



**Friendship Public Charter School
2021-22 Continuous Education Plans(CEPs),
2021-22 Health and Safety Plans, and
2020-21 Assessment Data Collection**

Safe Reopening

1.A Physical Health and Safety

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

1. B: Support Across Learning Environments

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

The Operation Plan for Friendship Public Charter School allows for in-site learning for all students for at least 180 days at 6 hours per day, or no less than 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#) under Parent Resources.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline. The individual campus will notify families immediately after the decision is made using PowerSchool. Moreover, Friendship will place an announcement on the campus webpage, main webpage, and social media platforms before the close of business. In the event that a parent/guardian has a question, they may contact the school. In addition, parents/guardians can also use wecare@friendshipschools.org to send an email or visit our main webpage and interact with a live team member using a bot. All questions are responded to the same day.

Key to a smooth year is uninterrupted learning through dissemination of materials. All curriculum is ordered

and delivered directly to each Friendship Campus under the direction of the Business Services Manager. Once received, all materials are inventoried and delivered directly to each classroom. Every scholar will receive the necessary materials to engage in daily lessons without the need to share materials with other scholars in the classroom. Materials will be available at the scholar's desk in an individual box.

Additional materials are available for any scholar that may need to remain at home for a period of time due to exposure or illness. The materials will be available for pick-up or Friendship will deliver. The materials also include a Chromebook and/or iPad and a WIFI device (as needed). Friendship classrooms are equipped with web cameras in order for the scholar to participate in simulcast instruction.

Friendship will maintain a page on the website for students to access materials, if needed. The information can be found [here](#).

If a team member or scholar tests positive, we will act urgently to ensure the safety of all people. Friendship will continue to follow the guidance published by DC Health & OSSE for schools.

- If the student tests positive and they are currently in the building, they will be brought to an isolation space monitored by someone with protective PPE.
- Their parent or guardian will be contacted for them to be picked up as they will need to begin quarantine.
- Friendship will immediately notify DC Health by submitting an online form.
- The students and adults who were in the classroom with the positive student should stay in the classroom until parents/guardians can pick up their student.
- The cohort of students must not attend school in subsequent days while DC Health completes its contact tracing investigation.
- The adults who were potentially exposed to the COVID-19 positive student will also need to quarantine, unless they have been fully vaccinated.
- Deep cleaning will occur in the space(s) the student was in.
- Friendship will notify our school communities of the positive case via a formal letter sent via email, and stay in constant communication with those students and staff that are in quarantine.

The operations plan can be implemented using our current staff and anticipated hires in our current facilities plus facilities we plan to build (i.e., outdoor classrooms), renovate (improved elementary/middle classrooms) and/or acquire.

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

- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):
 - i. The LEA itself
 - ii. Another District LEA (please select name)
 - iii. One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)
- b. How the LEA will deliver its distance learning program (select one):
 - i. Centrally at the LEA level
 - ii. By campus/at the school level
 - iii. Both (please describe the LEA's approach)
- c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.
- d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;
- e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and
- f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.

For scholars with an approved medical certification consent form, Friendship will offer a distance learning program through its DC Public Charter School Board approved Friendship K-8 Online Campus (Stride K12) and 9-12 Friendship Collegiate Online Academy (Edmentum). The DCPCSB has reviewed information provided by each online provider, including the curriculum, during the approval process. Both providers offer over 25 years of online experience, utilize a curriculum that is Common Core aligned, and program for at least 6+ hours of daily instruction. A scholar's daily schedule can involve whole group instruction, small group instruction, asynchronous/self-guided learning, and participation in office hours. Moreover, Stride K12 and Edmentum use a learning management system (LMS) that was internally developed and both train parents and scholars on how to navigate the LMS.

Friendship will provide each scholar a Chromebook and access to WIFI. A scholar will be assigned a learning coach (parent + teacher of record) to monitor and support the scholar on a daily basis. Stride K12 will directly mail each participating student all the instructional materials needed to support the online learning. EdOptions provides all instructional materials needed for each course. Contractually, each provider is responsible for securing the instructional staff needed to support the online campus/academy.

In the event that a scholar would like additional resources during asynchronous learning, they can be found [here](#).

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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.

Friendship Public Charter School believes in developing the whole child to meet their social-emotional, mental health and academic needs. It is our goal to offer a multitude of touch points to include, but not limited to:

- Hosting Restorative Circles with students and teachers to develop relationships, respond to conflicts and build a positive school community. Circles give scholars an opportunity to listen and share with one another in a safe learning environment.
- Facilitating professional development to identify social-emotional needs of the school community and provide sustainable strategies to meet individual needs.
- Providing Trauma informed professional development for leaders, teachers and clinicians that provide preventive and early intervention strategies to create a supportive and nurturing school environment.
- Ongoing parent workshops that provide parents and caregivers with the tools needed for healthy responses to the social-emotional needs of their scholars.

Friendship Public Charter school provides direct mental and behavioral health services for students through culturally responsive interventions. With a staff of licensed Psychologists, Social Workers, Counselors and clinical interns, FPCS is able to provide a well-rounded and robust mental health program for the FPCS community. Crisis teams are equipped to respond to campus needs and emergencies. Additionally, FPCS collaborates with area mental

health agencies (DBH, CHAMPS, SMILE Therapy, Wendt Center for Grief and Loss) to offer supplemental support.

As part of our MTSS process, universal screeners are given to all scholars at the start of the school year to determine the levels of intervention needed to meet the social-emotional and academic needs of scholars. Multiple tiers of intervention are delivered using a collaborative problem-solving approach. Friendship's most comprehensive approach is at Tier I. At Tier I, all scholars receive Friendship's world-class curricular offerings including Wit and Wisdom, Eureka Math, FOSS, and HMH Social Studies. In addition, our scholars receive classes in the Arts, classes in specific high school academies, and online programming (e.g., Edmentum). Tier I instruction for all scholars looks like whole group, small group (teacher and student led) as well as independently directed. When a scholar does not respond to the same instruction as his/her peers, a student will receive Tier II supports. Tier II supports can be requested by either a classroom teacher, parent, and/or the scholar when progress is not being made when compared to his/her peers. At Tier II, an individual plan will be developed that details the specific support(s) a scholar may need. Support may look like small group instruction, pullout instruction, co-teaching classrooms, or even online instruction (e.g., ExactPath). Scholars receiving Tier II supports will be assessed every four weeks and progress reports shared with staff and families. Once a child is performing like his/her peers and making progress, Tier II supports can be eliminated. If a student is not making progress at Tier II and/or through the implementation of our beginning of year diagnostic, Tier III supports can be put into place. A request for Tier III supports can be made by the staff member supporting the scholar at Tier II, a parent, and/or another member of the child's instructional team. Tier III supports will involve pullout instruction, small group instruction, intensive tutoring, and assessments every two weeks to monitor student progress. If over time a student makes progress at Tier III, Tier II supports can be implemented. If a scholar does not make progress at Tier III, the school team and/or family member can call for further educational testing to determine if a scholar is in need of an individual educational plan.

An integrated data collection process and assessments are administered to inform decisions of tiered instruction and intervention delivery. Through MTSS, behavioral needs are identified, adjustments are made to instruction and interventions are designed based on student social emotional and/or behavioral needs.

Friendship pays particular attention to how individual and community variables impact the mental health stability and the community we serve. Students and families are afforded a multitude of mental health services inclusive of participation in Parent Wellness seminars through Parent University and Individual and Group Therapy.

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.

Friendship PCS values a school culture that welcomes students, teachers, staff, and family members. Our core values are essential in creating a positive school climate and sets the tone for all behavior. We believe in taking proactive measures to address the student's behavior, not the student. Therefore, our Code of Conduct uses a Multi-Tiered System of Support (i.e., Positive Behavior Intervention (PBIS) and Positive Behavioral Supports (PBS), mediation, restorative circles), in lieu of out of class/school suspension. Expulsion is only considered when the behavior poses a serious safety risk to individuals on campus or during school-sponsored activities. As we transition back to the school building from a global pandemic, we are providing our staff with intensive

trauma-informed professional learning to ensure that all teachers and staff have the tools needed to recognize and respond to children impacted by traumatic stress and trauma.

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

Friendship will provide meals including Breakfast and Lunch for all students who are participating in in-person learning. In addition, students participating in eligible after school activities and programs will also be served an After School Snack or Supper.

For students who choose to participate in distance learning, if that is an option, we will provide Grab'n'Go meals for Breakfast, Lunch and FFVP to the extent that USDA waivers allow us to continue to serve non-congregate meals. Based on waivers already released from the USDA-FNS for SY 21-22, either students, or parents/guardians of eligible students will be allowed to pick up Grab'n'Go meals at any of our sites. These Grab'n'Go meals will be available for multiple days from one pick up, to maximize the number of students reached and minimize a family's efforts to keep their students fed.

