

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Washington Leadership Academy PCS

LEA Head of School Name: Stacy Kane

LEA Type: High School

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Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

The operational plan for Washington Leadership Academy allows for on-site learning for all students for more than 180 days at more than 6 hours per day, or more than 1080 hours, and professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found on the WLA web site. It is very similar to the pre-pandemic calendar. The daily and weekly schedules will maintain the rigorous academic schedule of in-person instruction employed prior to the pandemic.

In the event of an unexpected closure or partial closure, we will communicate with families using our typical methods which have proven effective during the pandemic: robocalls and emails.

WLA materials are mostly digital. All students are issued a computer at the beginning of the year. Computer and book distribution will be socially distanced to the extent possible. In the event of any closures, school will continue with the same schedule via zoom and the learning management system, Canvas. All teachers and students know how these systems work from the pandemic year, except 9th graders who will learn during orientation.

When a member of staff is excluded due to COVID-19, the staff member will work remotely, if able, to teach students who are in school via Zoom. If the staff member is unable to teach remotely, an in-house substitute teacher will teach the class, using the main teacher's plans.

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will ensure the student has his/her computer and therefore access to all materials. The school will also have a teacher who is responsible for liaising between any student who is out on quarantine, their family, and their teaching team and advisors. This teacher will ensure that there are seamless transitions back and forth between online and in-person learning as needed due to quarantine requirements in place at the time.

The operating plan can be implemented in our current facilities. Additional hires are being made to support extra needs that have been created as a result of the pandemic. Most staff have been hired. Any additional staff needs can be found on our web site at any given time.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name) Friendship PCS
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

Our LEA chooses to offer a remote learning program through our partnership with Friendship Public Charter Schools. Friendship Public Charter Schools operates a fully virtual campus that is already approved by the DC Public Charter School Board. The details are still being worked out, but Friendship has agreed to contract with us to support our students who need to remain fully virtual but do not want to transfer LEAs. Questions about staffing, materials, technology, and schedule will mostly be addressed by Friendship PCS, and the MOU that governs the WLA-Friendship relationship that is currently in progress.

- d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

The MOU between Friendship and WLA will govern technology distribution. Most likely, WLA will provide the student with technology and any internet support.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

The MOU between Friendship and WLA will govern this. Most likely, WLA will provide the student materials needed and help the family with setting up a learning space to the extent needed.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

Friendship PCS currently operates a virtual high school that is approved and recognized by the Public Charter School Board and the Office of the State Superintendent's Office. The details of the program can be found on the Charter Board's web site.

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.**

WLA utilizes multiple social emotional learning assessments to gauge the wellness of our students and act accordingly. We administer end of quarter surveys each quarter to determine how students think the quarter went and how we should improve the following quarter. We also administer an SEL survey through XQ, a philanthropic partner. We also administer a research based behavioral screening to determine the needs of individual students and the school as a whole. This screener also helps inform referrals for behavioral health services.

WLA has always provided counseling services and supports and will continue to do so during the next school year both for students who qualify for special education services and those who do not. WLA partners with both SMILE Therapy Services and The Wendt Center to provide additional counseling services for students and families. Referrals for behavioral health services are accessible to staff, parents, and students for self referral. The School Behavioral Health Coordinator regularly sends out communication to all students and families about available services.

During the pandemic we provided emergency funding support to families who were in crisis due to rent challenges or medical expense challenges. We have stopped that program but can continue if the need arises acutely again. We also provided grocery gift cards to our families with the most need. Again, we can restart this program if acute need arises again.

For school culture and discipline, we utilize restorative justice practices and strategies. We have engaged with a consultant to augment these practices for the next school year.

- 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.**

WLA has always used a trauma informed and restorative justice approach to behavior management and discipline. The [WLA handbook](#) includes all discipline policies in detail. The handbook will include minor updates for the next school year which will be made during the summer.

- 5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

WLA contracts with Genuine Foods. Students who are on site at school will eat in classrooms or in the lunchroom and be spaced as far apart as possible. Determinations about where lunch will be served will depend on the social distancing requirements at the time. Whenever possible, students will also be able to eat lunch outside.

For our students who access our school through remote learning options, WLA will attempt to offer meals via delivery to the extent possible, either through the existing food service provider or other transportation provider. WLA will also explore options for food provision to students through the virtual high school provider, Friendship Public Charter School Virtual High School.

