SY 2022-23 Continuous Education Plan (CEP)

LEA Name: LAYC Career Academy PCS
LEA Head of School Name: Nicole Hanrahan
LEA Type: Adult
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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes**.

The CEP application is closely aligned to OSSE's Guiding Principles for Continuous Education. These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

☑   1. Provision of 1:1 learning devices.

☑   2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.

☐   3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___learning devices.

    165

a2. Distribution Strategy:

The devices are:

    Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).

a3. An accurate assessment of current student access to broadband internet/WIFI.

☑

a4. Approximately __% of our students have access to broadband internet/WIFI at their situational distance place of learning.

    90.8%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

    a. Upon reviewing tech survey results, members of our SSD (Student Support Department) would contact students who indicated needing internet access.
    b. Hotspots and sources for free internet would be given to the students at the school during a scheduled day(s) and time(s) and as necessary thereafter
    c. The hotspots would be logged in a spreadsheet to ensure safe tracking of devices

a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.

    a. Upon reviewing tech survey results, members of our SSD (Student Support Department) would contact students who indicated needing learning devices.
    b. Learning devices would be given to the students at the school during a scheduled day(s) and time(s) and as necessary thereafter
    c. The learning devices would be logged in a spreadsheet to ensure safe tracking of devices

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

In the event that students do not have access to digital resources, paper packets, text books, and workbooks will be distributed. Staff from the Career Academy will make contact with these students and give the students the following alternatives:

    1. *Staff members (instructor or S3) will contact the student or guardian to agree upon a location to deliver instructional resources.*
    2. *Student or guardian will agree on a date and time to meet a staff member at the school to pick up the instructional materials*

Except for the Medical Assistant students, who have physical textbooks, most content and resources are digital. Taking this into consideration, the Career Academy has purchased some physical textbooks and workbooks to be used only for closures or situational distance learning. Career Academy staff are also prepared to print digital resources for students who need paper materials.

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

i. Method for family engagement (including communication) during situational distance learning.

Describe the LEA's method for family engagement during situational distance learning in the space below.

Career Academy aims to create a situational distance learning environment for students and parents in which both students and families receive the same mental health and academic services as if they were present in the building. Our Student Support Department will continue to contact students daily to ensure that students are mentally, physically and emotionally available to focus on situational distance learning. If a student needs a specific resource (i.e. mental health, housing, food, etc.) The Student Support Specialists (S3) will work virtually with the student to resolve the issue. Student Support Specialists will also send students texts on mental health resources and post resources on google classroom. Teachers will also continue to share academic resources before and after classes. As part of our engagement efforts, students and parents receive a question of the day via text message to ask questions about needs. The school uses this data to ensure that student and family needs are being met.

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.

Describe the LEA s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

The Career Academy will communicate via email the situational distance learning plan to educators, students and families. The families of students who are minors will also be emailed, called, and informed via text. The Student Support Department will also discuss the plan with their respective student caseload and address students' and/or parents concerns. The Director of Student Support and Principal, if needed, will speak to parents who have concerns about the plan. Most of our students are adult learners so they will know personally what the plan entails. Career Academy leadership staff will meet with educators and review the plan during a meeting so that everyone is clear and students continue to receive the academic support needed in order to not interrupt their academic goals.

If the school has to suddenly move to situational learning, all students (and parents of minors) will be notified via text message, which is the preferred method of communication for most students. The text messages will be followed up with emails and also phone calls as needed.

c. Additional Considerations

i. Family training and support.

Describe the LEA s situational distance learning training and support for families in the space below.

Due to the age of our students, almost all students are able to participate in distance learning independently and without parental assistance. However, Career Academy will ensure a safe and orderly situational distance learning environment and reinforce the partnership between parent, student, and staff by supporting teachers in their classrooms and providing the appropriate situational distance learning and training for teachers and parents. Through our Student Support Department, Career Academy establishes an open line of communication between parents and students in which the parents of minors are contacted as often as needed regarding each student's Personalized Learning Plan (PLP), which includes the student's academic progress and college and career readiness plan. Student Support Specialists (S3s) contact parents whenever there is a change in school operations (i.e. distance learning) and an email or letter is mailed to the home. Instructors meet weekly with students to update them on their academic goals and the progress made thus far. Having these weekly meetings helps our students with their learning because as soon as their goals are completed, students can immediately move on to the next goal/s and teachers are available to support that progress in a reasonable amount of time.

