

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Briya PCS

LEA Head of School Name: Christie McKay

LEA Type: Pre-K;Adult

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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.

Our response to this question was too long for submission so we have uploaded it as an attachment called, ["Briya CEP_Q1"](#)

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)
 - 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.**

(per guidance from OSSE, we have only responded to this and subsequent questions for our PK program) PK students with approved medical exemptions will have access to full-time virtual instruction through live synchronous sessions with staff as well as asynchronous, parent-supported sessions as it is not developmentally appropriate to have 3- and 4-year-olds on screens all day.

- **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;**

As in the 2020-2021 school year, all technology provided to young learners will be selected according to the child’s age and abilities with the necessary level of technical support and assistance.

- **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**

PK staff will ensure that each family of a child who has a medical exemption will have the support needed, including language translation, to be able to effectively support their child with distance learning. Materials have proven to be one of the most important aspects of carrying out an effective distance learning program for PK students. Staff have developed expertise in selecting, curating, organizing, and helping students to use their provided materials at home, to enhance virtual instruction. We will do home visits as necessary to assess and support provision of proper at home learning spaces and will conduct weekly check-ins with families via phone or video chats to gather their observations and make mid-course corrections as necessary.

- **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.**

The Briya PK program has 13 months of experience in providing high-quality virtual learning to PK students—all of whom are dual language learners—and has used various technology tools to do so, including SeeSaw, Zoom, Teaching Strategies GOLD, WhatsApp parent groups, and customized videos to ensure that PK students remained connected and engaged. We have gone through a thorough evaluation process and will continue to utilize the methods that proved to be the most effective to ensure that PK children who have met

the criteria for medical exemptions remained engaged with their learning. Even during in-person learning the curriculum is highly individualized and the model is designed to include a high level of parent support, meeting each parent where they are at in supporting their child's education, and then resources are provided accordingly. Over the past 13 months, teachers and support staff have honed their ability to use technology to provide virtual instruction in a way that is as conducive to the mind, body, and nervous system of a young child.

Briya's virtual whole and small group instruction during the 2020-2021 school year was formally observed as part of the QSR where reviewers found instruction to be highly engaging and interactive, with various types of visuals and props to engage children in learning tasks and topics. Some PK teachers also held focus groups with parents to receive and implement feedback related to parent perceptions and input about virtual learning. It is critical that PK children, who are beginning a lifelong process of communicating their ideas through language are given opportunities to exercise their voice and autonomy and contribute to the discussion and activities even while connected to learning via a computer. We have found the following remote learning practices provide the most effective instruction and will continue them for students who meet medical exemption criteria:

- Graphic organizers and facilitated annotation
- Project topics that lend themselves well to both on-site and place-based learning
- Home learning materials that relate to virtual instruction topics
- Times for individual instruction and check-ins as well as small groups
- Frequent use of visuals and graphic organizers to help children with planning and implementing their ideas
- Scope and sequence for math and literacy objectives, clear organized guidance for parents to support weekly objectives at home
- Sensory materials
- Intentional use of guided and developmentally appropriate mindfulness activities during instructional time.

To ensure that the above remote learning model is highly effective, we will employ the following:

- Staffing: Any staff who engages in virtual teaching will be a seasoned early childhood educator who has already demonstrated effective virtual teaching or coaching practices and engages in ongoing professional development.
- Materials: Instructional materials will be disseminated to all children who meet criteria for medical exemptions, organized, labeled, and bagged for each family as in the 2020-2021 school year. Materials will be carefully selected to complement the respective project/study topic and will address the unique learning styles, sensory needs, and profiles of preschool-aged dual language learners.
- Technology: As in the 2020-2021 school year, all technology provided to young learners will be selected according to the child's age and abilities with the necessary level of technical support and assistance. PK staff will maintain close collaboration with the IT team and coaches and Briya's digital literacy team (this would continue a practice that was established during the 2020-2021 school year) to capitalize on lessons learned within Briya's greater resources and talent, and immediately troubleshoot any issues should they arise.
- Schedule: Students will be Zoomed in during key instructional times and the schedule will be clearly communicated with parents in advance, with visual reminders and individualized support for families who have difficulty connecting. Highly engaged asynchronous activities including teacher-made videos will be utilized on a schedule and families will engage.