In the event that some students need to learn remotely due to temporary quarantine restrictions, WLA will attempt to distribute meals to students’ homes via a delivery service provided by our vendor, Genuine Foods. If home delivery is not successful, WLA will offer students grab and go breakfasts and lunches outside the school via a tent distribution system.

In the event that our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through picking them up at WLA or via a delivery service through our lunch provider.

All of this will be communicated through email and robo calls to all families.

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.**

Our LEA plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: a comprehensive health benefit including robust employer contributions to a health insurance policy, as well as access to a boutique primary care network called OneMedical that can refer patients to mental health services that are covered through employees’ insurance.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through an Employee Assistance Program. Additionally, WLA offers a meaningful Employee Assistance Program, enabling our employees to access free professional counseling for employees and their families. Employees are

able to talk to a counselor on the phone or set up a virtual or face-to-face appointment. These services are provided 24 hours a day – 7 days a week.

The EAP program is voluntary and is designed to allow WLA employees and their family members to seek help on their own. The EAP has a comprehensive set of services that can also be accessed via their web site and work life website, displaying a plethora of information on daily living subjects such as stress and parenting as well as legal documents.

We also are providing on-site support through ongoing professional development and professional learning communities (PLCs). Our professional development sessions are chosen regularly by our teachers and often include presentations through external partners to support teachers with burnout and self-care. WLA employees also undergo annual training to identify and respond to student social-emotional needs. PLCs are developed and led by our staff and include initiatives to support instructional development, ongoing curriculum reviews, interdisciplinary and cross-team collaborative projects and assessments, and leadership training.

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.**

WLA has surveyed families frequently throughout the pandemic and all reopening plans were informed by the results of these surveys. Families have all been informed that we are reopening fully in person in August. No families have reached out to express concern or to ask questions regarding this decision. Enrollment is also another measure of trust in our communication and planning with families and our enrollment is higher than it was at this time last year and on-par with our high enrollment the prior, pre-pandemic year.

WLA always communicates with families in multiple ways. We communicate through our advisory programs, via email to students and families, and via robo calls and messages to students and families. We use multiple languages when needed by particular families. We also provide family newsletters every Friday and we provide leadership reports every Friday that let students and families know how students are doing behaviorally and academically.

WLA uses several assessments to inform students, staff, and families how students are achieving academic progress. The NWEA MAP assessment, the Imagine Math assessments, the CommonLit assessments, AP assessments, and PSAT and SAT assessments. Families have access to all of these results throughout the year when the tests are administered and thereafter. Families and students also always have access to student grades via Canvas and can find out grades in real time at any time.

2.D: Attendance and Re-Engagement

8. Describe the LEA’s approach to re-engaging students who were consistently less engaged with distance

learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

In school year (SY) 2020-21, WLA kept close track of student attendance records, as we always do. Students who were absent were contacted on a daily basis via email and phone call. The attendance process is as follows: first, WLA deans do a call and email to students. Next, the attendance team sends a letter to the family and to the broader teaching and advising team that the letter has been sent and the student has 5 or more unexcused absences. At 8 or more unexcused absences, the deans do another check-in call and email. At ten or more unexcused absences, the vice principal reviews the student file and calls the student's family. The school also submits a report to the Office of the State Superintendent's Office. A second notification letter is also sent to the family. At fifteen unexcused absences there is a Vice Principal review of students and assignment of a caller for non-special-circumstance students. Then, an administrator calls the family to convene a meeting and create an attendance plan. Finally, an Attorney General Report is filed, as required. At more than twenty unexcused absences there are phone calls, text messages, and emails to the student and the family. The student and family are given multiple warnings that the student may be unenrolled if we do not hear from him/her.

WLA also monitors engagement via grades. There are many checks and balances for students with regard to low grades. First, teachers regularly direct call the parents of students who have D's and F's in their classes. Every quarter, students who are at-risk of failing credits that are mandatory for graduation are given transcripts and MOUs that explain their status. Ninth grade families and twelfth grade families are called by the administration regularly. The twelfth grade teaching team and the college team also regularly connect with students and families to ensure they engage with academics and that they can graduate on time.

This data is reviewed on a weekly basis and action is taken on a weekly basis. Major actions such as parent meetings, academic plans, and more happen on a quarterly basis.

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;**

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school year. Results will be used internally and with families but will not be a part of school accountability.