The Student Support Department is in weekly communication with families and feedback received is always being addressed by either the Director of Student Support or Principal in order to ensure all families of students feel safe with the established plans. The school shares a plethora of resources that can help the parent or guardian to better support the student socially, emotionally and academically. These resources include mental health support, access to childcare and housing referrals, and weekly food hygiene supply distribution for families. We are also posting daily in social media any changes happening in the operations of Career Academy. If parents have specific academic questions they can contact instructors as well as the Director of Academics or Principal. The Student Support Department also surveys our students consistently to ensure that all of their specific needs are being met. Student feedback is very important and the Student Support Department has been implementing the question of the day to gather student feedback.

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

Instructors at the Career Academy use a hybrid model to deliver instruction remotely. Before classes begin, all instructors are offered the following training sessions:

     1. *A workshop about remote learning in the Career Academy that includes the following topics:*
        a. *Video conference platforms available at the institution: Zoom and Google Meet*
        b. *Google Classroom*

       i. *Class creation, adding students, adding staff, posting assignments, grading, and providing meaningful feedback*
   c. *Digital Platforms*
       i. *Essential Education*
       ii. *CommonLit, NEWSELA, ReadWorks*
       iii. *Aztec GED Flash*
       iv. *Burlington English*
       v. *Vocabulary.Com*
   d. *CASAS test score reports for personalized learning*
       i. *How to make a personalized plan with the student based on the scores while in remote learning*
   e. *Personalized Learning*
       i. *Student data tracking*
       ii. *Student progress tracking*
       iii. *Scheduling and tracking check-in meetings*
2. *External training sessions from the following providers:*
   a. *Promethean Board training*
   b. *Essential Education*
   c. *Aztec GED Flash*
   d. *Burlington English*

iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.

Describe the LEA's expectations in the space below.

Expectations for Instructional Personnel During Closure

Given the fluctuation of COVID-19 variants and community levels, there is always the possibility that the school will need to move to distance learning. It is our goal to continue to offer students the opportunity of uninterrupted learning. For this reason, we are creating expectations so that students and staff can work from the safety of their homes while ensuring that students progress academically during any closures.

The Career Academy uses Google Classroom as its learning management system (LMS). In this platform, instructors are able to post instructional resources, create assignments, post announcements, and grade student work.

Expectations:

Instructor Preparation for Closure:

1. *Prepare your virtual classrooms in Google Classroom.*
2. *Create a calendar using Doodle, Calendly, or Google calendar for students to make appointments with you during the week.*
3. *Collect each student's current school and personal email address and phone number. The registrar and S3s also have access to this information.*
4. *Make sure your login information for all platforms is working.*
5. *Create lessons that include presentations, videos, and links.*
6. *Upload lessons in Google Classroom.*
7. *Send a detailed email to your students with all the information they need to know about school closure procedures. Make sure you include your contact information, the Zoom or Google Meet link to your daily lectures, links to the platforms with digital content, and your calendars.*
   a. *Note: Google Voice creates a different phone number for calls. You can use this feature if you want to keep your phone number private. If the school pays for your phone, please share your phone number with the students.*