For students who choose distance learning and for whom receiving Grab'n'Go meals at one of our sites might cause an undue burden, we will continue to provide them with a list of DCPS sites that will be distributing meals and update that list as necessary.

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.

Friendship's employee wellness program was created to inspire and engage all staff to make small, achievable changes in their daily routines to reach their mental and physical health goals. We offer a robust Employee Assistance Program to all of our staff through our health insurance Guardian Health. However, seeing the need for increased support during the pandemic, we decided to purchase an additional and more robust Employee Assistance Program through the BHS EAP program. Through BHS, staff have access to

- Master's level clinician for in-the-moment support and guidance when needed
- Behavioral health resource navigation including short-term counseling support
- Legal or financial support
- Childcare or eldercare referrals
- Lifestyle management resources
- Monthly training or webinar series.

In addition, FPCS has instituted the following practices to ensure self-care for teachers and staff:

- Wellness Days: Four early release days to allow teachers and staff time to focus on their personal physical, emotional and mental well-being.
- Wellness Wednesday: Professional learning sessions for teachers and staff geared to providing strategies to manage grief and loss, stress management, healthy living and many other social-emotional and mental health needs.

When traumatic events occur in our country or school community, crisis teams across the district provide emotional support through grief counseling, town hall meetings and/or outside referrals.

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 plans³, 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.

Throughout the pandemic Friendship has remained committed to communicating with our families regarding our status. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations, Parent Advisory Committee meetings and our weekly Learning Without Limits e-newsletter. We will continue to use these same modalities to communicate safe reopening plans. To ensure that all voices were incorporated in our school reopening plan, a school reopening taskforce was convened in December 202 and included a diverse group of stakeholders; parents, teachers, students, staff and vendors. Because of the importance of developing a comprehensive plan, an interdisciplinary approach that drew on the expertise from across the district was essential. The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors, thus, the plan will be available to all stakeholders via the district website at www.friendshipschools.org, and will be updated throughout the school year, as necessary. The plan will also be shared with parents via the district and campus Parent Advisory Councils (PAC), parent orientations and our e-newsletter. To ensure that we reach families who speak a language other than English, the plan will be translated and shared during the ELL parent orientation meeting. Four times per year, students, teachers and parents engage in Quarterly Learning Conferences (QLC). During the QLC, parents receive information on their scholar's academic progress including classroom grades, attendance, behavior and most recent assessment data. It is during this time that parents will receive information on their student's status and progress with learning. Based on the data provided, student, parent and teacher will work together to develop a plan to reach the goals established to ensure student success.

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.

Beginning September 8, 2020, Friendship opened five (5) learning hubs and welcomed nearly 3% of our scholars and by November 9, Friendship had expanded learning hubs to all campuses and had approximately 7% of our total enrollment in attendance. Families were given the opportunity to sign up to attend the hub based on a need: child of a first responder, student seeking a secure working environment, students not responding to virtual learning, etc. In addition, Friendship prioritized spots for disengaged students, students with disabilities, homeless students and students with extenuating circumstances. By Quarter 4, Friendship had for 9% of our

total enrollment reporting 4-days per week. As we conclude our Summer School Learning Academy, nearly 25% of our total enrollment is participating with nearly 82% of these students reporting to in-person learning. Friendship has spent SY20-21 looking at attendance, student work completion, student/family outreach, student grades or GPD, summative assessments and class participation to consistently identify students and invite him/her to in-person learning.

For students disengaged in learning, Friendship PCS is providing the following strategies for the SY21-22.

- Summer school: To ensure that we meet the needs of students who were disengaged in SY20-21, we are offering engaging summer learning and exploratory experiences through our Summer Learning Academy, inclusive of credit recovery for 9-12 graders.
- Individualized and Small Group Support: Additional Acceleration Teachers have been hired for SY21-22 to provide one-on-one and small group sessions of intensive tutoring, credit recovery and academic support.
- Social Emotional Mentorship: Utilizing clinical staff and community partnerships to identify and support disengaged students in need of targeted social emotional support.

As we begin SY 21-22, Friendship will continue administering the NWEA MAP as well as a diagnostic. The beginning of year NWEA MAP assessment and diagnostic will be administered Aug-Sept with student level reports and outcomes communicated to stakeholders thereafter. The MOY NWEA MAP Assessment will be administered in January and the EOY NWEA MAP Assessment will again be administered in May. All other academic updates to families can be found [here](#) under Family 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:
- a. Taught fewer standards than in a typical school year / not able to teach all the standards
 - b. **(X) Taught a narrowed or prioritized set of standards relative to a typical school year**
 - c. Did not adjust standards / Taught the same standards as a typical year
 - d. **(X) Adjusted curricular scope**
 - e. Adjusted curricular sequence
 - f. Did not adjust curriculum / followed same curricular scope and sequence as a typical year
 - g. Adjusted types of assessments administered
 - h. Adjusted assessment administration schedule and/or frequency
 - i. **(X) Adjusted use of assessment data for planning instruction**
10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:
- a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year? (check boxes)

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

- i. English language arts (ELA)
 - ii. Math
 - iii. Science
 - iv. English language proficiency
- b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;
 - c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);
 - d. Whether you set goals⁴ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and
 - e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and
 - f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.

Our LEA will rely on the PARCC as our summative assessment. This past year we offered our own, internally created non-state summative assessments but feel that the resumption of PARCC eliminates the need to repeat these assessments. While we believe that our internal assessments provided us with valuable instructional information that PARCC does not, we are concerned about over-testing our students. Internally, we will use multiple formative, district-level assessments in ELA (K-10), Math (K-10), and Science (5-10). These include the NWEA MAP Diagnostic, NWEA MAP Growth, and an internal benchmark assessment that is aligned to PARCC.

Throughout the school year, Friendship will offer multiple formative, district-level assessments to measure student learning throughout the year in ELA, Math, and Science. These include NWEA MAP, which will be offered three times during the year (September, December, and June); NWEA MAP Diagnostic, our universal screener in September; and a benchmark assessment in preparation for PARCC in March.

Given that we are only using PARCC as our summative assessment, we will not be using a non-state summative assessment for SY 2021-22 and will therefore not have goals for a non-state summative assessment. We will, however, use data from our formative district- and classroom-level assessments to drive instructional changes throughout the year. District-level teams review monthly district-level assessment data to identify school leaders in need of support and to highlight areas of success that can be shared across the district. School-based leadership teams review their students' formative district and classroom-level data on a weekly basis to identify teachers in need of additional support. Instructional Coaches work daily with teachers on their caseload to review data from formative classroom assessments to refine instructional plans and develop student-level intervention plans.

The LEA collaborated with the non-public & residential schools in SY 2020-2021 toward creating a welcoming and stable environment, providing equity supports, multi-layered curricular, programmatic, and technology-based infrastructure, ensuring compliance management, diversification and individualization of services, as well as conducting auxiliary outreach programs for students and families. The LEA's commitment to the least possible interruption of services yielded favorable results in that nonpublic school partners welcomed the LEA support and sought a wide range of counsel and advice from the LEA throughout the Covid-19 school closure time-period. Following are the individual domains of collaborations the LEA made with its non-public and residential school partners:

Welcoming Environment to all non-public students/families:

- Baseline Needs: Reviewing individual student data and family information;
- Invitation to Network: Creating and promoting psychological wellness inclusive of positive culture and trauma responsive opportunities for non-public students/families;
- Data Review: Behavioral data was reviewed to determine and address barriers that reduced student capability to adapt and acclimate to the new norms;
- Trauma Informed Response: Assigned selected students and families to support groups using a trauma lens mechanism;
- CDC Guidance: Networking with Non-Public Schools and Students/Families regarding CDC guidelines and school programs (partial, quasi-full, and full opening);
- LEA-SEA Partnership: Network with State Education Agency in re-identifying a Non-Public School if a student's needs surpassed the scope of what the current Non-Public School could provide; and
- Rapid Response Support Team: Facilitated and/or secured grief counseling services.

Provide Procedural, Technical and Curricular Support to students in Non-Public Schools:

- Setting Support: Determined Instructional Models: virtual, hybrid or phased-in traditional setting;
- Equity: Established educational equity for all LEA students in the Non-Public Schools;
- Infrastructure: Provide each student/family with access to a laptop and internet service to access educational and social emotional services prescribed in their IEPs;
- Technology: Provided technical assistance to Non-Public Schools;
- Programs: Provided curricular soft platforms for learning;
- Auxiliary Support: Provided school supplies necessary for successful virtual/distance learning education;
- Monetary Support: Funded interim Non-Public placements when OSSE was unable to timely secure a location of service;
- Equity Assurance Support: Ensured each student/family had individualized access to school enrollment and registration; and
- Compliance Management: Evaluated the students in a timely fashion using a diagnostic firm that specialized in distant evaluation methods.

