

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

**LEA Name: IDEA PCS**

**LEA Head of School Name: Justin Rydstrom**

**LEA Type: High School**

**Date Generated: 08/24/2021**

### 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.**

a. *Yes, IDEA will accommodate all students in person for 5 days of learning at IDEA within our current space. We will accommodate all students.*

b. *IDEA can accommodate all scholars for 5 days a week in person with our current staffing levels. The staffing plan will allow for teachers to provide virtual support for scholars in the event they are absent through our Canvas portal.*

c. *All scholars will have access to a chromebook. Chromebooks will be distributed to new-to-IDEA scholars during a back to school field event on August 21st. All scholars will continue to have access to our LMS - Canvas where instructional material and accommodation supports will function through Canvas.*

**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.**

IDEA will have a 5 period day with 60 minutes in each course. We will also have social and emotional support for scholars during their morning Pathways session similar to an advisory course.

Arrival & Breakfast: 7:45 - 8:15 (30 min)

Pathways: 8:30 - 9:15 (45 min)

P1: 9:20 - 10:20 (60 min)

P2: 10:25 - 11:25 (60 min)

P3: 11:30 - 12:30 (60 min)

Lunch: 12:35 - 1:05 (30 min)

P4: 1:10 - 2:10 (60 min)

P5: 2:15 - 3:15 (60 min)

Announcements: 3:15 - 3:20 (5 min)

Dismissal: 3:20

Tutoring: 3:30 - 4:00 (30 min)

- **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;**

*Scholars will continue to have access to technology from the previous year of learning and will also be issued new technology if they are new to IDEA and/or have lost their chromebook.*

- **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**

*A cycle of training support will be provided for parents during orientation and summer bridge sessions when they attend the Summer bridge experience for the two day session in July. In the event that they are not able to attend, they will be invited by appointment to review and receive training and support for the technology.*

- **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.**

*IDEA scholars with medical certifications will have the access to zoom into the hybrid model class within the live classroom through a live stream. They will have access to our learning management system, Canvas, to support their academic learning needs. We will have various online tools to assist with learning needs to include: Mastery Connect, Nearpod, IXL, padlet and Apex as a few instructional tools to support online learning. The schedule for these scholars will remain the same as the academic school day.*

## **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.**

The clinical team at IDEA consists of 3 clinical social workers and a school psychologist. We are in the process of hiring another social worker and will have a minimum of one master's level social work intern. We work in concert to ensure the social emotional needs of our students are met via the following interventions:

1. Behavior Support Services (BSS) - BSS services are part of the child's Individual Education Plan (IEP). Two clinical social workers are assigned two grade levels each to ensure prescribed hours are met timely
2. Classroom observations - the clinical team will observe students in their respective classrooms when a concern is shared by a teacher during a student support team meeting (SST), a parent concern or an administrator
3. Home visits - the clinical team in collaboration with the operations team will conduct home visits to address chronic absences or in support of a specific safety concern or tragedy
4. Restorative Justice Circles (RJC) - group sessions with students who share a common concern where interventions are introduced and implemented
5. Parent/Teacher/Clinician Meetings - an opportunity for the interdisciplinary team to meet, address and problem solve a concern or challenge that impacts learning for a student
6. Student Support Team Meetings - weekly meetings where concerns are introduced, assigned to a team member and interventions are identified & implemented
7. Social Emotional Learning (SEL) classes - students with disabilities (exceptional learners) will be enrolled in SEL classes facilitated by a member of the clinical team. The priority will be those students who did not matriculate to the next grade level
8. Student of Concern Forms - there are two versions of this form, one for teachers/staff and one for caregivers. The purpose is to share any concerns of a student. Results from the form often result in

classroom observations and psychological testing by the school psychologist

In addition to the interventions implemented by the clinical team, IDEA's teachers and administrators also support SEL in the following ways:

1. Peer Group Connection (PGC) Mentoring - The PGC model is facilitated by a teacher/administrator who trains upper classman (juniors & seniors) to mentor incoming freshman. Students learn a series of interactive SEL interventions and use them to teach the freshman how to build comraderie & problem solve
2. Pathways - comprehensive "homeroom" classes led by teachers and administrators that use SEL interventions, mindfulness, team building and an overall sense of community. The schedule is as follows: Mindful Mondays, Teamwork Tuesdays, Wellness Wednesdays, College & Career Thursdays & Fun Fridays
3. IDEA has also adopted a Positive Behavioral Interventions & Supports system (PBIS) known as kazoo where students and staff can provide a tangible incentive to celebrate any measure of success

Referrals are made through teacher and staff input through the SST -student support team meeting. Parents can also make referrals through the IDEA webpage by completing a link to the google form that advocates for support for the scholar. Community mental health partners that support the work at IDEA include SMILE, Department of Behavioral Health, University clinical interns (Trinity), Center for Supportive Schools (CSS).

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.**

*A trauma informed approach will give all stakeholders the necessary strategies needed to help scholars affected by trauma to reach their full potential in the classroom. By using mindfulness based social emotional learning (SEL) programs, Pathways (homeroom check in), Peer Group Connection (PGC), positive behavior incentives and restorative justice practices will equip our learning community with the essential tools to support a trauma informed environment. These practices, when introduced, trained and utilized due to consistent practice and use will help alleviate stress associated with supporting both the scholar and teacher (staff).*

*Trauma-informed professional development training will be cycled for frequent reinforcement and allow sharing for best practices by staff and teachers. The training will build classroom environments that are responsive to the needs of traumatized scholars which should reduce the need for referrals for disciplinary reasons. This will help teachers to use strategies to defuse defiant behavior before resorting to traditional disciplinary procedures. By equipping staff and providing feedback, they will feel more confident in deescalating classroom disturbances and respond to behavioral concerns with compassion once the practices are used and perfected with the end goal being our school culture.*

*These trauma informed practices will provide foundational information that will create a new school outlook on student misbehavior. These practices will also foster positive staff/scholar relationships and build a community of trust. By using restorative practices, and collaboration with our SEL staff, we will provide a vehicle for creating a positive school community by strengthening all relationships and assisting stakeholders (families) in working together to make decisions, resolve problems, and allow more time for teaching and learning versus negative behavior solutions. RJP, invites staff to shift from punitive practices to practices that seek to problem solve at the root of the problem that emerges in schools.*

- 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.**

*IDEA will provide vendor based boxed lunches and/or self prepped meals for all qualifying scholars regardless of their learning environment through our internal meal service program. Breakfast and lunch meals will include grab and go meals to be consumed within the classroom. Scholars will have lunch provided to them within their designated classrooms due to expected construction that is occurring during the 21-22 school year. In the advent that a cohort will need to learn remotely, meals will be available for pick up on site for families as needed.*

## **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.**

Educator wellness supports will be implemented through a providing access to counseling services provided through our staff insurance policy and health care services. In addition, the internal clinical staff will provide a series of health and wellness staff activities and professional development workshops to support staff with their social-emotional needs. For staff in crisis or needed acute care such as grief, depression or trauma, insurance provided health care services will be recommended. Staff morale activities and cycled staff events will also be included to support stress management and morale builders.

## **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.**

IDEA communicates with families about safe reopening, student well being and accelerated learning through a variety of methods to include:

-robo calls, emails, weekly parent and family newsletter, monthly external newsletter, biweekly family virtual townhall sessions

-Feedback is incorporated through cycled / quarterly family surveys and townhall sessions. Families also engage in working committee groups to gain input on schoolwide plans.

-Dual language families are provided access to translated materials and personalized family outreach to ensure messaging is provided.

IDEA will share details on scholar progress and status through parent conferences; 1:1 scheduling conversations for targeted individualized plans prior to school starting and notifying status via mail messaged on the schedule.