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.**

Recognizing the trauma that many in our community have experienced this year, Briya will embed social-emotional learning and self-care into our weekly instructional plans for both PK and adult students, who are also parents of our early childhood students. Our child development curriculum will also support parents in enhancing their children's social-emotional learning as they also practice implementing strategies to support their own health.

Briya, in partnership with Mary's Center (a federally qualified health center), conducts an annual social determinants of health screening with our families to assess families' ability to meet their basic needs. In addition, Briya conducts learning needs screening and referrals for eligible students. Briya's student services team provides support to Briya's parents in addressing barriers and will refer them to Mary's Center for school-based mental health services as appropriate. Through DBH funding Briya also works with a licensed clinician, the school-based behavioral health clinician who is specifically focused on the needs of PK students and their families and provides tiered levels of support for children, parents, and staff. About 12% of Briya's PK students were receiving individualized interventions through this program during the 2020-2021 school year and we expect this number may increase in the coming 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.

Briya's proactive approach to behavior and discipline is rooted in restorative practices and aligns with our mission and values. Our restorative practices are an important way that we affirm our commitment to lifelong learning and community. We understand that when people demonstrate behaviors that do not align with our code of conduct, we have opportunities to:

- clarify expectations,
- identify specific strategies for developing other behaviors and habits and articulate systems of accountability for these strategies,
- identify barriers that may be interfering in a student's ability to effectively participate in school and develop a plan for addressing those barriers,
- build positive relationships between individuals involved in the situation, and

apply a trauma-informed, equity lens to all we do.

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.

PK: Individually pre-packaged meals will be provided to prekindergarten students who eat meals onsite. All meals will include plasticware, napkins, and seasonings, or will be individually plated.

Students will not bring food from home. All meal distribution, eating, and waste collection will occur with six feet of separation. Staff distributing food will follow all PPE requirements including wearing gloves whenever handling food and will change gloves between activities. Additionally,

- Students will wash their hands before and after eating and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Briya will ensure adherence to students' 504 plans and Anaphylaxis Action Plans, including ensuring that students are not exposed to foods to which they are allergic.
- Tables and chairs will be cleaned and sanitized before and after indoor meals.
 - PK staff will prepare these spaces for students. Daily cleaning staff will clean, disinfect, and sanitize these surfaces.
 - Electrostatic sprayers will be used when appropriate and necessary in the classrooms

Fully virtual students will have a designated day and time when their families can pick up meals from the school. All food pick-ups will occur outside of the building.

AE: While Briya does not provide meals to adult learners, Briya's student services team provides resources to assist families in finding access to food such as community food distribution centers.

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.**

Briya's adult education and prekindergarten departments receive regular formal and informal professional development throughout the year which supports our trauma-informed practices and promotes staff mental health. Teachers are afforded at least monthly professional development that enables them to enhance their skills in supporting their students and classes. Our low teacher-to-supervisor ratio and weekly check-ins facilitate supervisors' ability to assess how staff are doing and offer support where needed, including connection to outside resources. Staff may utilize their PTO for health (physical, mental, emotional) recuperation as well as respite provided by vacations.

Briya also supports a wellness group, which is a cross-departmental group that meets monthly to practice and promote wellness, including:

- Developing a burnout prevention action plan based on staff recommendations
- Supporting school-based mental health therapists in providing PD for teachers and staff on trauma and grief
- Managing Wellness Wednesday for students and staff which include yoga, Zumba, breathwork, art

- expression, movement, reflection time
- Facilitating check-ins and community-building time during all-staff monthly meetings

Briya offers several other mental health supports for staff including:

- Access to our Employee Assistance Program,
- Book Club on self-care
- Access to DC Behavioral Health phone line
- Access to Disaster Distress Helpline
- Access to Psychology Today where staff can search for local therapists
- Sessions with EveryMind that focus on trauma-informed and wellness practices for early childhood educators

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.**

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;

Briya regularly solicits input and feedback from families on current and future programming. Student survey data, feedback from class discussions, schoolwide townhalls, and student council meetings were instrumental in shaping plans for the 2021-2022 school year. Briya's leadership team compiled and analyzed both student and staff data. During the 2021-2022 school year, there will be ongoing opportunities for more student input and feedback. These opportunities include student orientation sessions, student town halls, class meetings, student council meetings, in-class needs assessments, data from our new Social Determinants of Health Screener, and parent-teacher conferences. Teachers use individual and class-level feedback to inform instructional decisions and the school leadership uses school-wide feedback to inform high-level decisions.