Collaborated with Non-Public Schools' Tutoring and Supports Sessions- Before or After School (BAS)

- Additional Academic/Social Emotional Supports: Non-Public Schools designated time before and after school hours for tutoring and office hours for students and families;
- LEA HUB: Access to LEA's in-person programs;
- Win/GAP Analysis: Created individual student learning plans for distance learning based on strengths and areas of improvement (GAP analysis);
- Vertical Dialogue: Engage the student, parent, and Non-Public Schools in vertical conversations and planning to address the gaps within 10 months of the school year;
- Adjusted Curriculum: Selected and implemented an adjusted, virtual curriculum for non-mastered skill mitigation;
- Sustainability: Coached on how to create low internet fatigue inducing sessions;
- Technology Consultations: Coached how to teach computer literacy and technology-based skills;
- Learning Outcome Feedback: Emphasized the importance of immediate feedback strategy (positive narration, emphasize on the skill mastery a student produced without using qualifier of good, better, best);
- Feedback Cycles: Made recommendations and cultivated adult & student feedback cycles; and
- HR development: welcomed Non-Public Schools' personnel to attend LEA's PD sessions in the given domain.

Collaborate on Related Service Provision Expectations and Mandates:

- Diversification: Incremental introduction of video modality and respect of cultural mores and norms;
- Flexibility: Offered services in nonstandard windows (before/after school or on weekends); and
- Environment Scanning: Elicited student/family availability and considered multiple children's homesteads with both working parents.

Student Virtual or In Person Attendance:

- Check Ins: Non-Public Schools to check in with each student/family and provided regular biweekly updates to LEA
- Mitigation Plan: collaborated with the Non-Public Schools in recovery of hours and content for each student; scheduled attendance and recovery meetings with the parent or adult student; progress monitored daily until mitigation plan was completed;
- Case Study: allowed students, parents, or adult students to dialogue about attendance preclusions and what the LEA and Non-Public Schools can do to assist;
- Recovery Modality: synchronous and asynchronous
- Workload Management: volume control, deliverable reconfiguration, and pacing are necessary when a student is in crisis due to attendance, pacing, and metacognitive lift.

Collaborated with Non-Public Schools Regarding Secondary Transition Program:

- Non-Dismissal of Secondary Transition Mandate: while the physical distance was in place, all secondary transition requirements had to be reconfigured to match nonphysical modality (community service hours, practicum, etc.).
- Acceleration: provide alternative modes of ST goal attainment via video or soft modality.

Collaborate with Non-Public Schools on Recovery Plans (if any):

The decision about whether the student is owed compensatory education/recovery services is driven by information and data collected from a variety of sources and reported during either a) an annual IEP meeting, or b) during an ESY team meeting. This information guides the IEP decision-making process. This information includes:

- Present Level of Academic and Adaptive Performance: Data on the student’s progress prior to and during the school closure to assess academic and/or behavioral progress in the general education curriculum and on the student’s IEP goal(s). Data to consider: grades, progress reports, classwork, informal/formal evaluation tools, teacher/service provider observation(s), parent feedback, comparison to the progress of all students, and interdisciplinary consults.
- GAP: Data on the student’s ability to recoup skills and make progress on IEP goals upon the return to school.
- SCHOOL CLOSURE: Documentation of accommodations and/or services provided (e.g., amount of instruction and services including dates, times, and duration), as well as accommodations and/or services the non-public school was/is unable to provide during the extended school closure and re-opening of school.
- VIRTUAL SCHOOL DAY STRUCTURE: Data of the length of school closure (e.g., time without any instruction, time with virtual and/or distance learning, etc.), including information related to the general education curriculum provided to all students and the student’s ability to access virtual and/or distance learning opportunities.

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.

Our approach to addressing interrupted instruction and the need to accelerate learning for the coming school year is captured in detail below, in response to question 12. In summary, Friendship will address students’ learning loss through targeted interventions and small group work facilitated by our additional acceleration teachers and assistant teachers and through high-dosage tutoring.

Friendship’s approach to collecting, analyzing, and using data to inform instruction will continue from previous years. At the most fundamental level, teachers will collect and use exit tickets and short-cycle (bi-weekly) assessments to adjust instruction and to identify small-groups. This instructional planning is informed by regular coaching and instructional support from instructional coaches and administrators.

Schools will also use multiple district-level assessments to inform instruction and interventions in SY 2021-22. At the beginning of the school year, Friendship will administer the NWEA MAP Diagnostic to identify students for tier 2 and 3 interventions. Throughout the year, school and district leaders will use NWEA MAP data to identify students for additional interventions and to determine which students are remaining on-track and which are falling off-track as the year progresses. Lastly, our district benchmark in March will help us understand our students’ readiness for PARCC and will identify the standards that each student needs to focus on to meet college expectations. This will then inform Friendship of those students who need small groups for tutoring as well as for in-class instruction.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):
 - a. Adjusted Scheduling
 - i. Adjusted class/block/bell schedules
 - ii. After-school programming
 - iii. Longer school day
 - iv. Longer school year
 - v. Summer 2021 programming

- vi. Summer 2022 programming
 - vii. School break/holiday programming
 - viii. Weekend programming (e.g., Saturday school)
- b. Instructional Changes

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

- i. High-dosage tutoring⁵
 - ii. New curriculum purchase
 - iii. New intervention program or support
 - iv. New uses of staff planning time for accelerated learning
 - v. New professional development for staff on accelerated learning
- c. Staffing and Related Supports
- i. Additional staffing
 - ii. Additional vendor and/or community partner support
 - iii. New hardware purchase
 - iv. New software purchase
- d. Other
- i. Please describe:
- e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.

After School Programming: We have added an experiential learning component to our extended day programming which will include learning experiences beyond the brick and mortar aligned to core curriculum units of study.

Summer 2021 Programming: We have added an experiential learning component to our summer learning academy experience and collaborated with external providers to deepen the scope of hands-on learning. We are also providing developmentally appropriate learning through play experience for, new to Friendship families, and our current preschool and pre-kindergarten students.

Weekend Programming: Our Saturday school programming will extend and enrich the learning experience for students across grades K-12

High Dosage Tutoring: Armstrong and Blow Pierce are currently working with City Bridge/City Tutor DC to define this program for SY 2021-2022.

New Intervention Program or Support: We will be adding six (6) additional personnel to each campus in the form of accelerated teachers and accelerated teacher assistants.

New uses of staff planning time: Intellectual Prep will focus on defining and practicing lessons prior to implementation.

New PD for Staff: All additional accelerated teaching staff will receive professional learning in the use and

implementation of close reading, guided reading, math story problems, level-literacy intervention and small group targeted phonics instruction.

Additional Staffing: Friendship hired three (3) acceleration teachers and three (3) Teacher Assistants for each campus Friendship will be hiring a Director of MTSS at the Community Office level.

New Hardware Purchase: Classroom web cameras, document cameras, and promethean boards to support simulcast instruction when needed.

New Software Purchase: Schoology, Learning management System (LMS) from PowerSchool

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.

Friendship's approach to reviewing and revising its staff professional learning plans is based on ensuring we have continuous stakeholder feedback in place to support the needs of our team members. Stakeholders include but are not limited to school-based instructional staff, school-based non-instructional staff, parents, students, and district-level team members. Through survey engagement, steering committees and town hall sessions we have been able to identify the professional learning needs of our team members and prepare a succinct plan that will support their learning, well-being, and safe return for the 21-22 SY.

The review process is data-driven, iterative and reflective of continuous feedback from team members. The process allows us to have a living document supported by clear initiatives; Friendship's goal alignment to ensure safe reopening, the well-being of students and team members and accelerated learning. In this approach, it provides us the ability to respond to student needs in real time and refine current professional development practices and systems. The LMS will provide a space for the codification and capturing of instructional, social-emotional, and culturally responsive approaches to teaching and learning to support the consistent implementation of best practices across all Friendship campuses. We are implementing a professional learning management system (LMS) that allows for engagement in varied modalities of learning such as synchronous, asynchronous, and self-paced. Individualized professional growth plans will drive team members' engagement and learning pathways for the 21-22 SY. The Professional Growth Plan will ensure team members' development is aligned to each team member's needs and the students they serve.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress. We encourage LEAs to submit any practices described in this response to the US Department of Education's [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other states and LEAs.

