

## SY 2021-22 Continuous Education Plan (CEP)

**LEA Name: Academy of Hope Adult PCS**  
**LEA Head of School Name: Leicester Johnson**  
**LEA Type: Adult**  
**Date Generated: 08/09/2021**

### Background and Purpose

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

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

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

## **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.**

AoH's team of five Student Support Specialists Academy will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students.

- AoH will continue to share resources/community referrals and support learners both in-person and remotely via individual and group sessions. The team will continue to send weekly emails and engage with learners who are especially vulnerable by providing regular check-ins and success plans to identify and address barriers.
  
- Remote Fall programming will include sessions on goal setting, time management, mindfulness, budget setting, nutrition, domestic violence awareness, communication skill building, and physical wellness. The team will be pre-recording videos to share via school social media platforms. The formats will be interviews and presentations. They will be promoted by teachers and principals, in addition to on social media. In-person discussion forums to support the videos are possible. Programming, in-person or remote, may be added to speak to relevant issues.

#### **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.**

**Behavior :** AoH believes that every learner should have the opportunity to learn the skills and values necessary for personal development. Every learner also has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.

These behavior expectations apply to all learners, both those participating in-person and virtually. AoH learners will be informed of behavior expectations through orientation, and teachers will also establish classroom norms and expectations to reinforce expectations.

- AoH forbids all of its learners from harassing any other learner, volunteer or staff member because of race, color, religion, sex, age, marital status, disability, national origin, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income or any other reason prohibited by law.
- AoH prohibits harassment at AoH itself and also includes digital platforms.
- Acts of bullying, including cyberbullying, whether by a learner, volunteer or staff, are prohibited.

In the event that a learner violates the behavior expectations, they will be provided with reminders of expectations. In the event that a learner's behavior becomes unsafe to others (such as virtual harassment or cyber-bullying) or the classroom environment, they will be excluded from the group distance learning platform for a period of time that aligns with the written consequence for the violation. Communication of exclusion from the group distance learning platform will occur in writing as well as verbally explained to the learner. During the exclusion period, the teacher will email recorded lessons in order to provide access during the time of separation and to prevent missed work.

## **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.**

AoH plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff:

**Course on Drug and Alcohol Abuse Awareness.** Because the pandemic has caused many people to turn to substances to assist in coping with loss, loneliness, and/or fear, as we bring more learners and staff into the building, we want to be able to make sure our staff is equipped with the knowledge

to identify and support abuse that they might see in their homes, in our students, and in their colleagues.

**Employee Assistance Program (EAP).** Part of the benefits package provided by the HR department is an EAP that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. This program can address a broad spectrum of issues affecting mental and emotional well-being, substance abuse, stress, grief, and family problems to name a few.

**Quarterly Participation in the Whole Life Challenge.** We recognize that all our staff members are on their own health journey and the whole life challenge allows for all members of our community to engage in habits that positively impact their overall health. This 6-week health and well-being game awards points in each of the seven daily habits of nutrition, exercise, mobility, sleep, hydration, well-being, and reflection. By teaming up as a community, and holding each other accountable, we are hoping to encourage our staff members to support healthy habits that keep them engaged in the work and prepared to support our learners.

**Partnership with Martha's Table.** Our partnership with Martha's Table allows staff members to engage in their slew of virtual fitness programming. Staff members can take dance classes, yoga, and aerobic/other fitness classes via their web platform to keep their bodies and minds healthy.

**Mindfulness Room.** In order to support reflection and breaks for mental health. Each campus is equipped with a mindfulness room that staff can use if they need a moment away from the commitments of the day so as to not overwhelm themselves. The space can be used for yoga, breathwork, and/or meditation.

**10% Happier App.** For those staff members that need further assistance in getting started, or an online coach to motivate them, we have encouraged and supported the use of the 10% Happier App. This tool can be used to remind users to take a moment for meditation, teach the user how to meditate, and gamify meditation in order for it to become part of a daily practice.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through

**Employee Assistance Program.** Part of the benefits package provided by the HR department is an EAP that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. This program can address a broad spectrum of issues affecting mental and emotional well-being, substance abuse, stress, grief, and family problems to name a few.

**Partnership with Martha's Table.** In addition to the fitness resources, for employees in crisis,

Martha's Table can be used as a resource for housing, food, and resource seeking.

We also are providing on-site support through

**Diversity, Equity, and Inclusion (DEI) Task Force.** Continue to engage staff in conversations around race and inclusion and are a resource for staff members when race-related conflict affects the well-being of society at large. We hold optional, monthly reflection and space-sharing sessions for anyone that needs/wants to participate.

**Hospitality Committee.** Celebrates the achievements of staff monthly including birthday celebrations. Holds monthly activities to engage the organizational community in relationship building and support.