Early childhood teachers and supervisors also conduct individual phone calls to families to ask them questions about their experiences with the program, record answers on a Google Form, and make plans accordingly. Each site has an Early Childhood Supervisor, who communicates trends in parent feedback to the Director of Early Childhood. This is discussed at monthly early childhood management meetings and plans are made and adjusted accordingly.

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

Briya will communicate its plans for safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerated learning during student orientation sessions throughout the school year whenever

a new group of students begins classes. Additionally, plans will be posted on our student website for easy reference. Some information will also be shared on social media, as relevant. Schoolwide communication is also shared via robocalls and text messages. Teachers may also make individual phone classes for families when needed. Language access is a top priority at Briya. We ensure language access through direct interpretation, language line services, and appropriate technologies. Briya provides written and oral translation for all schoolwide communication in its four more prevalent languages: English, Spanish, French, and Amharic. Translation for less-common languages is decided on a case-by-case basis. The Early Childhood leadership team will also integrate parent orientation topics into the Adult Child Development classes on a regular basis for parents who bring children to Briya. These topics will span an array of topics including health and safety, trauma-informed strategies, and introduction to outdoor learning and project-based learning.

c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

Since parents attend school with their child at Briya, there are ample formal and informal opportunities to share status and progress updates, including the annual EL notification letter, school orientations, parent-teacher conferences, collaborative goal-setting session, MTSS meetings, IEP meetings, class newsletters, and informal conversation during the school day. Adult learners also receive progress updates from their teachers during informal meetings, student-teacher conferences, and after taking CASAS tests. The parents of PK learners receive progress updates three times yearly at a minimum during scheduled parent-teacher conferences and during this time parents give input and contribute to documenting the next steps for children's development and learning.

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 the 2020-2021 school year, Briya identified AE students who were consistently less engaged with distance learning based upon attendance and work completion data. Identified students were contacted by teachers and administrators to provide encouragement and support. Most often, student absences or disengagement were the results of external factors such as the health of self or family members, economic stress, and/or housing stress. Additionally, technology provided challenges to some students, in which case Briya worked with the learner to acquire Wi-Fi to support their Briya-provided Chromebook, and/or additional technology support, as needed.

All of Briya's students enrolled in March of 2021, were invited to re-enroll for 21-22. This summer, Briya site coordinators will conduct 1-on-1 outreach with each learner to discuss plans for next year and to assign adult students to schedules that work best for their family.

Briya will also host alumni events and conduct outreach with former students to encourage re-engagement and to provide support.

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;**

AE:

Q10a is not applicable to Briya PCS because we will not administer non-state summative assessments beyond the GOLD for prekindergarten and CASAS for adult education, both of which are our state summative assessments according to the Performance Management Framework for the PCSB.

Subject and Assessment Type	When and Frequency
ESL: Briya-designed placement test (formative)	Once, upon enrollment
ESL: Briya-designed ESL pre- and post-tests (formative)	Pre-test: Beginning of the 2 nd term or upon enrollment (if after the start of term), and at the beginning of the 3 rd term Post-test: End of the 2 nd and 4 th terms
ESL: Briya-designed needs assessment (formative)	Once, upon enrollment
Two-Generation Program: Briya-designed reading journals (summative)*	Every 2 to 4 weeks throughout the school year
ESL, MA, CDA2: CASAS pre and post-tests (formative and summative)*	Pre-test at enrollment/start of the school year and post-test after 50-70+ hours of instruction throughout the school year.
Workforce: MA and CDA practice quizzes and exams (formative)	Upon completion of modules and the completion of full coursework
Workforce: MA and CDA credentialing examinations (Externally administered tests) *	Upon program completion
ESL and Workforce: employment and training follow up surveys*	Adult students in the labor force are contacted in the second and/or fourth quarter after exit to track participation in employment or educational opportunities

*Assessment performance measured in Briya charter goals.

PK: In order to measure student learning and interrupted instruction throughout the 2021-2022 school year, PK teachers will primarily use screeners, benchmark, and end-of-year assessments in the areas of math, literacy, and social-emotional development.