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and they will be continued throughout the 2021-22 school year:

- Open Office Hours: instructors and administrators are available to students during post school hours
- Student Course Selection: offering of singleton courses based on student interest and teacher recommendations
- Experiential Learning Opportunities: expansion of outdoor classroom opportunities and off-site learning

- experiences aligned to specific units of study and student interest
- Tailored use of blended learning platforms: remote access provides students the opportunity to enhance discrete skills and complete assigned intervention.
- Multiple opportunities to demonstrate learning the ability of students to upload assignments, create video submissions and/or share out responded to student preference and learning style
- Varying levels of collaboration: virtual meeting platforms allowed students to collaborate with teachers and peers to form study groups and share resources.
- Building a Comprehensive Learning Management System: Friendship is building out through Schoology a comprehensive PK3 - 12 experience that clearly articulates daily lessons and objectives, identifies core and supplemental curricular, and provides assessments.
- Technology access: ensuring students have access to technology and WIFI as a standard practice is critically important to ensure access to teaching and learning at all times.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches⁶ to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

For grades 9-12, credit attainment and recovery will be important for students who were fully or somewhat disengaged during the 2020-21 school year. For students who are behind their cohort in credit attainment and therefore risk not graduating in four years from the start of their 9th grade year, we will offer the following programs and interventions:

- Grade Level Counseling – The Student Support Team will facilitate grade level town hall meetings to discuss grade level expectations, review graduation requirements, and distribute Memorandum of Understanding (MOU).
- MOU – Every scholar will receive a Memorandum of Understanding (MOU) that summarizes their current on track status. The MOU serves, as a yearly contract that outlines courses and tasks scholars must complete to remain on track for graduation. The MOU outlines current courses, completed credits, recovery courses (if applicable), completion of standardized assessments, community service hours, and graduation tasks and requirements.
- Credit Recovery – Any scholar who did not successfully complete and earn credit for any core course is scheduled for mandatory Summer Learning Academy and/or Saturday School.
- MTSS - All scholars who are retained or in jeopardy of being retained will be supported via the MTSS process. During the initial MTSS meeting, the team will create individualized success plans to outline the recovery courses needed with a timeline of completion. The team will also identify and plan for the scholar's social-emotional and behavioral needs.
- College and Career Counseling – Scholars will explore college and career opportunities daily through their grade-level specific College and Career Prep course. Lessons are created with grade level tasks with input from the School Counselor, College and Career Counselor, and Academy Lead Teachers. Lessons are supported using the Naviance platform as well as academy initiatives and resources. Scholars will also receive preparation and training to support potential internship opportunities. The College and Career Prep course also introduces scholars to strategies to teach and support time management, study skills, graduation requirement tracking, college admission process, career and personal planning while meeting grade-level targets.

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 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.

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

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

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.

Our LEA is committed to serving students with disabilities. During the pandemic, we continued to serve our students with disabilities through classroom instruction, interventions, and related services; all rendered virtually. However, we understand that many students with disabilities may have experienced educational gaps during the pandemic. These gaps will be determined by an individual review of data and baseline assessments upon return for SY 21-22.

Our LEA will conduct individual reviews for students with disabilities. During these reviews, our IEP teams will review individual academic and social emotional student data to determine and address barriers that reduced the student's capability to adapt and acclimate to the new norm. The IEP team will complete a recovery plan to determine if recovery services are warranted

The decision about whether the student is owed recovery services is driven by information and data collected from a variety of sources and considered during the individual review meeting. This information guides the MDT's decision-making process. This information includes:

- Present Level of Academic and Adaptive Performance: Data on the student's progress prior to and during the school closure to assess academic and/or behavioral progress in the general education curriculum and on the student's IEP goal(s). Data to consider: grades, progress reports, classwork, informal/formal evaluation tools, teacher/service provider observation(s), parent feedback, comparison to the progress of all students, and interdisciplinary consults.
- Gap: Data on the student's ability to recoup skills and make progress on IEP goals upon the return to school.
- School Closure: Documentation of accommodations and/or services provided (e.g., amount of instruction and services including dates, times, and duration), as well as accommodations and/or services the school was/is unable to provide during the extended school closure and re-opening of school.
- Virtual School Day Structure: Data of the length of school closure (e.g., time without any instruction, time with virtual and/or distance learning, etc.), including information related to the general education curriculum

provided to all students and the student’s ability to access virtual and/or distance learning opportunities.

Friendship will determine and design appropriate services through the recovery process during these meetings for students with disabilities. Our parents are part of the IEP team. All parents of students with disabilities will be notified of the plan to hold individual meetings to consider and address any gaps of loss of services caused by the Pandemic. In addition, we will hold back to school nights at each campus with sessions for parents of students with disabilities.

It is never our goal to place any student in a more restrictive environment than is warranted based on individual student data. Friendship will follow LRE protocol to determine the least restrictive environment for each student with a disability. Friendship has purchased intervention software to assist the recovery process for our students with disabilities.

The special education department offers parenting training for students with disabilities through our Parent University. This happens once per month and we cover a range of topics such as “Understanding your child’s IEP” or “Dealing with Social Emotional Functioning” just to name a few. We have learned a lot during the pandemic about the use of technology. Our parents responded well to our virtual training and attendance increased. Moving forward, we will offer a hybrid model for parent training.

Friendship makes every effort to accommodate family members with disabilities in the special education process. We have access to assistive technology and interpreters to accommodate family members with disabilities. In addition, our Director of Parent Relation serves as an advocate to ensure our parents' needs are being met.

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.

Not applicable to Friendship Public Charter School

English Learners

18. Describe the LEA's plan to serve English learners, including students participating in distance learning, including:
 - a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
 - 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.

Friendship has adopted the World-Class Instructional Design and Assessment (WIDA)- Screener-Placement Test, and the Pre-IPT test to help determine eligibility for placement in the English language development program. Each test assesses a student's abilities in all four-language domains (Listening, Speaking, Writing, and Reading) to ensure that students' language needs are properly identified and addressed through the EL educational program.

However, with the outbreak of COVID-19, the LEA adopted the Provisional English Learner Identification process developed by OSSE. This process consists of administering the Pre-IPT Oral Remote, which is a State-Approved EL Identification Screener Assessment. In terms of communication, the LEA ensures that explanation is provided to parents orally as related to the information required to be in the parent notification letter to start providing EL services remotely to the potential EL student. The LEA keeps track of all students who are screened using the provisional method and records the results as "Provisional EL" (PEL) or "Provisional Not EL" (PNEL) as recommended by OSSE.

Friendship bases its ESL Program practices on an eclectic approach, which allows teachers to glean effective elements from many methods that allow all students to access the Common Core State Standards and FPCS curriculum. Using an intensive English program, the academic content areas of English language arts, social studies, science and mathematics are used to drive the success of all ELs. This ensures that ELs have access to the same academic content and performance standards as non-ELs. The Program services consists of the following:

- Content-based language instruction in which English is taught through vocabulary related to the content areas; aimed at proficiency in English and academic achievement
- Literacy-based instruction in which ELL teacher teaches language goals based on the WIDA standards
- Co-taught content-based instruction in which ELL teacher teaches language goals based on the WIDA standards, in collaboration with the regular education teacher
- Collaboration with the regular education teacher to modify curriculum to enrich language development
- Small group instruction through push-in ELL programming for students with limited or no command of the English language (students with LEP levels of 1 or 2)
- Students are clustered to increase access to language instruction
- ELL teacher provides instructional materials to promote language development
- Study hall/resource hour for ELL students (in collaboration with mainstream teachers) includes pre and post teaching concepts, monitoring daily work progress, reviewing for tests, organizational skills, and prioritizing

assignments.

The goal of the Content-Based approach is the acquisition of English and grade level academics so that the student can succeed in an English-only classroom.

In terms of data, ELs receive Progress report, Report Cards, Languages Progress Report on a quarterly basis. The quarterly Language Report addresses ESL-specific language standards contained in the WIDA Standards for each of the four domains, providing an average progress score, as well as more specific scores for each given task. LEA also uses benchmark Assessment data, classwork, WIDA ACCESS score to determine Els progress.

Effective Use of Funds in the 2021-22 School Year

For [LEAs receiving ESSER III-ARP funds](#): Please outline your LEA's approach for the use of federal emergency grant funds by responding to the questions below. You will provide additional detail and spend plans when you complete an ESSER III-ARP application in Enterprise Grants Management System(EGMS) later this summer. If relevant, you may reference other responses provided in this CEP or in the health and safety plan.