The following table provides an overview of our LEA’s assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

Subject Area and Goal	Grade level(s)	Assessment	Administration schedule
ELA and Math	9 and 10	NWEA MAP	Fall, Winter, Spring
ELA and Math	11 and 12, students with IEPs	NWEA MAP	Fall and Spring
ELA	9-10	CommonLit	At the end of each quarter

Math	9-10	ImagineMath	At the end of each quarter
Science	9	School-created	Unit-based
AP tests	All, as applicable	AP tests	End of year
SAT and PSAT	All, as applicable	College board, PSAT and SAT	Throughout

- **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);**

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AP tests	All, as applicable	AP tests	End of year
SAT and PSAT	All, as applicable	College board, PSAT and SAT	Throughout

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

WLA sets goals for each test every year. WLA expects all students to achieve growth on each test over time, at least a year’s worth of growth on the NWEA MAP test, specifically. WLA departments get together on a regular basis to review student data and modify plans accordingly. CommonLit, ImagineMath and other Unit Assessments are reviewed in department meetings and the curriculum and lessons are adjusted accordingly.

- **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**

WLA departments get together on a regular basis to review student data and modify plans accordingly. CommonLit, ImagineMath and other Unit Assessments are reviewed in department meetings and the curriculum and lessons are adjusted accordingly.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

We currently have five students enrolled in non-public schools. They are enrolled in the following schools: Lt Joseph P Kennedy Institute, Pathways School- Edgewood, Phillips Program, Sheppard Pratt School, and Millcreek Behavioral Health, per OSSE’s placement process. WLA collaborates with non-public schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: all students will have an initial 30 day review meeting with school personnel and the family to discuss placement, potential academic gaps and transition back to 5 day in person learning, monthly check-ins with the schools and LEA, and review of school-based benchmark data. Additionally, WLA collaborates with the families to ensure students’ Individualized Education Plan’s goals reflect this disruption. Families will be part of the initial 30 day review meeting to collaborate and develop a robust accelerated learning plan based on potential gaps and/or regression due to virtual learning.

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.

Unfortunately, some portion of WLA students have always entered the school below grade level. As such, WLA’s approaches have all always been designed to accelerate learning beyond what would happen in a setting where all students began on grade level. WLA has many strategies to address these gaps that we will continue to employ. WLA utilizes many assessment data sources, described in detail in the assessment section. Each department uses the assessment data most relevant to them to determine misconceptions and lessons for re-teaching, breakouts for small groups, intervention strategies, office hour supports and more. Data sources include NWEA MAP for all subject areas, Imagine Math for Math, and CommonLit for ELA. WLA is also dedicating the first four weeks of academic instruction to an all-hands-on-deck academic remediation approach in small groups for helping students catch up. NWEA MAP scores will be used to help sort students for that effort. WLA also utilizes a dashboard created in partnership with EmpowerK12 that gives academic and behavioral leadership access to real-time data to be able to fully support students and teachers. Data about student attendance, behavior including daily behavior indicators, and grades are used in real time by school leaders to guide support and instruction for students.

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.**

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	No	
	After-school programming	No	
	Longer school day	No	
	Longer school year	No	
	Summer 2021 programming	Yes	<p>Summer 2021 has been busy with multiple efforts to teach and remediate students. The Extended School Year program served students who were eligible. The credit recovery program helped students to catch up on credits who had fallen behind. The credit recovery program utilized live instruction for the first time. The special education recovery program served students who were eligible for IEPs and wanted extra support for English and math instruction during the summer.</p>
Summer 2022 programming	Yes		

	School break/holiday programming	No	
	Weekend programming (e.g., Saturday school)	No	
Instructional Changes	High-dosage tutoring ⁵	Maybe	
	New curriculum purchase	Yes	The science team is utilizing a new science curriculum this upcoming year to enhance rigor and ensure adherence to high science standards for the high school grade levels, and the computer science program will be using UTeach, a rigorous CS program out of the University of Texas.
	New intervention program or support	Yes	We will invest in Math180 for our students with the highest level of regression and/or academic gaps. We will provide on-going Tier 2-3 RTI support for students via resource room instruction.
	New uses of staff planning time for accelerated learning	No	WLA provides lots of planning time to teachers. Teachers generally have three hours of planning time a day and teach for three hours a day. WLA is switching half days from Fridays to Wednesdays to make sure that professional development is a strong time of the week.