**Human Resources.** In times of grief/hardship the HR staff reaches out to our staff members to support them in their time of need.

**Mental Health Days.** In addition to vacation days, we have identified that our staff needs additional days to deal with the stresses of the work in which we are engaged and have allowed team members to use sick days as mental health days as well.

**Supervisory community building.** Supervisors have been authorized to provide their staff with morale boosting lunches and treats to build community and relieve some of the stresses of the work week.

## 2.C: Family Engagement

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

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

### Communicating with Learners:

- AoH begins communicating with learners several weeks before the start of school. Registrars make weekly phone calls and send email messages to alert applicants of next steps in the

registration and enrollment process. In addition, principals reach out to learners weekly throughout the year via email and phone calls.

- At the beginning of the school year, AoH will hold both socially distance in-person orientation sessions, as well as virtual orientation sessions. During these sessions, all of AoH staff, including the CEO and non-instructional staff, participate and introduce themselves. Learners will also have the opportunity to interact (socially distanced or virtually) with each other, getting to know each other.
- AoH has an active social media presence, and we use our account to share updates about the school, local and federal resources for learners and highlight student activities.
- Throughout the year, Principals will send learners updates via Weekly Community Newsletters, as well as post weekly announcements on Schoology to keep learners informed about what is happening

### **Soliciting and Incorporating Student Input Early and Repeatedly:**

- AoH hosted four virtual town hall meetings in the spring to hear from learners about what is working/not working about distance learning. We used their feedback to refine our distance learning program for the fall and inform decisions about re-entry. We will continue holding virtual town halls this year once a term; in addition, however, principals often call smaller virtual meetings with students multiple times during the term.
- Two students representing both of our sites sit on the AoH Board and offer direct feedback to programmatic decisions.

### **Communicating Unanticipated Facility Closures Health/Safety School Issues:**

- AoH will use robocalls via school messenger to communicate unanticipated facility closures and health/safety school issues; in the case of an emergency, we will use SMS communication.
- Notices will be distributed via social media and website pop-ups .
- Operations team will update AoH's main phone line for outgoing messages.

AoH also has communication protocols in place that protect the privacy of individuals and alert students, volunteers and staff to a COVID-19 case. Per DC Health directives, our communication protocols include:

- Notification to those staff and families of students in close contact with the individual, including the requirement to quarantine for 14 days;
- Notification to the entire school that there was a COVID-19 positive case, those impacted

- have been told to quarantine, steps that will be taken (e.g., cleaning and disinfection);
- Education about COVID-19, including the signs and symptoms at [coronavirus.dc.gov](https://coronavirus.dc.gov);
  - Referral to the Guidance for Contacts of a Person Confirmed to have COVID-19, available at [coronavirus.dc.gov](https://coronavirus.dc.gov); and
  - Information on options for COVID-19 testing in the District of Columbia, available at [coronavirus.dc.gov/testing](https://coronavirus.dc.gov/testing).

DC Health will instruct schools on dismissals and other safety precautions in the event a known COVID-19 individual came in close contact with others at school.

### **Reporting on learner progress:**

AoH regularly communicates with learners about their learning progress as informed by assessments. Both at the beginning and throughout the school year, principals and instructors meet individually with learners to review CASAS scores, as well as mastered and unmastered competencies. In addition, learners at the GED-Ready stage meet regularly with AoH's GED Director to review practice GED assessments, and learners in the NEDP assessment phase meet regularly with their NEDP assessor to review progress.

### **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.**

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**It was important to us to reach out to disengaged learners and conduct interviews with them to figure out how our learning model needed to change for the school year 2021-22. With a better understanding of why learners disengaged, we were able to rethink the strategies we would put in place for this school year to keep our learners fully engaged throughout their time with us.**

**Based on feedback from disengaged learners during SY 20-21, programming for SY 21-22 will include more sessions beyond just academic content; we realized that to keep learners engaged, we needed to provide more support to help navigate real-life issues - issues that were interfering with their ability to academically engage. SY 21 -22 sessions will include topics on**

**goal setting, time management, mindfulness, budget setting, nutrition, domestic violence awareness, communication skill building, and physical wellness.**

**To further keep learners engaged, especially those taking virtual classes, all learners are given a Chromebook and internet access. We ensure that before all learners take home their devices, they are instructed on how to check their email and log into all sites that will be used for virtual learning, such as Zoom (which AoH uses as our virtual teaching platform), as well Schoology, our Learning Management System (LMS), which is equipped to digitally provide an effective and meaningful teaching and learning experience. By hosting and integrating an array of digital tools (such as IXL.com, khanacademy, GED Academy, Northstar, Quizlet and Padlet), Schoology helps to create a complete online classroom; for example, through this platform, AoH instructors can post -- in one virtual space -- a module's full lesson components: video, notes, practice assignments, and assessments. In addition, learners are able to upload completed assignments, and instructors are able to both effectively provide feedback to learners and store assessment scores.**