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

Our plan includes mitigation and prevention strategies that are to the greatest extent practicable, consistent with the most recent OSSE and DC Health guidance on reopening schools. These plans include:

- Personal Protective Equipment (PPE)/ COVID testing (protective supplies and equipment and regular COVID testing of students and adults)
- Technology and connectivity (installation of interactive panels, web cameras, document cameras and cleanzone carts to support in-person and distance learning)
- Personnel (new accelerated teacher and teacher assistants to address post-pandemic learning loss/recovery and support tutoring and academic acceleration)
- Academic systems/operating tools (implementation of evidence-based interventions that respond to student academic and social-emotional needs)
- Facilities and other (safely reopening building, regular and intensive cleaning, signage, germicidal UV lighting upgrade and air-handling/window upgrade, outdoor classrooms)

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁷ 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.

Over the course of the next three years, Friendship will use the 20% in the following areas:

- Expansion of summer learning and extended day opportunities to include; experiential learning, intensive reading and math instruction (phonics, guided reading, close reading, math story problems and 9th grade bridge orientation).
- Personnel to include; additional acceleration team members per campus to provide small group instruction, high dosage tutoring and individual remediation/intervention support. An MTSS Director will lead MTSS

Coordinators at each campus. In addition, mental health personnel through internal support as well as partnerships will address the social-emotional needs of student's post-pandemic.

- Academic systems and support to include Edmentum products such as ExactPath and Study Island.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁸ of the funding.

Friendship will utilize the remaining 80% to address the following:

- Continue to expand on our technology infrastructure and upgrade each Friendship classroom with interactive panels, web cameras, document cameras, speakers, and cleanzone carts. The installation and upgrades will support learning in the classroom as well as at home (if needed).
- Friendship will ensure that every scholar has a connected device with the necessary protective covering that can travel to and from a campus on an as needed basis.
- Personal protective equipment will be purchased for all campuses, including PPE kits for each educational space. The kits will include masks, sanitizer, gloves, face shields, and sanitizing wipes.
- Signage will be updated and/or installed to provide visual health/safety reminders for scholars, team members, and visitors
- Friendship will maintain our current level of enhanced cleaning and sanitization across campuses.
- Germicidal UV lighting will be installed
- Windows and other HVAC upgrades to maximize fresh air in classrooms or educational spaces.
- Academic systems and support to include; the build out of a high-quality learning management system (Schoology) to provide 24-hour access to learning resources and materials, evidenced-based blended learning platforms and high dosage tutoring partnerships.

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.

Friendship will determine the effectiveness of the interventions in the following ways:

- weekly post assessment in reading and math during Summer Learning Academy;
- LEA wide diagnostic administered within the first 4-weeks of SY 21-22
- Instructional rounds and classroom observations (formal and informal)
- Content level biweekly assessments and exit tickets
- Quarterly benchmark assessments
- Parent, student, and team member surveys, including health and wellness surveys
- Mental health staff and other reports and feedback on students social, emotional and mental health needs

⁷ The American Rescue Plan Act defines “evidence-based” using the same definition as the Every Student Succeeds Act, to mean an activity, strategy, or intervention that:

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least one well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Please see the US Department of Education’s [guidance](#) on using evidence to strengthen education investments for more information.

⁸ Please refer to OSSE’s web site for guidance on allowable uses of the ESSER III-ARP funds at osse.dc.gov/recoveryfunding

2021-22 School Year Health and Safety Plan Questions

Please provide the LEA's detailed plan to implement each of the following mitigation strategies to minimize COVID-19 transmission in the school setting.

Face Masks

1. Provide the LEA's plan to comply with the requirements that:
 - a. except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are fully vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education; and
 - b. masks must be worn correctly.

All team members as well as scholars are required to wear a mask. Friendship has purchased and provided team members and scholars with 3 reusable cloth face masks aligned with CDC guidance. Campuses will also distribute disposable masks for emergency use in the event a team member or student misplaces their reusable cloth facemask. Other types of acceptable face covering options include a paper or disposable mask, bandana, scarf, or cloth mask. Face coverings must cover the mouth and nose completely. The covering should not be overly tight or restrictive and should feel comfortable to wear. Face coverings must be properly worn at all times by team members, students, and family members when inside Friendship PCS buildings, even if social distancing can be maintained, unless there is a medical reason for not doing so. Face coverings must be worn outside when on school grounds if social distancing is not possible.

It is currently the expectation at Friendship that all students, staff, and visitors, including those who are fully vaccinated, wear a non-medical face covering or mask while on school grounds, buses, and at school-related activities. The expectation can be found [here](#).

To ensure easy compliance with this policy, any member of our community who arrives without a face covering, loses or damages their face covering while attending a school activity will be provided a new one. The school will keep a supply of PPE, including masks, until such time as face coverings are no longer required at schools in each classroom as well as the front office of each campus.

2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a facemask at all times.

Staff and scholars must wear cloth face coverings or facemasks at all times. Masks protect the wearer and protect other people. At Friendship, all students and staff, including those who are fully vaccinated, must wear non-medical face coverings or face masks at all times while in the school, on school buses, and while participating in any school-related activities. For students and/or visitors who refuse to wear a face covering at all times, the following procedure will be followed according to our Scholar Handbook found under Family Resources found [here](#). Friendship will maintain a supply of masks at all entries and classroom in the event that a mask is lost or soiled. Moreover, if a student/adult is unable to wear a mask, a shield is available for use. Moreover, staff members may contact Friendship's Human Resources to discuss and get approval for when a mask cannot be worn. For staff who refuse to wear a face covering, the following procedures will be followed according to our team member handbook found [here](#).

Physical Distancing

3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

At Friendship, each classroom will be organized to support students seated and standing at least 3 feet apart from one another (head-to-head). Teachers will stay at least 6 feet from students and each other. For our students who are 18 and older, the physical distance will be 6 feet. We are encouraging all staff and eligible students to get vaccinated, and requiring them to wear masks. During activities such as PE, recess, and during arrival and dismissal, the school will continue to have signage reminding students and staff to stand at the appropriate social distance for their age, which is currently 6 feet for all. Friendship will continue to use seating charts in all educational spaces. Scholars needing a nap will be placed head-to-toe and not share mats. In addition, Friendship will continue to use staggered arrival and dismissal times. Finally, Friendship has installed plexiglass at all entrance desks and front offices.

Physical Distancing is implemented in conference rooms as well as office spaces. A conference space used at the community office is cleaned immediately prior to another small group using the space. Conference rooms are available based on signing up and appropriate scheduling with the receptionist.

Friendship has installed plexiglass shields at the Community office point of entry, front office at each campus, and entry point at each campus.

Friendship has eliminated all common areas for staff (e.g., teacher workroom, faculty lounge). Friendship is not promoting the use of shared materials.

In addition to a face covering, face shields are available. If a mask becomes damaged or soiled while at a campus, disposable masks are available. Every team member has access to a box of disposable masks in his/her classroom.

4. Provide the LEA's policies and procedures regarding the use of cohorts for students and/or staff, including steps to minimize interactions between cohorts, as applicable.

Our LEA is planning to create cohorts by class/homeroom with a required seating chart for every educational space. To limit mixing, the cohort will remain together throughout the day. Friendship will implement a combination of eating in the classroom as well as eating in the cafeteria in order to remain socially distanced and cohorts tight.

Handwashing and Respiratory Etiquette

5. Provide the LEA's policies and procedures to support handwashing and respiratory etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.

Friendship will reinforce frequent, proper handwashing strategies by staff and students with soap for at least 20 seconds. We will also include hand sanitizer that contains at least 60 percent alcohol throughout the school and in the bathrooms (see next question). We will have all students and staff have the opportunity to wash hands, either with soap and water for at least 20 seconds or, if not readily available or would compromise cohort

isolation practices, hand sanitizer with 60% alcohol will be available at the following times:

- Before and after eating;
- Before and after group activities or student centers;
- After going to the bathroom;
- After removing gloves;
- After blowing noses, coughing, or sneezing.

In addition, Friendship will encourage team members and scholars not to touch your face, eyes, mouth, and nose with unwashed hands, cover coughs and sneezes, and cover his/her mouth and nose with a tissue when sneezing or coughing. If team members or scholars don't have a tissue, we will encourage her/him to cough or sneeze into their elbow. Friendship has installed signage throughout each campus to reinforce hand hygiene and respiratory etiquette. Each classroom has been outfitted with a PPE Kit which includes hand sanitizer and tissues.

6. Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, handsanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.

We are planning to have hand sanitizer, tissues in all bathrooms, classrooms, and common areas and will do daily supply checks by campus Covid-19 Monitors. We will also seek to have soap through hands-free dispensers and paper towels in every bathroom. These will be checked on a nightly basis by our custodial staff.

Personal Protective Equipment (PPE)

7. Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.