	New professional development for staff on accelerated learning	No	
Staffing and Related Supports	Additional staffing Additional vendor	Yes	WLA is utilizing Urban Teachers, new teachers as fellows to add additional instructors in classrooms, sped contractors to increase capacity on that team for all of the acceleration and paperwork that will be required, and the wellness team is utilizing contractors, as well.
	Community partner support	Yes	WLA is utilizing the services of the Wendt Center for grief support, SMILE Therapy for behavioral services and support, Bryan Jackson of Attach, Inc. for restorative justice support, and Iris Bond-Gill of Iris Bond-Gill Consulting for strategic support. WLA will also partner with multiple organizations for extracurricular offerings in September.
	New hardware purchase	Yes	The technology team will purchase tools to support in-person and virtual learning as needed by teachers.
	New software purchase	Yes	Teachers are always encouraged to try new software tools to support their teaching and students' learning and will continue to do so.

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

We has built a staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. This process is being led by senior school leadership and has involved staff throughout the organization. The special education team has purchased and developed additional curriculum, found ways to decrease class sizes, added co-teachers, and plans to create small groups using data from NWEA MAP. All teachers are receiving intensive instructional coaching to support learning acceleration. All departments are identifying priority standards to drill down into during the year and which will be measured all year. The goal is for the vast majority of students to master these priority standards. Teachers are being taught mastery based assessment and grading to ensure that students have actually learned and mastered the material. All of this new training is occurring starting August 2 during staff professional development. The training will continue with biweekly coaching, at a minimum, for all teachers.

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

There are several strategies utilized during the pandemic that WLA will continue to use during the return fully to in-person learning. First, all students and staff will continue using computers and software technology for learning in all classes. WLA effectively utilized myriad new technologies for instruction that engaged learners during remote learning such as Nearpod. Teachers were encouraged to find and use new tech and software tools to support remote learners and will be able to continue to do so. WLA also recorded video lessons and teachers will be able to continue this practice to support learners who are out of the classroom or want to re-watch the lesson. WLA will also be able to allow remote access to class for students who are quarantined or otherwise unable to attend due to COVID because of the strong use of technology. WLA surveyed students and families frequently during the pandemic to get feedback on programs. WLA found that the surveys increased the connection between families and the school and will continue to use this tool for in person learning to gain feedback and continuously improve. WLA also utilized group counseling and support moreso than we had before, and we will continue to use this useful tool. Finally, WLA piloted mastery-based grading and project based learning and instruction successfully, and will incorporate more of this into the school this year upon return to fully in-person learning.

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.

Every school year, credit attainment and recovery are at the top of mind for WLA students and staff. Without the timely acquisition of credits, graduation and college access are not possible. Thus, WLA spent a great deal of time and energy during the pandemic school year ensuring that students could stay on track. Like so many schools, WLA did a one-time modification of grading and assessment policies for students to ensure that they were not unduly punished by the changes to school that were required by the pandemic. This summer, WLA students who need to earn credits toward graduation will have the opportunity for credit recovery. WLA offers many post-secondary transition supports. All students take an SAT prep course. All students take a College Prep course. All students are supported to complete the FAFSA. WLA also supports

students to participate in special programs like Capital Partners for Education, the Tiger Woods Foundation college success program, the CareerWise apprenticeship program, dual enrollment programs through Bard College and OSSE, and every WLA student completes a mandatory internship to make sure they have that experience.

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.**

WLA will take the following steps 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: All students with disabilities across all four grades will take the NWEA MAP assessment within the first few weeks of school. This assessment will provide WLA with information on current academic achievement and progress. In addition to the benchmark assessment, WLA will use progress report data, Summer IEP Recovery Program data (when applicable), IEP progress report data and other classroom based assessments (when applicable) in determining the nature and extent of any interruption of instruction for all students with a disability. Washington Leadership Academy will use this data and a criteria worksheet to determine individual student needs and develop an individual accelerated learning plan.

Additionally, WLA will take the following steps to update IEPs as appropriate to ensure supports designed to

ensure access to accelerated learning are made available to all students with disabilities:

- Review the current benchmark data
- Collaborate with student and families on student’s academic progress and current needs
- Collaborate with families in developing a robust accelerated plan, which can include amendments to the IEP, as appropriate.
- Develop and provide families with a Prior Written Notice, which outlines the plan
- Provide the family with academic progress updates and continue to amend plans as needed.

