

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: DYRS

LEA Head of School Name: Rennie Taylor

LEA Type: Middle School;High School

Date Generated: 09/10/2021

Background and Purpose

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

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

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

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.

Operation Plan for Maya Angelou Academy at New Beginnings allows for on-site learning for all students for 180 day at 6 hours per day, or 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found attached. And a sample schedule of a typical school week can be found attached.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline. We will notify families via email and phone calls depending on the method that works best for families. We will work with facility staff who are also a part of the Family Engagement Team at New Beginnings. We will respond to questions as best we can with the information that we receive from the medical director and New Beginnings administration. Families will have email contact information for teachers, for administrative staff, families can reach out via email and or Google Voice phone numbers. All MAA staff have Google Voice phone numbers.

Key to a smooth year is uninterrupted learning is through dissemination of materials: All materials will be provided to individual students. We used a combination of plastic bins and large plastic ziplock bags to distribute materials to students individually during the 20-21 school year. MAA operated in person for the 20-21 school year.

- Uninterrupted instruction through remote learning: Students do not leave campus, due to the setting, we will work with facility staff to distribute materials. Students will not have access to technology in a congregate setting.

The operations plan can be implemented in our current facilities.

The operations plan can be implemented using our current staff and anticipated hires.

****Edits:

The Safe Re-Opening Plan for DYRS Secure Schools allows for on-site learning for all students for 180 day at 6 hours per day, or 1080 hours. Our school calendar can be found attached. And a sample schedule of a typical school week can be found attached.

The nature of a secure facility necessarily requires a swift response to safety threats, whether that be medical or otherwise. In the event of an unexpected closure or partial closure, MAA staff will work with the DYRS Family Engagement Team to communicate substantial changes to the education plan with families via phone and/or email, as soon as possible. In addition, families may contact teachers and/or administrative staff via email and/or Google Voice phone numbers at any time. All MAA staff have Google Voice phone numbers.[\[KT\(1\)\]](#) This information is provided at the beginning of the school year and throughout the school through regular contact with the families.

Key to a smooth year of uninterrupted learning is the routinized dissemination of materials; all necessary educational materials[\[KT\(2\)\]](#) : pens, papers, pencils, calculators, bins, textbooks, workpackets and etc. will be provided to individual students on a daily basis. MAA at NB operated in person for the 20-21 school year and found success using a combination of plastic bins and large plastic ziplock bags to distribute materials to individual students on unit.[\[KT\(3\)\]](#) All materials will be collected and graded/reviewed in the same manner in which they were distributed.

Uninterrupted instruction through remote learning: Due to the unique circumstances of MAA at NB, students do not leave campus. If a youth must be quarantined, or the entire campus is on lockdown, MAA staff will work with DYRS facility staff to distribute the necessary educational materials[\[KT\(4\)\]](#) : (see above listing of materials). [\[KT\(5\)\]](#) Students will not have access to technology in a congregate setting as school is fully in person. If and eehen technology is needed students will have access to it via: in class instruction (via t.v./computer/smart borad monitor)[\[KT\(6\)\]](#)

The operations plan can be implemented in our current facilities and can be implemented using our current staff and anticipated hires. Staff excluded from school due to confirmed or suspected COVID-19 will follow the guidelines laid out via the CDC and in conjunction with process outlined via the facility medical team: Chief Medical Director, in an effort to ensure the health safety of all individuals. [\[KT\(7\)\]](#)

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.**

• **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;**

This is not applicable to students at this LEA. In the event that a student requires a medical certification, he will be placed on the medical unit and will receive regular instruction in a separate space.

• **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**

This is not applicable to students at this LEA. In the event that a student requires a medical certification, he will be placed on the medical unit and will receive regular instruction in a separate space.

• **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.**

This is not applicable to students at this LEA. In the event that a student requires a medical certification, he will be placed on the medical unit and will receive regular instruction in a separate space.