Friendship maintains a District PPE room (first floor) at our Armstrong Campus and each campus maintains a PPE supply as well. Every classroom is outfitted with a PPE kit which is replenished per a request by the team member to the Business Service Manager (BSM) or building Covid-19 Monitor. Friendship has secured a list of vendors that are able to provide the necessary PPE supplies in a timely manner.

Maintain Clean and Healthy Facilities

8. Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including hightouch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stairrails, faucets, phones, doorknobs, grab bars on playgrounds).

		Throughout the day	Daily	Weekly	Monthly
Classroom	Floors of classrooms		X		
	Student desks, chairs		X		
	Teacher desks, chair		X		
	Walls and white boards			X	
	Manipulatives, text books, etc.			X	

	Pens, pencils, white board markers, crayons, markers	X			
Hallway/Stairs	Fixtures (switches, knobs, buttons)	X			
	Railings	X			
	Lockers	X			
	Floors of hallways	X			
Office and Common Area	Pens, pencils	X			
	Fixtures (switches, knobs, buttons)	X			
	Chairs		X		
	Copiers, etc.	X			
Bathrooms	surfaces	X			
	floor		X		
	Fixtures, handles, switches, faucets	X			
Outdoor Space	Playground	X			
	Balls, toys		X		
Other					

9. Provide the LEA’s cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school. Include the LEA’s plan to comply with specific required protocols for scenarios when it has been 24 hours or less since the sick person was in the school, as well as when it has been more than 24 hours but less than 3 days since the sick person was in the school.

If a person tests positive, we will act urgently to ensure the safety of all people. Friendship will continue to follow the guidance published by DC Health & OSSE for schools.

If the student tests positive and they are currently in the building, they will be brought to an isolation space monitored by someone with protective PPE. Their parent or guardian will be contacted for them to be picked up, as they will need to begin quarantine. Friendship will immediately notify DC Health by submitting an online form. The students and adults who were in the classroom with the positive student should stay in the classroom until parents/guardians can pick up their student. The cohort of students must not attend school in subsequent days while DC Health completes its contact tracing investigation. The adults who were potentially exposed to the COVID-19 positive student will also need to quarantine, unless they have been fully vaccinated.

Deep cleaning will occur in the space(s) the student was in. If it is possible, Friendship will wait at least 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle. If we need to clean immediately, Friendship will open outside doors and windows to increase air circulation in the areas as well as ensure the HVAC system is circulating air at capacity. Friendship will clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

Friendship will notify our school communities of the positive case via a formal letter sent via email, and stay in constant communication with those students and staff that are in quarantine. If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary.

Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies and to comply with the requirement that staff must wear gloves while cleaning and disinfecting spaces throughout the building.

We will run our supply inventory on a daily basis to ensure that we have appropriate disinfection supplies. BusyBee Environmental Services do our cleaning and our agreement with BusyBee Environmental Services confirms that they will wear gloves while cleaning and disinfecting spaces throughout the building. They are also responsible for ensuring sufficient disinfection and cleaning supplies. Friendship's Chief of School Operations meets with Business Services Managers weekly as well as with BusyBee Environmental Services to guarantee all machinery and supplies are sufficient and readily available.

10. Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.

Friendship has a maintenance contract with BusyBee to ensure all systems at each campus are up to date and operable. Friendship will continue to clean the ventilation systems twice a year. In addition, the ventilation systems will maintain an 'open' position to allow more fresh air to circulate through the campus. All classroom and office doors will remain open, when possible, to increase air circulation. Under no circumstances will Friendship keep open fire-rated doors. Friendship will flush water systems to clear out stagnant water and replace it with fresh water. This will include flushing hot and cold water through all points of use (e.g., showers, sink faucets) to ensure fresh water is available for use. Each campus COVID monitor will inspect the campus prior to adults and students arriving to ensure proper ventilation and water readiness. Finally, Friendship will utilize open windows in classrooms and offices where available.

Response to a Confirmed or Suspected COVID-19 Case

11. Describe the LEA's policies and procedures to:
 - a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and
 - b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.

Upon arrival to the building, all visitors will have their temperatures checked and complete a screener. The screener will ask a series of questions regarding general health, symptoms, exposure, and travel. If a visitor does not complete the screener satisfactorily, he/she will not be permitted into the school or offices. These

series of questions will also be asked of Friendship team members and scholars. Friendship encourages any team member or scholar not feeling well to remain at home and monitor his/her conditions.

Friendship staff will submit their responses to health screening questions. by completing the following daily assessment found at www.mycovidassessment.com.

Any individual that has symptoms of COVID-19, or who is required to isolate or quarantine due to COVID-19 diagnosis or exposure, must not enter a school. This includes students, teachers, staff, and any visitors. Symptoms of COVID19 include: Fever (subjective or 100.4 degrees Fahrenheit) or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, or otherwise feeling unwell. Children with COVID-19 infection often present with non-specific symptoms, such as only breathing or stomach symptoms, with the most common being cough and/or fever.

Students who are exhibiting COVID-19 symptoms and/or have a temperature of 100.4 degrees or higher will go to a designated on-site isolation room to wait until they can be picked up by a parent or guardian. Students in the isolation room will wear masks, be kept six (6) feet away from each other, be asked to sanitize their hands, and have access to a restroom if needed. Team members who are exhibiting COVID-19 symptoms and/or have a temperature of 100.4 degrees or higher will not be permitted entry into the building and will be asked to go home. If a team member experiences symptoms while at work, they will be asked to go home.

In accordance with the CDC, individuals with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 10 days have passed since symptom onset;
- At least 48 hours have passed since resolution of fever without the use of fever-reducing medications; and,
- Other symptoms improve.

A note from a healthcare provider confirming a negative COVID-19 test and/or clearance to return to the building will be required prior to returning.

12. Provide the LEA's plan to comply with the requirements to:

- a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;
- b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;
- c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

Our COVID-19 point of contact is Dylan Gruver, Chief People Officer and Tamika Maultsby, Deputy Chief of Compliance. Our choice is to have someone who will be in regular contact with families, staff, contractors, and vendors and report positive cases of COVID-19 to the DC Department of Health. If a positive case occurs, either through Friendship's PCR or antigen testing programs or external to Friendship, the COVID-19 POC immediately communicates with the person and the DC Department of Health. Swift communication and action occur at all times i.e., weekends, evening, holidays, and normal business hours.

Our reporting plan of applicable positive COVID-19 cases in a student, staff member, or essential visitor to DC Health will include both how staff, families, and vendors know to contact us when a member of our community

has a positive test result. The COVID-19 POC will be able to receive calls throughout the day and into the evening hours. The COVID-19 POC may also proactively reach out to families of students, staff, and visitors who had symptoms or have been absent to inquire. All confirmed reports will be shared with DC Health in a means that is requested by them.

Ensuring that all staff and students learn as often on-site as possible, excluding students and staff with similar symptoms but no underlying case must be avoided. To this end, our COVID-19 POC may review all of our daily screening questions to ensure that students or staff with preexisting symptoms have not been exposed. In some cases, the COVID-19 POC may seek the counsel of a healthcare provider.

13. Provide the LEA's procedures to support DC Health with contract tracing in the event of a positive case of COVID-19.

Friendship uses OSSE's daily screening form and, per the form's guidance, we maintain a record of screenings for 30 days in order to support DC Health with contact tracing efforts, should a positive COVID-19 incident occur within the facility.

Our COVID-19 POC reports all positive cases and contact with positive cases to DC Health, as described in Section N. of the Updated Final DC Health Guidance from OSSE (p 28-29). The COVID-19 POC contacts DC Health if a staff member, essential visitor, or student notifies the school that they (or their student) tested positive for COVID-19 if the individual was on school grounds or participated in school activities during their infectious period. Immediately upon learning of the positive case, the COVID-19 POC notified DC Health by submitting an online form on the DC Health COVID-19 Reporting Requirements website using the Non-Healthcare Facility COVID-19 Consult Form. Friendship diligently maintains accurate contact information for all team members and parents/guardians. This information is essential in contact tracing.

14. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

The campus community receives a general letter informing them that there is a positive case in the school. Without identifying anyone person, the letter generally informs the school community that there is a positive case, Friendship's role in reporting the case to the DC Health Department, provides reminders of health protocols to remain safe (i.e., maintain a safe distance, hand washing, masking wearing, etc.) and who to contact if they have general questions about COVID-19. This letter is sent within 24 hours of a positive case.

COVID-19 Testing and Vaccines

15. If applicable, describe the LEA's current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA's plan to ensure that results of such testing programs are reported to DC Health per DC Health's COVID-19 reporting requirements: dchealth.dc.gov/page/covid-19-reporting-requirements.

We will continue with antigen COVID testing throughout the first semester on a weekly basis – both students and team members. As stated above, our COVID-19 POC reports all positive cases and contact with positive cases to DC Health, as described in Section N. of the Updated Final DC Health Guidance from OSSE (p 28-29).