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	WLA will test students using the MAP assessment in the fall, winter and spring. We will use this data to determine overall individual student growth and the effectiveness of the accelerated learning plans.
How appropriate services will be determined or designed for students with disabilities	Based on individual student benchmark data, IEP progress report data, and when applicable, Summer IEP recovery program data.
How accelerated learning will be scheduled and delivered to students with disabilities	All students will be scheduled to participate in the first four weeks and will be targeted based on the benchmark assessment and push-in services will be provided.
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	WLAPCS will communicate plans via a prior written notice and families will be provided a copy of the plan.

The LEA will ensure equitable access to educational opportunities across learning environments by not limiting the access of students in the whole school wide educational opportunities, but rather provide push-in services to support students with disabilities. The LEA will ensure that students with disabilities receive equal access to interventions by adding special education teachers in the inclusion setting for all interventions. For those students who require a higher level of support, WLA will use a mix of inside the general education setting and outside the general education setting to support students. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by beginning to provide students with disabilities opportunities to proactively participate in summer accelerated learning programs. Additionally, WLA will provide additional supports in the students’ least restrictive environment.

The LEA will continue to support parent training for students receiving related services through distance learning by providing on-going individual parent direct support from service providers on an as-needed basis. Additionally, WLA will continue to send regular emails to families with disabilities with parent training opportunities and/or resources to provide on-going support at home.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: WLA will provide appropriate scaffolds, accommodations and/or modifications to ensure families are able to access and fully understand student support services.

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

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

N/A

English Learners

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

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

English learners will take the WIDA ACCESS screener within the first 30 days of enrollment to determine level

of English proficiency. These screeners will be conducted as part of the orientation week for provisional EL learners for various grade-levels. All other students will be screened in the following weeks by our EL specialist. For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, which we will do by using the zoom platform to monitor and walk the student through the various portions of the screener test. For the speaking section, students will use the microphone enabled in their chromebook to speak with the EL specialist and/or proctor. Upon completion of all screeners, Washington Leadership Academy will send out email correspondence in English and in the families preferred language outlining the details of the WIDA score.

Once the student's learning needs are understood, the student will receive accelerated English language instruction through all whole school wide initiatives and additional EL supports. The EL specialist will provide pull out language acquisition instruction and support for students on a weekly basis, using a research based online platform. This will directly individualize support and address individual EL language needs/ goals. The EL specialist will also consult with various teachers to ensure the whole school SIOP model is being conducted with fidelity.

WLA will use many sources of data to help inform the establishment and monitoring of language goals. WLA will use assessment data from assessments such as NWEA MAP and CommonLit and Imagine Math to monitor student academic growth and progress and to ensure that the student is acquiring language skills throughout the course of the year. Grades from classes will be closely monitored to ensure that the student is not falling behind due to language access issues. Advisors will check in with students regularly to understand their subjective experience of language acquisition. The EL coordinator will review all of this data on a regular basis to ensure growth in all EL learners and make sure they are progressing in their language goals and skills. WLA will also utilize software tools to support students with language acquisition and skill development.

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.

WLA will use this grant to fund at least one additional operations position, and this person will help ensure the school is able to open safely and meet health guidelines. The operations associate will assist with many operations tasks including: safe arrival and dismissal procedures, safe breakfast and lunch procedures, enforcement of procedures, liaising with the nurse when students are symptomatic at school to determine next steps, and developing communications protocols for students, staff, and families. The staff member will also monitor daily health screeners and temperature checks. WLA is still considering other uses of the funds.

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

WLA is planning to spend well over the minimum 20% of funds on interventions to address learning loss. This will include the hiring of at least three new instructional staff members who will be able to provide added support to students. Some of these new instructional staff may be dedicated SpEd staff who can

provide additional support to some of our most vulnerable students. We are also

considering investing in upgrades to curriculum, student assessments, and curricular professional development. We will continue to address the need for this once we re-open in the fall.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

Funds that are not being spent on learning-loss intervention strategies will be used to expand operational capacity, which will help enable a smooth and safe reopening. As mentioned above, we are planning to hire at least one new ops person and will assess whether there is additional need at the beginning of the next school year.

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.

Funds will be used to increase the academic and operational capacity of the school so that all students' needs are met to the greatest extent possible and that learning is accelerated for all students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students. WLA is still considering how funds will be used.

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.