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.**

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: Panorama Student Survey. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means: individual counseling, group counseling, restorative justice practices, community building circles. As an aside, students have been in person at MAA for the 20-21 school year.

Edits:

DYRS Schools will use the Panorama Student Survey to determine the social-emotional well-being of students when they return for the 2021-22 school year. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means: individual counseling, group counseling, restorative justice practices, community building circles.

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.

Our LEA is preparing to monitor the behavior of students using a variety of positive, relevant, and developmentally appropriate behavior modification approaches including: MAA will continue to use the PBIS system currently in place to monitor behaviors. Each student has an opportunity to earn Participation and Respect points for each class. These points are calculated and distributed to each student on Fridays. We use restorative justice as an alternative to suspension (where applicable), and we use restorative justice practices for behavior support and modification including but not limited to: apology letters, restitution, community building circles, restorative circles, anger management, and conflict resolution.

- 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.**

Edits: MAA is not responsible for providing the students with lunch. However the students at DYRS Schools receive breakfast, lunch, and dinner provided by DYRS facility kitchens. DYRS has a nutritionist on staff to ensure all meals provide the nutrients needed to support students' growing bodies.

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: EAP program through INOVA Employee Assistance. For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through the EAP program with INOVA Employee Assistance. We also are providing on-site support through our social worker, social work interns, and school psychologist. At the organizational level, we have a Director of Clinical Services and Research who can provide additional support and resources if needed.

Edits:

The facility is equipped with a fully staffed mental health team who are ready and available to support teacher and staff social-emotional and mental health needs during continuous learning and school recovery. ALL teachers and staff who are hired by the LEA undergo comprehensive training that is provided by the LEA and or the facilities training department.

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.**

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through our Student/Parent Handbook that is sent out to all families within the first 30-days of the school year. In addition, MAA has been in-person for the entire 20-21 school year. The Family Engagement Committee will also generate a monthly newsletter to send to families electronically. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We have 2 staff members employed full-time to assist families who speak Spanish. All documents can be translated into other languages as needed.

Our community of staff will solicit and incorporate student and family feedback on these plans We have 4 Saturday events per year to interface with families and receive feedback. While we value the feedback of our families, MAA is inside of a juvenile detention center so all feedback can’t be incorporated due to the nature of the setting. Our team will solicit, review and incorporate feedback quarterly so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will have 1:1 communication with families by teachers and quarterly virtual meetings with other members of the school community.

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.**

This question is not applicable to the setting at MAA. Scholars can’t opt out of school. For the 20-21 school year, we had 100% participation in in-person instruction.

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. As these are summative assessments, they will be conducted at the start of the school year, at the end of the school year. These assessments will also occur throughout the course of the school year upon student entry. Students will take assessments upon entry at Level 1 and prior to release at Level 6. Results will be used internally and with students but will not be 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.

Edits:

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school

year: STAR Renaissance Reading Assessment and WJ-IV Tests of Academic Achievement and STAR Renaissance Math Assessment and WJ-IV Tests of Academic Achievement. As these are summative assessments, they will be conducted at the start of the school year and at the end of the school year. New students will be assessed upon entry. Results will be used internally and with students but will not be part of school accountability.

- 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);

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
<i>Example: ELA: Every student will be a proficient reader upon exiting the school.</i>	<i>Reading as measured by increases in Lexile</i>	<i>K-5 (all students) 6-8 students who score below DRA 70</i>	<i>NAME of Reading Inventory (include assessment name)</i>	<i>Sept 1-30; Jan 1-30; May 1-30</i>
ELA: Every student will gain at least 1.5 years of growth in the area of reading.	Reading as measured by standard score and scaled score.	7-12	STAR Renaissance Reading Assessment and WJ-IV Tests of Academic Achievement	September 6-September 30 (STAR) September 6-October 8 (WJ-IV); May 23-June 3 (STAR) May 1- June 10 (WJ-IV) and at different intervals upon student entry and exit.