Subject and Assessment Type	When and Frequency
Pre-K: Pre-IPT	Once, upon enrollment for all children who are identified through the home language survey

Pre-K: ASQ-3	Once, upon enrollment and as needed for any children who show delays in one or more areas of development
Pre-K: Teaching Strategies GOLD	Ongoing, throughout the year and at 3 formal benchmark windows in fall, winter, and spring for language, literacy, math, social-emotional, physical, and cognitive development

- 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);

AE:

Subject and Assessment Type	When and Frequency
ESL: Briya-designed placement test (formative)	Once, upon enrollment
ESL: Briya-designed ESL pre- and post-tests (formative)	Pre-test: Beginning of the 2 nd term or upon enrollment (if after the start of term), and at the beginning of the 3 rd term Post-test: End of the 2 nd and 4 th terms
ESL: Briya-designed needs assessment (formative)	Once, upon enrollment
Two-Generation Program: Briya-designed reading journals (summative)*	Every 2 to 4 weeks throughout the school year
ESL, MA, CDA2: CASAS pre and post-tests (formative and summative)*	Pre-test at enrollment/start of the school year and post-test after 50-70+ hours of instruction throughout the school year.
Workforce: MA and CDA practice quizzes and exams (formative)	Upon completion of modules and the completion of full coursework
Workforce: MA and CDA credentialing examinations (Externally administered tests) *	Upon program completion

ESL and Workforce: employment and training follow up surveys*	Adult students in the labor force are contacted in the second and/or fourth quarter after exit to track participation in employment or educational opportunities
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*Assessment performance measured in Briya charter goals.

PK: Teachers will administer English language assessments in September/October 2021 and formative/summative assessments in November 2021, February 2022, and June, 2022.

Subject and Assessment Type	When and Frequency
Pre-K: Pre-IPT	Once, upon enrollment for all children who are identified through the home language survey
Pre-K: ASQ-3	Once, upon enrollment and as needed for any children who show delays in one or more areas of development
Pre-K: Teaching Strategies GOLD*	Ongoing, throughout the year and at 3 formal benchmark windows in fall, winter, and spring for language, literacy, math, social-emotional, physical, and cognitive development

*Assessment performance measured in Briya charter goals.

- **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**

i. Whether these goals are set by the assessment provider or are determined by the LEA; and

AE: Briya is responsible for meeting the goals and student academic achievement expectations set forth in its charter. Briya recently established goals for a five-year period beginning in SY 20-21. Briya charter goals related to adult student performance address adult Educational Functioning Level progress on the CASAS exam, employment and training participation, workforce certification exam pass rates, family reading journals, and adult attendance rates. Assessment related to Briya charter goals is indicated in the tables for question parts c and b above with an asterisk (*).

PK: Briya's goals for Pre-K growth and performance are set by the assessment provider. In addition, Briya Pre-K is also responsible for meeting LEA-set goals that track parental participation in parent-teacher conferences.

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

AE: Briya will measure adult student performance as set forth in its charter goals. In the 2021-2022 school year, Briya plans to conduct CASAS testing mostly in person while continuing with the option to do remote testing as permitted by the exam publisher, CASAS (<https://www.casas.org/product-overviews/remote-testing>). In the 2021-2022 school year, Briya will also continue the use of online family reading journal documentation system developed during the 2020-2021 school year. It will also continue to conduct employment and training follow-up surveys to document college and career readiness as indicated in its charter goals.

PK: Briya will measure child student performance as set forth in its charter goals. Child assessments will be conducted in person unless there are children who meet the criteria for medical exemption from in-person learning.

- **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**

AE: At Briya, AE teachers will use CASAS data and ongoing formative assessment to monitor student progress and adjust instruction across learning environments throughout the 2021-2022 school year.

PK: Briya's PK program uses data from the pre-IPT, child screeners, Teaching Strategies GOLD, and other diagnostic assessments as needed to plan for, monitor, and adjust instruction as needed. The PK program also uses an MTSS framework with RTI components and through this process will identify children who will benefit from higher tiers of academic and social-emotional support in Tier 2 or Tier 3 interventions). MTSS teams will meet at minimum three times per year in the 2021-2022 school year.

- **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.**

not applicable.

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.

AE: Adult learners in our ESOL and NEDP programs are in leveled classes where they can progress at a pace that is appropriate for their prior education level and individual goals. This approach will be maintained during the 2021-2022 school year. Additionally, Briya has an established system to assess students upon entry and on a periodic basis thereafter. Data from placement tests, standardized assessments, as well as formative assessments, are used to plan for instruction. Briya leverages reports from our robust Student Information System as well as TopsPro to analyze student data and inform instruction. This year, additional staff will support small group instruction in our Basic ESOL classes.