## **2.D: Attendance and Re-Engagement**

- 8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors:

- Daily attendance data measured by
  - Online attendance system login
  - Homeroom attendance
  - Block One attendance
  - Block Two attendance
  - Online learning system login
- Student/family responsiveness to attendance team and teacher outreach
- Case reviews by the student support team
- Student responses about attendance and engagement on weekly surveys
- Student grades/GPA

Our attempts to reach out and engage parents and guardians around their students disengagement and also to re-engage those scholars included:

- Personal phone calls from the attendance monitor each day when students were absent

- Conversations in those phone calls to determine root causes and ways the school could support
- Emails, US postal mailings, and robocalls to parents, guardians, and scholars
- Targeted incentives for students with low attendance
- Targeted efforts to engage teachers in attempts to assist with re-engagement, especially in homeroom classrooms
- 

All students were issued Chromebooks in August 2020, during the week before summer bridge. Throughout the school year, parents and students were able to address technology issues either by calling the main school number to be connected with the IT technician or by bringing the device directly to the school on any day of the week for the technician to look at/fix. Teachers also communicated problems experienced by students to the main office for the main office to follow up and engage the IT technician.

On October 14th, IDEA began offering on-site learning options to students. Initially we prioritized Level 3 & 4 special education students and English-language learners. The carpentry program was added shortly after that. We opened up to Level 1 & 2 special education students, then to scholars who held GPAs under 80%, then to all scholars who felt they needed in-person instruction and support. By June 1, 177 students or 55% of our student population had engaged in in-person learning through one program or the other, or multiple programs. Of the remaining students who did not take advantage of in-person learning, roughly 20% remained dis-engaged.

IDEA will share details on scholar progress, engagement status through parent conferences; 1:1 scheduling conversations for targeted individualized plans prior to school starting and notifying status via mail messaged on the schedule.

## **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;**

***Mastery Connect***

***MAP Reading***

***MAP Math***

***Read 180 Diagnostic  
Exam***

- **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);**

***Interim Dates:***

- ***Interim 1: October 25th-Nov 3rd***
- ***Interim 2: January 18th- Jan***

*25th*

- *Interim 3: April 4th -May 8th*
- *Interim 4: June 13th-June 17th*

- **d. Whether you set goals<sup>3</sup> for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
  - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
  - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

*Goals for performance are set by the LEA and are determined by Department Chair, Instructional Coach and Assistant Principal.*

*Goals are tracked using Mastery Connect. All teachers are required to track standards mastery for at least interims. Math and English teachers additionally track standards mastery for tests and quizzes.*

- **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**
  - *Departments regularly engage in data analysis/talks to monitor what is/isn't working well for students*
  - *After each Interim, teachers create action plans to address standards not yet mastered*
- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

### **3.B: Employing Intentional Strategies for Accelerating Learning**

- 11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.**

*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 Third-Party, Ed Ops and Education Modified to collect, analyze and support our staff in addressing student learning needs. The plan includes a weekly release of gradebook data points, weekly staff meetings to address school-wide trends and instructional coaching support to assist teachers with building their capacity to deliver equitable and rigorous instruction.*

**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.**

New software and vendor/contracted support along with additional staffing and intervention provides more resources for the following schoolwide programs to take place for SY 21-22:

-twilight school (5:00 - 7:00 pm) allows for additional 120 minutes of learning time to support loss learning / also creates space in schedule for acceleration and remedial learning needs

-continuation of intervention online tools and programs

-enhanced coaching services and professional development supports to assist instructors with post pandemic reacclimation to the classroom inclusive of enhanced technology training

**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.**

**. 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.**

**IDEA is revising and enhancing the professional learning plan to account for lessons learned during the pandemic to support with student needs by:**

**-creating teacher input sessions to share PD needs and suggestions**

**-purchasing Education Modified, a technical tool that aligns to Canvas for easy IEP reading and modification supports**

**-full cycle PD training sessions for virtual program tools (ie: Canvas, Read 180, Nearpod)**

**-use of project based learning to help enhance engagement in curricular lessons**

**-social emotional full cycled training to support with empathetic approaches to learning with trauma based focus**

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

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

**-IDEA plans to extend effective practices introduced during distance learning to help enhance student's academic and social-emotional programs by:**