**AoH will continue to share resources/community referrals and support learners both in-person and remotely via individual and group sessions. The team will continue to send weekly emails and engage with learners who are especially vulnerable by providing regular check-ins and success plans to identify and address barriers.**

### **Accelerated Learning**

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

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

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year



- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

**10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:**

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

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

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

Academy of Hope uses Northstar, CASAS, GED, GED Ready, and NEDP Assessments to assess student learning and progress. For over a year, we've worked to make sure that there are end-of-unit assessments for all learners in Math so that we can track learning progress to the end-of-term CASAS assessment. We are revamping the curriculum for ELA to assure that we have the same end-of-unit assessments to track progress in Reading. Additionally, each teacher will be asked to administer an end-of-term assessment created for each level to track student progress in each term separate from the CASAS data that is collected for OSSE compliance.

- **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);**

Formative Assessments will be given at the end of each unit (weekly/biweekly basis) and

Summative Assessments will be given at the end of each term (Summer, Fall, Winter, and Spring) for the 2021-22 school year.

- **d. Whether you set goals<sup>3</sup> 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**

Our performance goals for all learners - at all levels - is 80% mastery of the skills presented in the course level as assessed by the formative and summative assessments.

In addition, AoH also assesses student performance by:

- 1) ABE-level growth, as defined by CASAS pre- and post- CASAS tests.
- 2) GED-Ready Scores and GED scores
- 3) Pass-rates on NEDP assessment modules

- **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**

AoH will use formative assessment data to determine if lessons need to be retaught during the school term in order to have a better view of what adjustments will need to be made before the end-of-term summative assessment data is available. If the 80% goal is not achieved, students will be retaught the skills in the following term, or if only certain students fail to achieve those skills, class cohorts will be adjusted to allow for students to work on the specific skills that they did not master.

- **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.**

**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.**

AoH collects, analyzes, and uses data from multiple sources, such as in TopsPro, our Student Information System (SIS), and Schoology - our Learning Management System (LMS).

In order to address student learning progress and outcomes, AoH instructors and staff will do the following:

- Engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, technological proficiency) to confirm that each mode of content instruction is providing equitable results for student learning and growth. This will be done once a month on Fridays.
- Plan professional development based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.
- Evaluate students who have shown the least engagement whether by attendance or work product, and develop intervention support plans. This will be done collaboratively by our instructors and student support staff to determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content.

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

**• a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming

- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

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

Academy of Hope will maximize accelerated learning opportunities for learners - both in-person

and virtually - through new professional development, new software, and high-dosage tutoring.

- **Professional Development:** In SY 2021-2022, AoH will encourage faculty and training them to use the Modern Classroom Project (MCP) approach to class structure and planning. This approach emphasizes the need for students to learn at their own pace, with support and guidance from the teachers, while also being appropriately challenged. This will allow all learners to access the information they need to target the specific skills that they need to work on to advance their own learning.
- **Software:** AoH instructors will also gain more extensive training on the use of powerful digital learning tools, such as the Kami extension app, in order to better allow for collaborative and deeper learning, both in-person as well as virtually.
- **High-Dosage Tutoring:** Academy of Hope has enlisted the help of a corps of over 50 trained volunteers who have been trained to work with learners both in-person and virtually. Throughout the school year, principals and instructors will work closely with our volunteer coordinator to ensure that all learners needing additional support in an area can be effectively paired with a volunteer tutor.

**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.**

Academy of Hope is planning on supporting our faculty through additional training on Universal Design for Learning, the Modern Classroom Project, and Executive Functioning in Adults. In addition, AoH instructors and staff will regularly learn from experts, such as the Ed Tech Center at World Education, about the advantages of hybrid learning models, especially for adult literacy students. In these professional development trainings, AoH staff will study various hybrid curricula to help them plan for AoH's transition to a hybrid instructional model in fall 2021. On-going professional development will also include training in virtual 'Reflective Practice,' which helps instructors to develop specific skills to enhance their teaching. In addition, the instructional team will also have weekly virtual training sessions with the student support team to learn how to develop intervention support plans for students who show signs of disengagement.

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

Throughout this pandemic year's distance learning, Academy of Hope has discovered effective practices to enhance adult learner's academic progress, which we will be extending in SY 2021-2022.

For example, we realized the importance of ensuring that all learners have access to an individual device and broadband. This not only allows our students to get beyond the constraints of remote

learning via cell phones or sharing devices with children, but it also ensures that our learners are developing vital digital literacy skills.

However, we also quickly learned that devices are not enough; we also needed to invest in a strong digital infrastructure. In particular, we realized the dire need for an effective Learning Management System. After struggling to use Google Classroom effectively in March and April of 2020, we secured Schoology as our LMS and plan to continue using Schoology as our LMS as a lesson learned during the pandemic. Going forward, Schoology will be our version of record for our in-person classes as well because we can house the recordings of the live classes on the platform and absent students can stay caught up on their work through that modality.