Workforce students are enrolled in yearlong integrated education and training courses. All workforce students in the 2020-2021 school year have either completed their coursework and have moved on to complete their practicum or internships or they are reenrolling and restarting their coursework in the 2021-2022 school year. All workforce students in the 2021-2022 school year are new to their classes and therefore did not experience interrupted education in the previous school year for this course of study.

Briya will provide targeted academic instruction in reading, writing, and math to address academic gaps due to interrupted schooling for Workforce students.

PK: The PK program conducts ongoing assessment, initiated at the start of the school year to be able to assess students' knowledge, skills, and behaviors and identify where they are on a leveled continuum of development across content and developmental areas. In addition, PK teachers administer developmental screeners, English language assessments, and diagnostic assessments as needed to inform differentiation of instruction through our mixed-age bilingual inclusion model. For returning students, PK teachers have access to previous years' data including data from the 2020-2021 school year and will reference these data to inform instructional strategies and areas and objectives to prioritize. Briya has chosen to continue outdoor learning not only because of recommendations from pediatricians and epidemiologists but also because providing young children with sensory-rich, nature-based experiences that integrate core academic areas has proven to help reduce children's trauma and anxiety, stimulate language development, increase their focus and attention, and promote autonomy and sense of pride. Effective methods for engaging parents in supporting children's learning both at home and at school will be leveraged in the 2021-2022 school year. One positive element of the 2020-2021 school year was the daily contact between teachers and parents, and the glimpse into students' lives at home, which helped to provide educators with a more holistic picture of students' daily lives and realities. We will continue to engage in bidirectional communication with parents on a regular basis to both listen and provide information that targets high-impact practices for children's progress.

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.**

Adjusted Scheduling:

AE: Briya is adjusting our AE schedule to facilitate smaller class sizes so that teachers are better able to differentiate instruction and provide targeted support.

PK: Unlike some schools, the Briya PK program has been offering in-person learning to PK students throughout the 2020-2021 school year. For those few students whose families chose to keep them in distance learning during the 2020-2021 school year or had poor attendance in distance learning, we will complete a more detailed assessment of their present levels of performance to account for any data gaps. Furthermore, the Inclusion team (coordinator and teachers) will play a key role in Fall 2021 in both observing children in the classrooms and consulting with general education teachers and therapists to rapidly identify children who may benefit from additional levels of support. Data collection for MTSS/RTI will begin during the very first weeks of school and will provide the structure for screening, identification, and student support.

Instructional Changes:

AE: Staff will continue the weekly level meetings initiated during the 2021-2022 school year. Teachers found these reflection and co-planning sessions to be highly productive in developing materials and instruction that was relevant to the current situations faced by our adult learners and incorporating new technology into instruction to accelerate learning.

New Professional Development for Staff on Accelerated Learning:

AE: In addition to the weekly level meetings, AE teachers will meet weekly with their supervisor to review student data to assess and inform instruction. Level leads will meet at least monthly to receive professional development from our Digital Integration Team on hybrid learning and collaborate to share lessons learned across levels. AE as a department will have professional development monthly; topics may include, but will not be limited to: CASAS proctoring, utilizing CASAS data, advancing anti-bias education in the AE classroom, project-based learning, teaching the four domains of language learning, and digital literacy.

PK: Briya PK is using tools that set specific goals for students and in addition will employ the processes noted above to ensure that instruction is differentiated and developmentally appropriate.

Staffing and Related Supports:

AE: Briya's AE department is hiring four additional ESOL teachers so that we can provide in-person learning to all our students weekly while reducing class sizes. Briya will also hire bilingual paraeducators to support our Basic level classes; to provide more teacher support for small group activities and interpretation. All adult learners will have one Chromebook or laptop. Each site has a classroom set up for concurrent instruction which can be used if a student is absent for an extended health reason, such as medical exemption. Adult education will continue to utilize Schoology and the Google classroom suite. We will enhance our use of Google Classroom by upgrading to Education Plus. Briya is renewing our subscriptions with Kahoot! Edu, Mote, Nearpod, Quizlet, Adobe Captivate, EdPuzzle, Factile Pro, Screencastify Submit, and Mentimeter.