Daily Tasks for Instructors

1. *Login to Google Classroom and add a daily announcement before 9:00 AM that includes the link to your lecture (Zoom or Google Meet), the presentation (if applicable), links to digital platforms that will be used, and any resources that will be used during the class.*
2. *Monitor student attendance. You should be able to see your students and if they logged in and at what time.*
3. *Each Monday by 9:00 AM, your lessons for the week should already be in Google Classroom. This includes assignments and specific deadlines.*
4. *Check your calendar to see if you have any students scheduled for the day. Doodle and Calendly are great ways to schedule appointments and they are free for one user. Google calendar also has a feature for showing appointment slots. Make sure you send your Doodle/Calendly/Google calendar in your announcement. The duration of these meetings with students is up to you and the student.*
5. *Log in to Essential Education, Aztec, CommonLit, ReadWorks, Pearson MyELT, or Burlington English to monitor student activity.*
6. *At 3:00 pm daily, send your attendance report to the Director of Academics and the Academic Support Coordinator with:*
   a. *A list of the students that were active that day. This includes:*
      i. *Meetings with students*
      ii. *Study groups*
      iii. *Students using the following platforms for more than an hour:*
         1. *Essential Education (GED and TABE Academy)*
         2. *Khan Academy*
         3. *Aztec (GED students)*
         4. *CommonLit*
         5. *ReadWorks*
         6. *Burlington English (ELLs)*

7. *Pearson MyELT (ELLs)*
8. *Google Classroom*

iv. *Contact the Student Support Department with a list of students who did not participate in your classes that day.*

Daily Tasks for Paraprofessionals

English Academic Support Specialist (ESS)

1. *The ESS will assist the ESL Instructor with following up in Google Classroom.*
2. *Monitor attendance and call students that are not participating. Inform the Student Support Department of inactive students.*
3. *Schedule video chats to continue practicing speaking and listening skills.*
4. *The English Academic Support Specialist will meet daily with the ESL Instructor to strategize for the day. This way, they will make decisions about the students who will be scheduled for one on one meetings.*
5. *Tutor at least five students virtually*
6. *At the end of the day, report to the Director of Academics*

SPED Paraprofessional

1. *The SPED Paraprofessional will report to the Director of Academics and SPED Coordinator each morning.*
2. *Call or chat with GED Instructors to check how they can assist in following up with SPED students' engagement in the virtual classroom. Note that SPED students might have difficulties with engagement in this online setting. The SPED paraprofessional should make calls or send text messages to talk to the students about their work and to inquire about ways in which they can assist students with their online learning experience.*
3. *Provide technical assistance to students with Google Classroom or the other platforms used.*
4. *Log any important information to SEDs*
5. *Tutor virtually a minimum of three SPED students daily*
6. *Send the daily report at the end of the day.*

The Career Academy is an institution that serves students from 16-24 years of age. Expectations for families and students depend on the age of the learners.

Expectations for Families of Minors

1. *The parent or legal guardian of the minor should make sure that the student:*
   a. *Has the technology and internet connection needed to engage in virtual learning. The school will provide a device and hotspot when needed.*
   b. *Is provided a quiet and adequate space to engage in virtual learning*
   c. *Logs into each class at the time stipulated in the course schedule*
   d. *Is attending each class' virtual lecture and completing work for each class every day.*
   e. *Families that have concerns about being able to provide the things listed above should reach*

out to their student's student support specialist to get assistance

2. *Parents or guardians are responsible for:*
   a. *Reviewing the student's schedule to check at what times the student has to log in to virtual classes through Zoom or Google Meet*
   b. *Checking if the student has the links to enter the virtual classroom*
   c. *Supervise the student logging into the virtual classroom and completing the assigned work in Google Classroom.*
   d. *Reviewing the student's progress reports sent to the home by each instructor every three weeks*
   e. *Contacting the instructors with questions about progress reports or any other concerns*
   f. *If so desired, reviewing the personalized learning plans (PLPs) with the student and instructors during check-in meetings*
   g. *Picking up materials or books in the event the student will use physical books as part of their resources for a class*
   h. *Parents should reach out to the student's teacher if they are experiencing any difficulties in participating in virtual learning*
3. *Parents or legal guardians are expected to communicate with instructors regularly through email, text, or phone calls.*
4. *Parents or legal guardians are expected to meet with instructors regularly to stay abreast of their child's progress in school*

