

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: YouthBuild DC PCS

LEA Head of School Name: Ms. Claire Libert

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.

200

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.

85%

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.

YouthBuild PCS will provide hotspots to all students who need them.

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

Students who are excluded from school due to confirmed or suspected COVID-19 exposure, will join our virtual cohort and will participate in synchronous learning via this cohort. We used this model during SYS20-21 & SY21-22 and will apply lessons learned from this year to SY23-23. Any students who are excluded will be provided with a chromebook, any printed materials they need, and access to a hotspot, if needed. See below for more detail.

ii. Learning Plan In the Event of Campus Closure

In the event that staff or a group(s) of students are excluded from school, both the staff and students affected will move to a virtual programming and instructional schedule, following the learning model we established in SY21-22. Classes will be offered online, synchronously. All students participating in virtual learning will be issued a Chromebook (and hotspot, if needed), as well as any materials that they may need to learn effectively at home

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.

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.

Students (and families, if appropriate - most of our students are adults) will be engaged throughout virtual learning through methods we have perfected over the past two and a half years - via synchronous virtual learning; weekly student updates via email, and through weekly community meetings. (see more on communication below)

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.

YouthBuild DC PCS' plan for situational distance learning will be communicated to students and families several ways, including: prior to enrollment through online and face-to-face interactions, through our website, and through regular schoolwide community meetings once the school year begins. All communications will be translated into Spanish (and any other languages needed, identified, for example, by the home language survey all students complete as part of the enrollment process).

In the event of a move to situational distance learning, students, families (if applicable) and staff will be notified by email (and text/phone if necessary in the event of an emergency shutdown), to ensure that everyone receives notification in a timely and effective manner.

c. Additional Considerations

i. Family training and support.

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

Students (and families, if appropriate) will receive training and support for situational distance learning (in the event that it becomes necessary) as part of the enrollment and onboarding process. YouthBuild's onboarding process involves a well-planned sequence of training and orientation sessions designed to acquaint students with technology (which they use in school and at home - if learning virtually), expectations for learning and behavior, as well as students' supports for in-person and virtual learning. We also provide ongoing tech support for students (and families, if applicable) in situational distance learning.

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.

All YouthBuild instructors and staff have been trained on effective distance and virtual learning practices and procedures. This training will be revisited during pre-service in August 2022 to ensure that all staff are ready and prepared in the event of a need to return to virtual learning.

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

Describe the LEA's expectations in the space below.

Student (and family, if applicable), teacher, and staff distance learning expectations are spelled out in our student and staff handbooks and will be revisited in onboarding and preservice prior to the start of the school year. (See below for additional information),

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.

YouthBuild follows a synchronous learning schedule for both onsite and distance learning. The learning day extends from 9am-3pm, and students are expected to attend classes virtually as assigned. Attendance will be taken at the start of each class period and engagement will be measured through classroom participation, as appropriate.

All instruction at YouthBuild is designed to be personalized to meet our students' needs and learning styles. Students who are learning remotely will participate in the same instruction as students who are learning onsite, in person, using a variety of tools and technologies (such as PearDeck) that are designed to maximize online learning. They will be assigned to a virtual cohort (all our learning is organized by cohorts), and will follow their cohort throughout the day.

Students learning remotely will have access to the same lessons in real-time as students learning in-person. Students will also be able to interact with the teacher through Zoom, both in writing and by unmuting themselves, and teachers will be trained to periodically check in with students learning virtually and utilize methods of progress monitoring and checking for understanding shown to be effective virtually.

For the most part, the distance learning program is designed to be synchronous and teacher-guided. Students will access content using Google Classroom and content will be based on curriculum for each content area. To supplement teacher-guided instruction, we will use self-guided, adaptive instructional materials, such as IXL and Achieve 3000.

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.

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

Additional staffing

d. Any Other, Please Describe

Please see answer to question e below.

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.

This question does not really apply to our school. As an Adult Public Charter School, we serve students who often enter far behind their peers each year. We accelerate learning every year. We have added additional staff to ensure that we continue to meet students learning needs. As we have done this year, we will continue to administer the OSSE recognized and nationally normed CASAS math and reading pre-test to assess students' skill levels (including English proficiency) at entry, and CASAS post-tests to determine growth over time. Students will also continue to take GED Ready and GED Tests, as they demonstrate readiness to succeed on the General Education Development exam. We have administered each of these exams (in person) during SY20-21 and SY21-22, and we will continue to do so during SY22-23.