Math: Every student will gain at least 1.5 years of growth in the area of mathematics.	Math as measured by standard score and scaled score.	7-12	STAR Renaissance Math Assessment and WJ-IV Tests of Academic Achievement	September 6-September 30 (STAR) September 6-October 8 (WJ-IV); May 23-June 3 (STAR) May 1- June 10 (WJ-IV) and at different intervals upon student entry and exit.
Science: N/A	N/A	N/A	N/A	N/A
English language proficiency: N/A	N/A	N/A	N/A	N/A

- **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**

Goals and ELA: Our vision is for students to matriculate from our school with at least 1.5 years of growth in core academics. We monitor their progress towards meeting the goals as follows:

ELA

For ELA, we expect students in grades 7-12 to increase at least 1.5 years within the academic year they are here. On formative assessments, we expect our students to grow by at least 70% between the start of unit pre-test and end of unit post-test. Monitoring progress will be the same as last year. Our calendar is for 180 days/1080 hours and students take ELA daily. Our schedule allows for

teachers to monitor progress on classwork, tests, quizzes, and star of unit pre-tests and end of unit post-tests. Teachers participate in PLCs with our schools in the community as well as with other correctional institutions through Breakfree Education. Due to the size of our school, we do not have grade-level teams, but we meet as an instructional team weekly to discuss instruction. Data meetings are held monthly to discuss behavioral and academic data by subject area. Teachers have at least 1 planning period per day. All teachers are required to participate in OSSE trainings related to their academic area. In addition, we encourage external professional development when requested by teachers.

- **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**

Monitoring progress will be the same as last year. Our calendar is for 180 days/1080 hours and students take Science daily. Our schedule allows for teachers to monitor progress on classwork, tests, quizzes, and star of unit pre-tests and end of unit post-tests. Teachers participate in PLCs with our schools in the community as well as with other correctional institutions through Breakfree Education. Due to the size of our school, we do not have grade-level teams, but we meet as an instructional team weekly to discuss instruction. Data meetings are held monthly to discuss behavioral and academic data by subject area. Teachers have at least 1 planning period per day. All teachers are required to participate in OSSE trainings related to their academic area. In addition, we encourage external professional development when requested by teachers.

- **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.**

Teachers participate in PLCs with our schools in the community as well as with other correctional institutions through Breakfree Education. Due to the size of our school, we do not have grade-level teams, but we meet as an instructional team weekly to discuss instruction. Data meetings are held monthly to discuss behavioral and academic data by subject area. Teachers have at least 1 planning period per day. All teachers are required to participate in OSSE trainings related to their academic area. In addition, we encourage external professional development when requested by teachers.

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.

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use our data system including our Data Manager and Data Vista to collect, analyze and support our staff in addressing student learning needs. We will be using components from Data Wise and Driven by Data due to our unique setting, a combination of approaches is best. The plan includes quantitative and qualitative data including charts, dashboards, and anecdotal data and academic instructional meetings with instructional staff and all staff (where applicable) and teacher support coaching and data analysis training via our Data Team.

Edits: The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. We will use our data systems, including our Data Manager, Data Wise, Driven by Data, and Data Vista, to collect, analyze and support our staff in addressing student learning needs. Due to our unique setting, a combination of approaches is best. The plan to address interrupted instruction includes quantitative and qualitative data including charts, dashboards, anecdotal data, collaborative academic instructional meetings with instructional staff, as well as all staff when applicable, teacher support coaching and data analysis training via our Data Team.

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.**

We are in the process of creating our 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. The process is being lead by the assistant principal and other instructional content leaders. We are identifying what would work well by looking at a variety of factors gather through surveys of teachers and students. Using information gleaned from school year 2020-21, we are planning on supporting teachers through our skeleton PD calendar and plan. Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year. As the year continues, we will continue to review assessment data, classwork artifacts, student surveys, and teacher surveys.