16. Provide the LEA’s plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.

Friendship has actively communicated the availability of vaccines since the onset of availability. Friendship encourages all team members and eligible people to get a vaccine as soon as they are able to do so. Friendship ensures that team members can take time off to get a vaccine. Although the district strongly recommends all students and staff to be vaccinated as soon as they are eligible, it is not mandatory.

Students with Disabilities

17. Provide the LEA’s plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures.

LEAs will ensure that appropriate accommodations are offered to SWDs with respect to its health and safety policies and procedures by taking the following steps:

- Reviewing Individual Education Plans to proactively address and accommodate for identified students with disabilities;
- Encouraging families and students to advocate with his/her case manager, Academy Directors, and/or School Leader;
- Maintain wecare@friendshipschools.org email for parents and/or scholars to advocate for accommodations

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Training, Technical Assistance, and Monitoring

18. Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:

- a. who will receive training and technical assistance;
- b. the topics that the training and technical assistance will address; and
- c. how and by whom the training and technical assistance will be delivered.

Audience	Topic	Trainer/TA Provider	Date Range (if available)
All Friendship Team Members	Friendship's Eight Mitigation Strategies	James Waller and Dylan Gruver	August 9 - 12
Campus Team Members	Friendship's Eight Mitigation Strategies – Campus Specific	Leadership Team	August 16 – 20
Parents, Guardian, or Visitors (Back to School Events)	Friendship's Eight Mitigation Strategies	Leadership Team	August 23 September 17

19. Provide the LEA's plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.

On a daily basis, Business Service Managers submit a health and safety checklist to our Chief of School Operations. The submissions are reviewed and any immediate actions are taken to address information on the forms. On a weekly basis, a status report is provided to senior management on each campus based on the daily submissions.

Friendship will monitor the health and safety plans through our bi-weekly Business Service Manager meetings. The weekly meetings will allow for either the BSM and/or COVID-19 monitor to report on the status of the building including supplies, equipment, and operational systems.

Friendship will conduct 'mystery shopper visits' to ensure all campuses are following Friendship's Eight Mitigation Strategies. If it is determined that a campus is not following a strategy, a meeting will be scheduled with the campus school leader, Covid-19 Monitor, and Chief of School Operations.

Communicating Policies and Procedures to Students, Families, Staff and Visitors

20. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

Friendship will continue to communicate key health and safety policies and procedures with students, families and team members. Friendship deeply values our partnership with families and team members, and we are committed to consistently engaging our families and team members during this unprecedented time.

Friendship's Community Office and campus teams engage families weekly through our social media platforms and website, e-newsletters, surveys, webinars and ongoing one-on-one conversations. Our weekly "Learning Without Limits" and "Around Friendship" e-newsletters reach thousands of scholars, families and staff. Content includes start of school updates, safety and social-distancing protocols, scholar and staff stories, instructional highlights, FPCS hotline, wellness resources, and surveys that glean information on a range of school-related

issues.

Our robust social media outreach – which captures nearly 15,000- 20,000 users daily - elevates important school news and updates. Additionally, our use of PowerSchool keeps families and scholars informed of decisions that impact school operations.

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. In the event Friendship is hosting a live event and/or a meeting is needed, Friendship will utilize our language hotline and/or EL team members.

2020-21 School Year Assessment Data Collection Questions

Note: Assessment data collection responses will be submitted by each individual K-12 school, rather than each LEA.

1. Please describe your approach to assessing student learning in the past school year (2020-21), including:
 - a. Information on the school's strategy and approach to assessing student learning given the school's specific operating status throughout the 2020-21 school year;
 - b. Whether assessments were delivered remotely or in-person; and
 - c. Highlighting any changes to your original assessment plans due to the impact of the pandemic.

Friendship's approach to assessing student learning in elementary and middle school (K-8) focused on the administration of common unit assessments in math and reading (beginning of year and end of year) across all schools within the network. Math unit assessments were created by the district, while reading short cycle assessments were developed by each school's instructional specialist. Administration of assessment cycles included both in person and virtual options uniquely meeting the needs of each student. Students who elected to participate in hybrid learning were assessed on campus and monitored by staff, while virtual learners were monitored and supported using virtual break out rooms overseen by assigned staff members. Assessments focused on grade level priority standards based in addition to the beginning of year (BOY) results from math and reading/ELA assessments. Formatively, students were assessed daily using standards-based exit tickets that were constructed and based on the adjusted course specifically focusing on priority standards.

Similarly, Friendship's schools within the high school network formatively assessed student learning using common daily exit tickets or focus question tasks (FQT), short cycle assessments every 3 weeks in math and English, and unit assessments/project-based celebrations of learning following each unit of study. In addition to these assessments, students who were enrolled in advanced placement coursework were provided daily assessments to gauge skill mastery along with students in grades 10th – 12th being required to complete the PSAT and SAT examinations. Opportunities for students to participate in these assessments included both in person and virtual opportunities with specific staff being responsible for the oversight, management, and collection of assessment tools.

Assessments across all networks were delivered both remotely and in person. An end of the year calendar schedule was developed and followed by all schools within the network.

Schools across the network primarily followed the end of the year testing calendar created at the network level and followed the state assessment guidelines for advanced placement, PSAT, and SAT examinations. Slight timing adjustments were made to the testing window to accommodate students who experienced technical

issues/absent during administration. To decrease the number of technical issues during a given assessment period, test monitors, observers, and parent coaches received additional training around managing and responding to technical issues during testing administration.

2. Please identify the content areas for which your school administered non-state summative spring assessments (interim, benchmark, end-of-course, or end-of-year) in both 2019-20 and 2020-21.
 - a. Please limit your responses to those assessments administered as common assessments at the school or LEA level as opposed to those developed and used solely by individual teachers.
 - i. ELA (2020)
 - ii. Math (2020)
 - iii. Science (2020)
 - iv. English language proficiency (2020)
3. Did you set assessment-specific goals⁹, benchmarks, or targets for performance on assessments administered in the 2020-21 school year?
 - i. Select: Yes/no
 - ii. If yes, are these goals/targets set by (select one):
 1. Assessment provider (e.g., NWEA)

⁹ For the purposes of this collection, “goals” are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., MAP), are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

2. The LEA or school (e.g., charter organization, school or teacher)
- iii. If yes, are the goals/targets meant to measure (select one)
 1. Student proficiency
 2. Student growth
 3. Both
4. Please describe the steps your school took in the 2020-21 school year to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners and English learners with disabilities.
 - a. We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where supports may be needed.
 - b. If applicable, include information on the specific assessments used to assess different groups of students (content area, grade, and type [interim, benchmark, etc.])
 - c. Provide narration on accessibility and the availability of accommodations and accessibility features.
 - d. Highlight where there may be gaps or challenges in providing common assessments for all students (e.g., if vendor-created tools are not available at certain grade levels or for certain content areas).

In order to ensure that all Friendship students had equitable opportunities to access instruction equitably and be assessed for mastery, each school within the network provided families with opportunities to develop their technical troubleshooting skills to assist student(s) experiencing technical issues. All students were provided with Chromebooks or iPad technology and were taught how to effectively and safely access digital resources (e.g., zoom, Google Classroom, Edulastic, Illuminate, online calculators etc.) used for assessing mastery. Students who did not have internet access were provided wireless access points free of charge and were given options of participating virtually (synchronous and asynchronous participation opportunities) and/or in-person. Students with disabilities were provided accommodations and modifications based on their individualized education plans which included, but were not limited to visual supports, access to calculators, additional time/frequent breaks, reduced-distraction learning spaces at their school sites, fewer problem sets, read aloud accommodations via virtual break out room or in person support via the learning hub. Parents of students with disabilities were provided numerous opportunities to engage with special educators and learn about academic online resources to assist students.

English language learners (ELL) who participated in virtual learning were offered online resources (audio, video, maps, etc.) and additional instructional materials which focused on language inclusion to enhance the accessibility and quality of Friendship's ELL student population. Moreover, Friendship provided critical instructional updates (e.g., general academic, testing, etc.) to families using a multi-lingual communication plan to ensure families remained engaged and informed. Online Interpreter and translator services were also made available to families in need of the service.

For families without transportation/expressed challenges picking up equipment/materials, technology and/or hard copy learning materials were hand delivered and/or picked up by a school representative at each school. All students (K-12) were targeted to participate in daily exit ticket/focus question tasks and school-based

benchmark assessments in reading/ELA, mathematics, and science. High schools additionally administered advanced placement exams virtually, PSAT and SAT were conducted in person at the school sites, and one of the high school campuses served as a weekend preparatory site for high school students.

