellness, restorative justice practices
5. Programs to ease transition of students from distance learning to in-person learning
6. Family outreach and engagement
7. Tier 1 curriculums
8. School leader training
9. Digital programs

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.

Harmony DC will provide interventions to all of its students, including **students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students. School will create a data dashboard to include students' assessment history, grades from prior years, whether they are at-risk, receive special education and/or EL services, experience homelessness, in foster care and/or migrant. School will prioritize students who were disproportionately impacted by the COVID-19 pandemic and make sure these students have access and priority to the programs offered by the school. School will also use the same dashboard to monitor these students' progress more closely through assessments, observations, surveys, and feedback sessions and modify the supports provided to these students when necessary.**

Harmony DC will provide mental health services to these students (and others) in weekly sessions in one-on-one and small group settings. School will also have social and emotional learning classes for all students. School counselor will meet with parents to discuss their scholar's progress and listen to them to find better ways to help their children.

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.