PK: Given the short- and long-term benefits of nature-based education on children's development and learning, particularly in times of prolonged stress and trauma, Briya's PK program is and will continue to invest in necessary infrastructure to support a high quality and developmentally appropriate outdoor learning program. A significant portion of this investment is constituted by talent resources, strategic partnerships, and affiliations/active engagement with local and national networks of outdoor learning experts and practitioners.

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.

PK: Briya's PK team conducted end of the year evaluation surveys and virtual meetings with all teachers to document lessons learned, identify key successes and barriers that impacted student learning and wellbeing,

and is currently analyzing all that information to design a responsive professional learning calendar for August 9-27, 2021. Teachers identified several questions, many of which were health and safety-related and administrators gathered all questions, cross-referenced OSSE health/safety guidance, and sought out the expertise of OSSE, PCSB, and other local leaders to help inform plans for building our outdoor and indoor learning plans for the 2021-2022 school year. Administrators are currently preparing customized guidance and resources for teachers based upon FAQs and end-of-year evaluation results. Topics that are confirmed for the August professional learning calendar are anti-bias education, trauma-informed practices, wellness, and honing observational assessment skills in an outdoor environment.

AE: Adult Education will prepare for the 2021-2022 school year in June professional development sessions through:

- evaluating our 2020-2021 school year educational programming,
- refining our plans for child development and CASAS implementation,
- applying our learning from Spring 2021 interrupting bias by incorporating strategies in our student orientation plans

As part of August's professional development, all staff will receive training on health and safety procedures.

Throughout the 2021-2022 school year, we will focus our professional development on honing our hybrid learning approaches, evaluating our engagement strategies, and continuing to develop/modify child development curriculum to align with families' COVID recovery realities.

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

PK: Briya's PK team will focus on the following topics: mindfulness and trauma-informed instruction as well as MTSS which will continue from last school year. In addition, the school will expand mental health supports by partnering with more early childhood mental health providers to extend our delivery of one-on-one mental health counseling.

AE: During the 2020-2021 school year, Briya's adult education team developed and implemented a new structure for delivering our child development classes in students' home languages as well as differentiating topics by children's ages. In addition, we extended our digital literacy instruction to improve for academic learning. This resulted in significant gains in both students' and staff's digital literacy abilities and technology has been fully integrated into instruction which will continue virtually and in-person.

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.

Not applicable.

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.

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;

Within the first six weeks of school, all students with IEPs will be screened using the ASQ-3 which includes considerable parent input. Parent input about children's development and progress is always crucial and particularly during this time of school reentry, they will inform the assessment process and provide a more holistic and more accurate picture of student's present abilities, challenges, or possible regression of skills. The special education teachers will also carry out detailed classroom observations of each child to supplement the information from the screener. The observations will address levels of functioning within the classroom in all four areas of development: cognitive, socio-emotional, physical, and linguistic. By October 22nd, the special education team will analyze all data and make decisions cooperatively with parents to amend IEPs as needed. To provide accelerated learning for students with disabilities who show regression of skills or a significant delay in critical skills in any of the four developmental areas, the team will design a school-home based plan to supplement the IEP and provide targeted learning activities and materials to strengthen skills in the demonstrated areas of need. The multidisciplinary team of special education teachers and general education teachers will work together with the parent to implement learning activities at school and home using the materials provided by the school. Any cases in which IEPs need to be amended to reflect changes in services (adding hours, adding new supports) will be completed by October 31st.

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;

The special education team, comprised of special education teachers, therapists, general education teachers, and parents, will base their determinations on the results of the ASQ-3, special education teachers' formal classroom observations, and parent input to change services or provide accelerated learning to students with disabilities. The focus of the special education team during the first three months of school will be on proper identification that is informed by families to determine which students may have suffered regression of skills

or show concerning delays in any of the four developmental areas, and then to make the necessary changes to IEPs and create plans for accelerated learning. The special education team will be in continuous communication with families, who are also students in Briya's two-generation program. Once an accelerated learning plan is designed by the student's special education teacher, the parent/s will be contacted to schedule the first coaching session in which the home learning materials and activities will be modeled and explained in detail, as well as communications which classroom interventions will be implemented. On a weekly basis, The special education teacher will follow up with parent/s on the progress at home. General education teachers will also teach and address targeted skills under the guidance of the special education teacher. The objective is for the student to receive this targeted support both at home and at school.