As explained above, YouthBuild DC PCS will continue to use the CASAS e-test (electronic test) as our primary screener for students entering at all levels in English, math, and English language proficiency. This test is taken electronically; it combines a "locator" which determines the student's testing level and a pre-test, which is used to assess students' math, reading and English proficiency skills at entry. Students are post-tested periodically over the course of the year to assess growth and skills gains. Students are able to take post-test(s) after they have completed at least 40 hours of instruction.

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

As an adult public charter school/alternative school with a mission of serving students disengaged from traditional school settings, even prior to the pandemic it was typical for students to enroll with us after extended disruptions to their education. Each year, the majority of new students with disabilities enroll with IEPs that have expired, often years prior to their enrollment at YouthBuild.

With this in mind, we conduct a thorough intake process for every student, including a one-on-one interview with a student success coach during which we inquire about prior educational experiences, last school attended, last date of attendance, and last grade completed.

ii. The LEA's plan to address those barriers

During intake we also conduct the Washington State Division of Employment and Social Services Learning Disabilities Initiative Learning Needs Screening (per guidance from OSSE's Adult and Family Education division), career interest surveys, social-emotional assessments (such as the Social Problem-Solving Inventory-Revised and Coping Inventory for Stressful Situations).

Using these assessments, along with CASAS pre-test and in-class assessment data, as well as any additional psycho-educational assessments conducted for triennial eligibility reviews, we determine the nature and extent of interrupted instruction and update students' IEPs and personalized learning plans accordingly. We will continue to ensure that students are receiving access to a free and appropriate public education in the least restrictive environment possible as we work to address interrupted instruction and accelerate learning.

YouthBuild PCS adheres to the following guidelines to ensure the timeliness of initial and re-evaluations:

- Obtain parental (or student, if over 18) consent within 30 calendar days of referral for initial evaluation, and complete an eligibility determination within 60 calendar days of parental (or student) consent.
- Reevaluations: Completed every 3 years, prior to the expiration of the initial evaluation.
- Annual: Progress will be monitored on a quarterly basis, and data will be reviewed and updates will be made within 30 days of the expiration of the current IEP year.

Evaluation Referral and Oversight Process - Parents/guardians, adult students or any person related to the student in a professional position, including school and outside agency staff, can refer a student for special education evaluation or re-evaluation. The LEA will respond within 48 hours of that request. Any referral for initial evaluation or re-evaluation is accompanied by comprehensive Student Support Team (SST) data, even in cases when a student's needs are significant and the SST "fast forwards" the case for special education evaluation without RTI interventions and/or while RTI interventions are being implemented.

Based on comprehensive data and referral information provided by general and special educators for initial, triennial re-evaluations, and requested re-evaluations, the Special Education Coordinator, in collaboration with the IEP Team members, including the parent/guardian or adult student, will develop a holistic Student Evaluation Plan within 30 days of the student being found eligible. The plan will target areas of concern and outline assessments that ensure evaluation in all areas of suspected disabilities.

The Special Education Coordinator will ensure that internal evaluations are conducted and completed in a timely manner, and she will work closely with our evaluation provider to ensure that all external evaluations are

completed in a timely manner as well

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

YouthBuild maintains frequent, consistent, and transparent communication between school team members and students (and parents, if students are minors).

As noted above:

YouthBuild PCS adheres to the following guidelines to ensure the timeliness of initial and re-evaluations:

- Obtain parental (or student, if over 18) consent within 30 calendar days of referral for initial evaluation, and complete an eligibility determination within 60 calendar days of parental (or student) consent.
- Reevaluations: Completed every 3 years, prior to the expiration of the initial evaluation.
- Annual: Progress will be monitored on a quarterly basis, and data will be reviewed and updates will be made within 30 days of the expiration of the current IEP year.

Evaluation Referral and Oversight Process - Parents/guardians, adult students or any person related to the student in a professional position, including school and outside agency staff, can refer a student for special education evaluation or re-evaluation. The LEA will respond within 48 hours of that request. Any referral for initial evaluation or re-evaluation is accompanied by comprehensive Student Support Team (SST) data, even in cases when a student's needs are significant and the SST "fast forwards" the case for special education evaluation without RTI interventions and/or while RTI interventions are being implemented.

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.

As YouthBuild follows best practice, all IEP teams use up to date individual student data, including data described above, to make determinations about each individual student's eligibility for compensatory education. If it is determined that a student would qualify for compensatory education, then education will be provided as appropriate.

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.

If an IEP team determines that a student needs compensatory services, then the student/family will be notified in accordance with our communication procedures (outlined above) and services will be provided as outlined in the IEP.

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.