Expectations for Students

1. *Respond to the daily text each morning before 10:00 AM.*
2. *Log in to classes at the stipulated time. The link to the virtual lecture/classroom is in Google Classroom, in the stream tab.*
3. *Attend classes every day unless enrolled in the alternative (part time) schedule.*
   a. *Minors must attend classes every day of the week from 9:00 AM - 3:00 PM.*
   b. *Students in the alternative schedule must complete twelve hours of instruction every week. Failure to do so will result in removal from the alternative schedule.*
4. *All students are responsible for checking if they have access to their student email accounts.*
   a. *Students who need to reset their passwords must contact their instructors or S3s so that they can ask for assistance.*
   b. *The student email account is what will give the student access to the virtual classes. It is important to ensure access to Google Classroom or report any problems to the instructors. Personal emails do not work in Google Classroom.*
5. *Check emails every day. When Google Classroom announcements are posted in each class, an email will be sent to each student. It is the way instructors communicate important information.*
6. *Check the content in Google Classroom courses every day and complete work.*
7. *Log into each virtual lecture at the stipulated time in the class schedule*
   a. *Contact the instructor if unable to enter the class.*
   b. *If the instructor does not respond because the class already started, contact the S3.*
8. *Remain in the virtual classroom for the duration of the course. Be engaged and, if possible, turn the camera on.*
   a. *If the instructor attempts to interact and the student has the camera off and does not respond, it will be assumed that the student left the class. The student will not be awarded hour credits for attendance.*

    b. *Complete work assigned in Google Classroom or in the digital learning platforms.*

    c. *Students who actively participate in the lecture but do not complete work will not be awarded full credit for attendance and vice-versa.*

9. *Submit work through Google Classroom by the deadline established by the instructor.*

10. *Participate in check-in meetings with each instructor every two to three weeks.*

    a. *Actively participate in setting up academic and career goals in Personalized Learning Plan (PLP) based on performance in class, assessments, and universal screeners.*

    b. *Minor students may invite parents or legal guardians to participate in the check-in meetings.*

11. *Complete work in Google Classroom and in the assigned digital platforms by the deadlines established in the Personalized Learning Plans (PLPs).*

    a. *Explain to the instructor why a digital learning plan was not completed as established in the PLP.*

    b. *Actively participate in resetting or establishing new learning goals in the PLPs.*

12. *Schedule a conversation with an S3 if social support is needed. Examples of social support include help with housing, groceries, etc.*

13. *Attend re-engagement meetings when requested. Re-engagement meetings are only set up in response to excessive absenteeism. . Failure to attend the meeting will result in unenrollment.*

Student Support Specialists (S3s) Expectations:

Daily Tasks for S3s

1. *Report to the Director of Student Support every morning by 8:30 AM via Google Hangouts or text message.*

2. *Students in S3 caseload must be contacted daily via text starting at 8:30 am and notes in ESP/SEDS must be updated by COB 4:00 pm. S3s must speak with students at least once per week via telephone or facetime.*

3. *The SSD spreadsheet, titled Daily tasks, must be completed and a report sent to the principal by 4:30pm daily.*

4. *Daily calls and/or detailed texts should be sent by S3s to their respective student caseloads with all the information they need to know about resources available to the community during the school closure. S3s will include their contact information, and any links necessary.*

5. *At the end of the day, send a report to the Principal and Director of Academics with:*

    a. *A list of students from each teacher's class and/or Google classroom*

    b. *A list of students that S3s spoke with that day (contacts)*

    c. *A list of students that were not reached (noted on spreadsheet and note put in ESP/SEDS)*

    d. *A list of students that reached out/met with teacher (noted on spreadsheet)*

    e. ***Attendance tracking:*** *The student recorded their attendance in Google Classrooms or has worked in any of our academic platforms. All tracking/attendance of students will be submitted in SWIPE daily.*

        i. *Instructors will report attendance daily to the Academic Support Coordinator.*

    f. *If a student is a minor and has NOT logged in to a distance learning platform/class - please make sure parents are being contacted DAILY (so students are being held*

accountable).