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;

Briya's inclusion model is strictly adhered to in all PK classrooms. All students with disabilities will spend most of the time in their classroom with their peers and teachers. IEPs are always written with that tenet and will continue to be written in such a manner, no matter what the circumstances for the 2021-2022 school year. The Inclusion Coordinator oversees the implementation of the inclusion model which ensures that students spend the least amount of time possible outside of their classrooms. All Briya's special education teachers spend most of their time inside the classrooms during students' daily routines, including on the playgrounds or during outdoor learning, and very minimal time is spent in individualized therapies outside of the classroom. The implementation of accelerated learning plans will occur within the classroom alongside peers in the child's natural environment as well as at home with parental guidance.

d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and

Each student with a disability who is granted a medical exemption and that student's parent/s will be assigned to an Inclusion Teacher who is overseen by the Inclusion Coordinator and part of that student's individual learning plan and services will include parent training and coaching. This will occur both virtually, and in person to the extent possible. The success of the related services that were provided virtually during the 2020-2021 school year was in large part due to the parent coaching component and the routine home deliveries of engaging materials to support virtual therapies. This will continue in SY 21-22.

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.

The Inclusion Coordinator works in collaboration with the Student Services Coordinator at each of Briya's four sites to identify resources and support for family members with disabilities. The first step is to contact the Student Services Coordinator at the appropriate site with the family member's permission and then collectively identify the specific supports that would best serve the situation and person. Then, the Student Services Coordinator contacts the family member to further discuss and offer the relevant support resources, and to work together to ensure the person can access these resources, including many times the Student Services Coordinator providing individualized support for as long as it takes to access services, and then following up as necessary. Briya has a wide network of resources and partnerships that are regularly used to ensure that families have what they need to support their children's learning when there is a family member with a disability.

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

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

Not applicable.

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.**

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 parental notification; and Briya screened all ELs in the 2020-2021 school year and will re-screen students in the 2021-2022 school year. As required by OSSE, Briya uses the pre-IPT to screen all of our prekindergarten ELs.

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. Our prekindergarten program uses Teaching Strategies GOLD as an assessment for children's language and literacy development to ensure that they will be meeting grade-level expectations when they enter Kindergarten.

Briya's PK program is a dual immersion bilingual program where students receive instruction in both English and Spanish. Since all students are language learners, language acquisition and linguistic supports are embedded into instruction in both languages and are deployed as appropriate for each student. Briya's language learner supports are articulated in toolkits for teachers and instructional checklists. Additionally, Briya staff participate in the citywide English learner PLC.

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.

Not applicable.

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.

Not applicable.

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.

Not applicable.

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.

Not applicable.

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.

Q1. 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;

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

The Operation Plan for Briya PCS during the 2021-2022 school year allows for on-site learning for all students and instruction five days per week. Prekindergarten (PK) students will have onsite learning for at least 180 days at a minimum of 6 hours per day, or at least 1080 hours. Adult education (AE) students will have at least 12 hours of instruction each week for the entire academic year, except for weeks when there are predetermined holidays or professional development days. All adult students will come on-site weekly.

PK: Briya's PK program will offer in-person programming five days a week and will continue its 50/50 dual language immersion model. We will capitalize upon the success of the outdoor education component that was offered throughout the 2020-2021 school year thus continuing to conduct considerable amounts of instruction outdoors, aligning with the recommendations of local and national health and safety experts. Staff and parents have praised the specific ways in which outdoor education has led to increased skills and positive development for their young children. Some examples of these skills and behaviors include attention, focus, curiosity, persistence, problem-solving, and empathy. While these are all areas that Briya emphasized prior to the pandemic, staff observed tremendous growth in them during the 2020-2021 school year. Offering a program that explicitly cultivates these skills impacts all content areas in PK, including literacy, math, science, and the arts.

During the 2020-2021 school year, the co-teaching pairs in the PK program had to split up to offer both on-site and virtual programming, but in the 2021-2022 school year, Briya will resume its pre-pandemic co-teaching model where each classroom has two teachers—one English-speaking and one Spanish-speaking—who work in tandem to deliver an in-person, full-time, bilingual inclusion model in English and Spanish. Briya's PK department will not hire additional staff for the 2021-2022 school year.

To maintain our outdoor learning for all PK students, we must secure additional outdoor space at all of our locations. Currently, we are working with DPR and other partners to apply for and secure these spaces.