While the impact of COVID-19 and remote learning has pushed Friendship to rethink our approach regarding the teaching and learning progress, we noticed that students experienced high degrees of technology fatigue complicated by COVID-19 restrictions and challenges.

5. Please describe any strategies you implemented to change curricular scope or sequence for ELA, math and science based on the impact of the pandemic on school schedules, distance learning and reopening status. Please share any takeaways or lessons learned.
 - a. If applicable, highlight any concrete strategies that adjusted the school's original plans for standards coverage, curriculum, and scope and sequence. Examples could include, but are not limited to: implementing Student Achievement Partners' priority standards; adjusting timing or sequencing; acceleration planning; redesigning 2020-21 quarter 1 to focus on content missed in quarter 4 of 2019-20. Include details for all content areas and identify where approaches differed across grades, as appropriate.
 - b. Outline how the changes in standards/content coverage impacted the school's plan for non-state summative assessments and ability to measure student learning.

As a result of the pandemic, Friendship was pushed to rethink the way students would be educated during the 2020-21 school year. During the summer of 2020, school leaders were required to develop a hybrid and regular master schedule based on researched best practices around flexible scheduling. Each schedule was modified to meet social distancing guidelines for in-person learning and also took into account the individualized learning needs of students with disabilities. Where appropriate online learning materials had to be acquired for all schools within the network and modifications to learning activities had to be performed. Additionally, the curriculum in mathematics, reading/ELA, and science had to be modified to ensure that priority standards were identified across each grade level. School leaders worked collaboratively with instructional specialist to create lesson plan templates to accommodate shortened class periods. School leaders, academic directors, and/or teacher leads examined historical student data to identify gap standards and developed modified curriculum scope and sequence materials for the three core subject areas. The modified curriculum maps and sequence documents prioritized quarter 4 standards that were untaught during the 2019-20 school year as a result of the pandemic and were strategically integrated throughout the first two quarters of the 2020-21 school year. For example, we took the Q4 3rd grade priority standards that 3rd graders did not learn in 2019 and incorporated the 3rd grade Q4 standards into 4th Grades Q1/Q2 standards. This strategy allowed every K-12 grader to learn critical content that was missed as a result of the sudden COVID-19 disruption.

Summer work packets were created by each school's instructional leadership team and shared with families to reinforce mastery of specific standards by grade. Teachers met collaboratively to share best practices for virtual learning and used supplemental resources to accommodate the virtual learning environment (online libraries, virtual whiteboards, virtual field trips, etc.)

Changes in the content coverage supported student learning in that it allowed untaught material to be taught while also, prioritizing grade level content that would be based on an abbreviated hybrid schedule. Novice and struggling teachers experienced the greatest challenges with maintaining adequate pacing. As such, those

teachers were provided additional coaching support. The scope and sequence timeframe was adjusted and extended for some schools to allow for introduction or re-teaching of content. This created challenges in finalizing assessment calendars across campuses and conducting data step back meetings around specific priority standards during a given timeframe across the network. Moreover, outreach to truant students created challenges in schools meeting the goals of ensuring 100% of students participated in assessment administration. For this reason, testing windows were adjusted and all schools were required to offer extended learning programming for students in need of learning recovery.

6. Please identify which assessment tools you used for non-state summative spring assessments in ELA, math and science (for tested grades) at your school(s) in the 2020-21 school year, as well as the data on participation numbers, the “goals” identified above and performance toward those “goals.”
 - a. Please limit your response to assessments administered in spring as common assessments at school or LEA levels versus assessments developed and used solely by individual teachers.
 - b. A reminder that tested grades/courses include:
 - i. ELA, mathematics: grades 3-8; high school (ELA 1, ELA II, Algebra I & Geometry)
 - ii. Science: grades 5, 8 and high school biology
 - c. If your school sets individual grade-level goals, please provide a row for each grade and student group. If your school sets goals across grade levels, please list the aggregated goals, participation, and performance for the grade span and student group.
 - d. If your schools did not assess locally in science, please describe in your narrative responses why not and how you will address science content.
 - e. Be sure to identify tools used to assess specific student groups (e.g., students with disabilities, English learners, etc.).
 - f. For the purposes of this collection, “goals” are defined as LEA- or school-determined expectations for individual students or student groups. If the LEA or school is using an assessment tool for which they set specific goals for students (e.g., MAP), OSSE expects the LEA or school is using those defined goals for this exercise, but LEAs or schools should note and explain where this is not the case.
 - g. If you do not have information on the number of students meeting or exceeding a goal, please fill out all the remaining columns. Collecting information on the types of assessments used and the participation in those assessments will help OSSE better understand the non-state summative assessment landscape across LEAs.

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

7. What are your school's takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?
- Detail how your school is approaching understanding the results of non-state summative assessments this spring. If there are any high-level takeaways, please share.
 - Outline any caveats for interpreting the data from spring assessments at the school and/or LEA level. Caveats for interpretation may include information on student participation; opportunity to access standards/instruction; impact of remote administration on results; questions of test security, etc.
 - Provide context for any missing information in question 6, if appropriate.

In reflecting on the 2020-21 school year, some of Friendship's takeaways from the results of the assessments and testing administration include a modification of our curriculum frameworks, assessment tools, and content sequencing which will provide allowance for priority standards to be threaded in a more deliberate manner throughout the entire school year opposed to specific quarters. Additionally, we learned that teachers across the network need more opportunities to study and experiment with various assessment types (e.g., online, hard copy, portfolio, performance-based) as the impact on instruction is based on their ability to model and employ a wide array of strategies and core practices. Lastly, we learned that students experienced less zoom fatigue and were more engaged and eager to demonstrate mastery when teachers created performance-based assessments grounded in standards.

Friendship will approach the new/future school years with a greater focus on building digital competency of leaders, teachers, instructional staff, and families. We understand the need to provide our community of stakeholders with various opportunities to learn and practice using digital tools during in person learning and

early release distance learning. The pandemic has also pushed our network to program differently around the way we partner and develop the skill set of our parents to ensure they feel connected, comfortable, and knowledgeable supporting their children at home despite the learning tasks. In addition to sending email communication, text alerts, newsletters, and/or website updates and announcements, we found that leveraging technology (e.g., zoom conferences and town halls) more strategically strengthened school-to-home connections during this hybrid year and positively impacted our participation results during assessment periods.

There were several caveats that adversely impacted data from the spring assessment (summative EOY) administration. Such caveats include regular and habitual incidents of absenteeism of students across all schools within the network despite intense outreach efforts made by school staff. Additionally, many of our families experienced a loss of stable housing and experienced significant stress (physically, mentally, and financially) as a result of the pandemic inhibiting the ability of many students to be consistently available for instruction or concentrate on their studies at hand. While homelessness and familial stress was present pre-COVID-19, the number of incidents and level of stressors around these factors increased exponentially resulting in achievement loss across all schools.

8. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?

Friendship school leaders held quarterly conferences with families to share student assessment results and develop (if necessary) individualized learning plans for students off track.

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

Friendship will use historical data to inform how schools will address instructional gaps across all campuses through an assessment reset requirement. All schools will be required to participate in the network administration of assessments in reading and mathematics for all tested grades in the 2021-22 school year using common interim assessment tools (e.g., MAP—BOY, MOY, and EOY). This approach will ensure rigorous and high-quality assessment tools are used across all campuses consistently. Schools will use the data to identify critical learning gaps, establish goals, and develop action plans accordingly. School year 21-22 test administration will be calendared and shared with all stakeholders. Moreover, Friendship will provide professional development to school staff around student digital learning and performance-based assessments. Teachers will apply the learning as a part of their continuous growth and development plans to ensure that real time adjustments are made in order to meet the needs of all students. To address learning loss, Friendship will continue to offer summer learning academies to all students (e.g., off-track, accelerated learners, average learners). Students have opportunities to participate in summer programming (e.g., virtual, in-person, hybrid) that is individualized and meets their current interests or academic needs. During the regular school year, Friendship students will continue to have opportunities for students to participate in extended academic/social development opportunities in reading/ELA, mathematics, STEM, arts, college preparatory workshops (e.g., PSAT, ACT, SAT).

Assurance Statement for Continuous Education Plans (CEPs)

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

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

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

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

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

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5 ADCMR § 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.

¹⁰ In the 2019-20 school year, the DC Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through

legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

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

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

The LEA attests to the following statement regarding technology:

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

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

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and

provide families awareness of:

- An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.

The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

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

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

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

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

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for Health and Safety Plans

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

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

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for 2020-21 School Year Assessment Data Collection

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

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

School and LEA Name: _____

School Leader Name: _____

School Leader Signature: _____

Date: _____

DRAFT