6. _When in the building (SSD will be familiar with check-in procedures for students) and SSD will enter student's information into SWIPE (students will not check in on their own)._
7. _Correspond with teachers/others/outside agencies regarding students on your caseload_
8. _Check-in as needed with instructors and see if they need your assistance in contacting a student or other resources._
9. _Check in with the Director of Student Support monthly (self & supervisor evaluation check in)._

Leadership Team preparation for Closure:

Executive Director

- _Engage in weekly meetings with direct reports to ensure that school operations continue smoothly in these new circumstances._
- _Partner with the board of directors and others to find resources to support our students and community during this crisis_
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Principal

- _Ensure the Academic and Student Support Departments are running effectively and support all team members in the activities outlined in the expectations documents for the Academic and Student Support Departments._
- _Check-in with students and ensure that students are receiving their academic and social-emotional services._
- _Have weekly check-ins via google hangouts with the Director of Academics, Director of Student Support, Executive Director, GED Coordinator, Academic Support Coordinator, and Operations Manager._
- _Review daily reports by 4:30 pm sent from the Director of Academics and Director of Student Support._
- _Ensure re-engagement meetings are happening weekly with students who are not attending classes or lack motivation._

Director of Academics

The Director of Academics will constantly report to the Principal the following information:

- _Daily student activity in Google Classroom and digital learning platforms_
- _A report on which students were able to meet online with their respective instructors and the outcomes._

- *A report on the number of students who received academic interventions*
- *A report on any issues experienced by the instructor*

Director of Student Support

At the 4:30 pm, the Director Student Support will email the following information to the Principal:

- *A list of the students that were successfully contacted by S3s*
- *A report on which students were able to meet with their S3 virtually*
- *A report on which students were not contacted successfully and the plan to ensure students are successfully contacted the following day*
- *A report on each S3 caseload of students who logged into Google Class and completed their academic work*
- *A report on the number of students whose attendance was recorded for the day*

The Student Support Department (SSD) will message students with information about schools, community centers, food banks and other places that will be providing food during the closure.

SSD will continue to survey students and obtain pertinent information in order to provide services such as housing assistance, tech, data and/or wifi access to students.

Counseling support

Counseling will be available with via video chat, google hang out, or in person at the LAYC main building. Students can reach out to their Student Support Specialist (S3) to coordinate an appointment. S3s will also be available for students via text, phone, google hangouts, etc.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

Schedule

Students will follow the same schedule as if they were in the school building. They will attend lectures using a video conferencing platform and will access course materials in Google Classroom. Links to digital learning resources will be in Google Classroom.

1. *Log into Google Classroom*
2. *Click on the Zoom or Google Meet link to join the virtual lecture*
3. *Complete work assigned by the instructor. Classwork will be available in Google Classroom.*
4. *Students are expected to attend lectures and complete assignments during the assigned class*

period.

Attendance Monitoring Expectations for Instructors

1. *Monitor attendance every day. There are different ways in which you can count students as present in your virtual classroom. These are:*
   a. *Students need to log in to your virtual lecture and stay in it for the whole hour. Students who have their cameras off and are not responsive or engaged in the class will be marked as absent. Only students actively participating in class will be marked as present.*
   b. *Students working in any of the academic platforms mentioned above. Instructors are responsible for logging into the platforms to monitor student activity.*
   c. *Virtually meeting with the instructor via video or voice call.*
2. *Instructors will report student attendance in hours/minutes.*
   a. *A student who only attended and participated in the lecture and did not complete work will only be awarded 30 minutes of instructional time per course.*
   b. *Students who complete work but did not attend the lecture will also be awarded only 30 minutes of instructional time per course.*
   c. *Students who attend the lecture and also complete work will receive full credit (1 hour) for attendance per class.*

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see OSSE's 2022-23 Guiding Principles for Continuous Education .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

☑ The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found here .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

https://laycca.org/wp-content/uploads/2022/08/SY22-23-Health-and-Safety-Plan-COVID-19.pdf

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. 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

b. Instructional Changes

c. Staffing and Related Support

d. Any Other, Please Describe

The Career Academy does not engage in accelerated learning because it uses a personalized learning approach. Career Academy's personalized learning approach allows students to grow in an accelerated fashion by tailoring the student's education to their specific strengths and needs.   Instructors tailor their instruction by reviewing data from standardized tests given at the beginning of each school year. . Based on the score report prescriptions, instructors create personalized learning plans (PIPs) for each learner and assign work in digital learning platforms for this purpose. The Academic Support Coordinator (ASC) and the Teaching and Learning Specialist (TLS) monitor student progress. Learners with low scores are contacted by the ASC and the TLS to schedule interventions, set academic goals, and assess progress. Additionally, the school operates as a year round school to maximize the amount of learning available to students.