AE: Adult instruction will be provided via in-person and virtual learning. During the pandemic, Briya has realized new methods to provide rich educational opportunities to adult learners via remote instruction. Instruction during the pandemic revealed that this modality enhances persistence and learning acquisition for adult students as it provides flexibility while maintaining instructional quality and rigor. In planning for the 2021-2022 school year, Briya solicited input from students through surveys and focus groups. Data indicated that adult students overwhelmingly preferred hybrid instruction during the 21-22 school year. Briya will build off of the success of our 30-year in-person instructional experience for DC parents while enriching these opportunities by capitalizing on our students' digital knowledge and skills and delivering increased opportunities for engagement that were refined during the 20-21 school year.

The Adult Education program will continue to use the learning management systems (LMS) that we adopted during the 2020-2021 school year to store core academic content and resources. For our ESOL students, the LMS is Google Classroom and for our workforce students it is Schoology. We will also use

the following resources with our classes: Zoom, Google Classroom including Google Docs and Google Slides, email, video creation with Screencastify Submit and Flipgrid, asynchronous child development assignments using Nearpod, assessments using Google Forms, and multimedia materials from Pearson, our textbook provider. Over the past year, we have found that the following remote learning practices provide the most effective instruction:






- synchronous instruction via Zoom,
- small group collaboration via Zoom and Google Classroom
- asynchronous instruction to introduce content ahead of deeper engagement during synchronous instruction (i.e., a flipped classroom approach) or as practice or review to reinforce student’s knowledge and skill acquisition.









As always, Briya will continue to tailor instruction according to students’ needs and learning styles.

Both students and staff have expressed a preference for maintaining physical distance and cohorting during the 2021-2022 school year. To do this, Briya must reduce class size for adult learners and increase the number of classes. Therefore, Briya has hired four new additional adult education teachers to be able to provide quality instruction. Students will be grouped into five cohorts: Monday-Tuesday onsite morning or afternoon; Wednesday-Thursday onsite morning or afternoon, and evening.

Currently, we are working on obtaining additional classroom space for our AE classes at our Sharpe site.

The following is our weekly school schedule. A draft of the 2021-2022 school calendar can be found in the attachments.

	Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Cohort A on site		Cohort A virtual		EC families	Adults without EC
9:00 – 11:30	(adults, infants, toddlers)		(adults)		on site (cohorts A&B)	virtual child dev class (cohorts A&B)
						
	Cohort B virtual (adults)		Cohort B on site			
			(adults, infants, toddlers)			

				
PM 12:30-3:00	Cohort C on site (adults, infants, toddlers) 	Cohort C virtual (adults) 	EC families on site (cohorts C&D) 	Adults without EC virtual child dev class (cohorts C&D) 
	Cohort D virtual (adults) 	Cohort D on site (adults, infants, toddlers) 		
Full Day	PreK students on site 8:30-3:30 			PreK on site 8:30-12:30

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:

1. 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

In the instance that students and/or staff need to be 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, Briya PCS will adhere to the following plans:

PK: Briya will provide qualified substitute teachers when individual teachers need to be absent. When individual students need time-limited distance learning, Briya will provide them with a device to participate in key classroom activities. While there are students in distance learning, Briya will have a staff role that is dedicated to helping connect students to their teachers for key parts of the day that are most appropriate and feasible for three- and four-year-old children. Teachers and designated staff will also supplement whole-class, live instruction during key aspects of the day with curated materials that have been selected for students' individual learning needs and interests. Materials may include but are not limited to, math and literacy activities, books, science kits, sensory materials, videos, art supplies, and parent-child activities. Any student receiving therapy as part of their IEP will receive it virtually. If an entire class or the whole school needs to switch to time-limited distance learning, classes will switch to a fully virtual model with both synchronous and asynchronous components, like the model implemented during the 2020-2021 school year.

AE: Briya will provide qualified substitute teachers when individual teachers need to be absent. All adult learners will be issued a Chromebook in the 2021-2022 school year. If individual students need to be engaged in time-limited distance learning, teachers will engage in concurrent teaching and/or fully virtual instruction depending upon the number of students in distance learning at that time. If an entire class or the whole school needs to switch to time-limited distance learning, classes will switch to a fully virtual model with both synchronous and asynchronous components, like the model implemented during the 2020-2021 school year.

2. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

If a whole site needs to close due to an outbreak of COVID-19 or evolving public health conditions, classes will switch to a fully virtual model with both synchronous and asynchronous components, like the model implemented during the 2020-2021 school year.