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 are in the process of creating our 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. The process is being lead by the assistant principal and other instructional content leaders. We are identifying what would work well by looking at a variety of factors gather through surveys of teachers and students. Using information gleaned from school year 2020-21, we are planning on supporting teachers through our skeleton PD calendar and plan. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will continue to review assessment data, classwork artifacts, student surveys, and teacher surveys.

Edits: We are in the process of creating our 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. Creation of the staff professional learning plan is being led by the assistant principal and other instructional content leaders. We are identifying what would work well by looking at a variety of factors gathered through surveys of teachers and students. Using information gleaned from school year 2020-21, we are planning on supporting teachers through our skeleton PD calendar and plan. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will continue to review assessment data, classwork artifacts, student surveys, and teacher surveys.

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

This is not applicable to the setting due to the fact that MAA was open in-person for the 20-21 school year. In addition, virtual learning is challenging in a correctional setting.

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.

For grades 9-12, credit attainment and recovery will be important for students who were fully or somewhat disengaged during the 2020-21 school year. For students who are not behind their cohort in credit attainment and therefore risk not graduating in four years from the start of their 9th grade year, we will offer the following programs: Saturday School and summer school, as well as online credit recovery options and the following transition activities to support students to matriculate to the college or career of their choice: MAA has a full-time College and Career Coordinator who is responsible for scheduling monthly college tours (virtual and in-person) as well as conducting interest inventories with all students. Students who are 12th graders will be offered the opportunity to take the SATs, complete community service hours, and apply to colleges, universities, and/or trade schools. The College and Career Coordinator will help students complete applications and

work with families to complete the FAFSA form.

Edits: Credit attainment and recovery will be important for 9-12 students who were fully or somewhat disengaged during the 2020-21 school year. For students who risk not graduating in four years from the start of their 9th grade year, we will offer the following programs: Saturday School, summer school, and online credit recovery options. We also offer the following transition activities to support students to matriculate to the college or career of their choice: (1) full-time College and Career Coordinator who is responsible for scheduling monthly college tours (virtual and in-person) as well as conducting interest inventories with all students; (2) Students who are 12th graders are offered the opportunity to take the SATs, complete community service hours, and apply to colleges, universities, and/or trade schools; and (3) The College and Career Coordinator will help students complete applications and work with families to complete the FAFSA form.

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.**

The LEA 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 will be assessed using the STAR Renaissance

Assessment in Reading and math. In addition, all students with disabilities will take the WJ-IV Tests of Academic Achievement. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: assessing students, holding 30-Day Review meetings as necessary, and updating IEPs once enough data is available.

Element	LEA	Campus 1	Campus 2
How the need for accelerated learning for students with disabilities will be evaluated	Depending on the grade level of the students, their academic levels will be viewed in comparison to their actual grade level. If any students academic scores are lower than previously available scores, the need for accelerated learning will be evident.	INSERT RESPONSE TO THE EXTENT CAMPUS PROCESSES VARY	INSERT RESPONSE TO THE EXTENT CAMPUS PROCESSES VARY
How appropriate services will be determined or designed for students with disabilities	Appropriate services will be determined by special education teachers and general education teachers collaboratively. Special education teachers will be required to determine specific services based on skills and gaps in skills, whereas general education teachers will be required to identify and determine the need for content gaps.		

<p>How accelerated learning will be scheduled and delivered to students with disabilities</p>	<p>Students will receive high-impact tutoring 3 times a week as a part of the school program. Students with disabilities will also be offered pull-out support with special education teachers, a reading specialist, and/or other related service providers as needed.</p>		
<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<p>Teachers and special education case managers will communicate with families monthly. In addition, strategies will be discussed in IEP and 30-Day Review Meetings.</p>		

The LEA will ensure equitable access to educational opportunities across learning environments by providing quality instruction to all students regardless of learning environment. The LEA will ensure that students with disabilities receive equal access to interventions by continuing with our full inclusion model and using our special education teachers/case managers to ensure that equal access is provided. 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 identifying the LRE during the IEP process and during 30-Day Review meetings. By the nature of the school, all of our students receive educational services in the LRE.