The Career Academy already has a strong set of supports in place and will continue to utilize them during situational distance learning. . The only new adaptations will be:

1. *Students will attend lectures at the scheduled time in their class schedule using Zoom or Google Meet*
2. *Students will complete work in Google Classroom and digital learning platforms*
3. *Instructors and students will meet virtually every 2-3 weeks to assess student progress towards the learning goals established in their personalized learning plans*
4. *The Director of Academics will purchase physical copies of books for courses that use electronic books (ELLs)*
5. *The Teaching and Learning Specialist will continue to offer interventions to students either by referral, student request, low testing scores or difficulty passing a certification test. Interventions will happen virtually through Zoom, using the Whiteboard capabilities and other tools that can be integrated into the video platform.*

The Career Academy already invested in equipment , hardware and software to engage in virtual learning. There will be no additional expenses associated with virtual learning. The Director of Operations already purchased and assigned student equipment for distance learning (computers and hotspots) for the next academic year.

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.

N/A

Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

Identify:

i. Any barriers that the LEA has in meeting these requirements

The barriers that Career Academy could potentially face are parents and/or adult students not being available for assessments and/or meetings due to non engagement with school and shortage of available qualified professionals to conduct assessments.

ii. The LEA's plan to address those barriers

To address these potential barriers the special education coordinator will review the SEDS caseload of returning and incoming students prior to the start of the 2022-2023 academic year to identify students that have upcoming re-evaluations or initial evaluations. Once identified the special education coordinator will contact parents or adult students to schedule meetings earlier than usual to meet all IDEA timelines. Additionally constant communication will be maintained with parents or adult students with the effort to avoid disengagement. Career Academy will continue working with Education Solutions LLC, our special education vendor that provides us with qualified professionals to conduct necessary initial and re-evaluation assessments in a timely manner. The special education team will be in constant communication with adult students and parents of minors students as soon as the start of the academic year to schedule appropriate meetings long before the initial or re-evaluation deadlines, offer different modalities (In Person, Zoom, Google Meets, and Telephone Conference) and offer times and dates that are most convenient to the parent or adult student to conduct assessments and hold meetings.

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

The SPED team will maintain consistent and regular communication with adult students and parents via text, gchat, email, phone calls and email to communicate the evaluation process and keep adult students and parents informed and engaged. The Special Education Coordinator will work with the special education vendor to schedule all assessments and meetings earlier than usual to meet all deadlines. In the event that we are unable to secure an evaluator due to overflow of needed assessments across the district, Career Academy will immediately communicate with the adult student or parent the issue and collaboratively come to an agreement on the timeline needed to complete the required assessments.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

At the start of the academic year the SPED team will hold meetings to review each student's academic record to include assessment data and related service trackers to determine if the student is eligible for compensatory services due to school closures because of the pandemic.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

The special education coordinator will inform the adult student or parent of the determination of the review of the data via a Prior Written Notice (PWN) stating recommendations. If the team determines that the student is owed compensatory education services then an appropriate compensatory education plan will be developed detailing how, where, when and the amount of the services that will be provided to the student.

CEP Assurance Statements

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 the following statement regarding 2022-23 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 2022-23.

The LEA attests to the following statement regarding graduation and promotion for 2022-23

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

The LEA attests to the following statement 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 situational 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 situational 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 situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.

☑ 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.

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 situational 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 (please check all boxes):

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

The LEA attests to the following statement 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 revision 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 2022-23 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
- An accessible, family-facing description of their health and safety plan for the 2022-23 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.

☑   Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

☐   The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.