In addition, we realized that learners needed support with using their devices and with developing more advanced digital literacy skills, influencing our decision to hire a dedicated IT Support Specialist for SY 2021-2022; in doing this, we hope to better allow teachers and principals to focus on teaching academic content (rather than technological skills), as well as ensuring that both learners and teachers can better troubleshoot technology issues, as well as navigate the Learning Management System or Zoom.

By carrying these lessons learned forward, AoH is now better able to providing greater access and opportunities for all our learners.

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

N/A

**3.C: Special Populations**

**Students with Disabilities**

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

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

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

- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

As an adult education charter school, Academy of Hope **does not** receive IDEA funding for special education services. Individuals who received special education services prior to dropping out of school and are below the age of 22, may continue to have the right to a free appropriate public education (FAPE) until the learner turns 22. For learners who wish to continue to receive special education services, they may choose to enroll in their local public school or another charter school that provides.

If a learner chooses to remain at Academy of Hope Public Charter School, we are committed to helping him/her achieve his/her academic and employment goals.

Academy of Hope Adult Public Charter School has over thirty years of experience serving adult learners, age 18 and older, who face significant barriers to academic success, including learners with cognitive, physical, sensory and emotional disabilities. Nearly 30% of the individuals served by AoH disclose that they have a disability; however, many others have struggled with undiagnosed disabilities for their entire educational careers, particularly those with undiagnosed learning disabilities.

To meet the needs of these learners, AoH has developed and implemented a full inclusion program model using the Universal Design for Learning (UDL) Framework, incorporating assistive technology, and providing services such as sign language interpreters for the hearing impaired. In addition, AoH works closely with the Rehabilitation Services Administration to ensure that learners receive identified accommodations and supports listed in either their vocational evaluation or rehabilitation plan.

As we continue to work within a national health pandemic, we are determined to ensure that all our learners can meaningfully participate within our new teaching and learning environments. In addition to continuing to incorporate the UDL framework, assistive technology, access to sign language interpreters, we recently hired an Adult Learner Support Specialist, ensuring that all learners - as well as all teachers - have the resources and extra support needed to educationally

thrive.

Below are the specific approaches we currently use and will continue using in both onsite and virtually.

- **Deaf/Hearing Impaired:** Currently, AoH has six learners who use ASL interpreters during onsite instruction. We have maintained ASL interpreters for our learners who are deaf. We also use closed captioning on Google Hangouts or ZOOM. Learners will also have access to recorded sessions. Instructors communicate with learners using text messages and our school messenger system. Instructors are also using REMIND.
- **Learning Disabilities:** At least 30% of AoH learners disclose that they received special education services when they were in school or score as possibly having disability on the Payne Learning Needs Screening Tool. Each learner completes the Payne Learning Needs Screening Tool that is filed in their academic record. Each learner that scores above the threshold of 12 points meets with the Student Support Team to explore supports both in and outside of the classroom that will support their academic journey. Plans are developed and used as guides to help support the learner while at Academy of Hope. Interventions and responses to interventions are documented through the Student Support Log. As we have done in our live classes, teachers take a universal design for learning approach to instruction with multiple means of engagement, representation and expression including but not limited visual aids, graphic organizers, chapter highlights/outlines, untimed tests, and oral presentation of understanding.
- **Individual/Small Group Support:** Academy of Hope enlists the help of a corps of over 50 trained volunteers who have agreed to continue supporting learners via video/phone conferencing. Our volunteers support individual and small group learning needs. Learners who need additional support in an area will continue to work with a paired volunteer tutor (individual or small group)

Academy of Hope values our learners' families and their investment in their education. We understand that our learners are part of broader communities that also have valuable knowledge and identified supports to our learners' academic journey. With written consent from learners, the Student Support Team communicates and holds meetings for coordination of services to assist in bringing together any community teams, family members, or supportive community members together to promote the growth of the learner.



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

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

NA

#### **Effective Use of Funds in the 2021-22 School Year**

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

N/A - Academy of Hope Adult Public Charter School did not receive ESSER III- ARP funds because we are not a Title 1 school.

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> 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.**

N/A - Academy of Hope Adult Public Charter School did not receive ESSER III- ARP funds because we are not a Title 1 school.

**21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>7</sup> of the funding.**

N/A - Academy of Hope Adult Public Charter School did not receive ESSER III- ARP funds because we are not a Title 1 school.

**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.**

N/A - Academy of Hope Adult Public Charter School did not receive ESSER III- ARP funds because we are not a

Title 1 school.

## SY 2021-22 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

**The LEA attests to the following statement regarding technology:**

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

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

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

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

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