The LEA will continue to support parent training for students receiving related services through distance learning by this is not applicable to the setting.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: this is not applicable to the setting.

Edits:

D: The LEA will continue to support parent training for students receiving related services through distance learning as needed via: Zoom, Team Meets and all other virtual connections that can be utilized in an effort to ensure these services are being delivered.

E: The LEA will ensure to take the necessary steps to seek out and provide family members with access to all service accommodations: e.g. audiotaped, brailled or electronically formatted documentation, visual aides and verbal descriptions for visually impaired guardian

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.**

The LEA/State Public Agency will take the following steps 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: MAA routinely assesses all students using formative assessments, summative assessments, and diagnostic assessments.

Element	LEA/State Public Agency
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<p>How the need for accelerated learning for students with disabilities will be evaluated</p>	<p>Depending on the grade level of the students, their academic levels will be viewed in comparison to their actual grade level. If any students academic scores are lower than previously available scores, the need for accelerated learning will be evident.</p>
<p>How appropriate services will be determined or designed for students with disabilities</p>	<p>Appropriate services will be determined by special education teachers and general education teachers collaboratively. Special education teachers will be required to determine specific services based on skills and gaps in skills, whereas general education teachers will be required to identify and determine the need for content gaps.</p>
<p>How accelerated learning will be scheduled and delivered to students with disabilities</p>	<p>Students will receive high-impact tutoring 3 times a week as a part of the school program. Students with disabilities will also be offered pull-out support with special education teachers, a reading specialist, and/or other related service providers as needed.</p>
<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<p>Teachers and special education case managers will communicate with families monthly. In addition, strategies will be discussed in IEP and 30-Day Review Meetings.</p>

Edits: The plans will be implemented as written upon entry into the facility if the students is still in the facility when it is time to amend the plan, the plan will be implemented in accordance to the updated that has been set. Communication will be conducted with the family prior to the need of amending so that a meeting can be scheduled in an effort to ensure that the family can be present and involved during the amending process. If and when programming needs to be amended, programing will be amended.

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.**

Edits:

A. English learners across all grade levels will be screened using the WIDA Screener, which is a state-approved screener for English language proficiency. This assessment is performance-based and content knowledge that will be administered within the first month of enrollment in an effort to determine the level of English proficiency. After reviewing the results of the WIDA Screener assessment, the parents will be notified of the results and the plan to support the learning needs of the student. For students who have been screened before, if available the students previous school records will be used to determine if screening and or/coordination with special education staff is needed. Students that were screened provisionally during distance learning will be complete the formal identification process once school resumes face-to-face. Parents will continue to be provided with timely notifications regarding the services provided, progress and reached benchmarks.

B. The WIDA assessment will be used to guide instruction through their aligned benchmark which measures the students' progress and guides the needs of the student. After reviewing the results of the WIDA Screening Assessment, MAA will employ an Itinerant ELL teacher via an agency contract in an effort to support the students learning needs. Once the students learning needs are understood, the student will receive English language instruction from an Itinerant ELL teacher. Assessments, instructional packets and screening tools will be used to establish and monitor learning language goals for accelerated learning as well as to determine progress on the various goals.

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.

To ensure all students, staff, and visitors, including those who are fully vaccinated, wear a non-medical face covering or mask while on school grounds, buses, and at school-related activities, we have developed the following facemasks are required when onsite. To ensure easy compliance with this policy, any member of our community who arrives without a face covering, loses or damages their face covering while attending a school activity will be provided a new one. The school will keep a supply of PPE, including masks, until such time as face coverings are no longer required at schools.

- 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.**

- 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.**

- 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.**

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.