**-implementing and monitoring individualized scholar learning plans per every child**

**-continuing social and emotional based approach through our Pathways Advisory model**

**-incorporating a social emotional wellness course to support scholars with excessive behavioral support counseling hours**

**-continuation of 1:1 chromebook use and Canvas learning management system**

**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 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.**

**-IDEA will adjust to include a twilight program that will allow for scholars to earn credits through in-person and online course sessions during the 5:00 - 7:00 pm learning model. This will allow for scholars to engage in credit recovery for their lost learning time and/or continue to enhance to allow for early graduation tracks for scholars**

**-IDEA has also expanded dual enrollment partnerships to offer an increase of dual enrollment options for scholars**

**-IDEA is providing college & career counseling through 1:1 individualized conferences with the Academic Counselor, College & Career coordinator and/or a scholar's den leader instructor in Pathways.**

### **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 clinical team at IDEA consists of 3 clinical social workers and a school psychologist. We are in the process of hiring another social worker and will have a minimum of one master's level social work intern. We work in concert to ensure the social emotional needs of our students are met via the following interventions:

1. Behavior Support Services (BSS) - BSS services are part of the child's Individual Education Plan (IEP). Two clinical social workers are assigned two grade levels each to ensure prescribed hours are met timely
2. Classroom observations - the clinical team will observe students in their respective classrooms when a concern is shared by a teacher during a student support team meeting (SST), a parent concern or an administrator
3. Home visits - the clinical team in collaboration with the operations team will conduct home visits to address chronic absences or in support of a specific safety concern or tragedy
4. Restorative Justice Circles (RJC) - group sessions with students who share a common concern where interventions are introduced and implemented
5. Parent/Teacher/Clinician Meetings - an opportunity for the interdisciplinary team to meet, address and problem solve a concern or challenge that impacts learning for a student
6. Student Support Team Meetings - weekly meetings where concerns are introduced, assigned to a team member and interventions are identified & implemented
7. Social Emotional Learning (SEL) classes - students with disabilities (exceptional learners) will be enrolled in SEL classes facilitated by a member of the clinical team. The priority will be those students who did not matriculate to the next grade level
8. Student of Concern Forms - there are two versions of this form, one for teachers/staff and one for caregivers. The purpose is to share any concerns of a student. Results from the form often result in classroom observations and psychological testing by the school psychologist

Scholars with disabilities including non public schools in non-public schools will have access to accommodations, online learning tools (ie: Education Modified) dedicated aides )

In addition to the interventions implemented by the clinical team, IDEA's teachers and administrators also support SEL in the following ways:

1. Peer Group Connection (PGC) Mentoring - The PGC model is facilitated by a teacher/administrator who trains upper classman (juniors & seniors) to mentor incoming freshman. Students learn a series of interactive SEL interventions and use them to teach the freshman how to build comradery &

problem solve

2. Pathways - comprehensive “homeroom” classes led by teachers and administrators that use SEL interventions, mindfulness, team building and an overall sense of community. The schedule is as follows: Mindful Mondays, Teamwork Tuesdays, Wellness Wednesdays, College & Career Thursdays & Fun Fridays
3. IDEA has also adopted a Positive Behavioral Interventions & Supports system (PBIS) known as kazoo where students and staff can provide a tangible incentive to celebrate any measure of success

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

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

n/a

**English Learners**

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

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

*English learners will take the WIDA assessment to determine their level of proficiency. Pre-assessments will be administered within the first quarter of the academic school year to develop a plan of targeted support for the English language learners. Parents will be provided with a timeline and access to their scholar’s results upon pre and post assessment screenings.*

*Each English language learner will be provided with a targeted individual learning plan that will guide their instructional and college and career goal readiness needs. The learning plan will provide access to remediation and/or accelerated learning options and opportunities to help promote growth for the scholar. A copy of our English learner plan can be [found here](#). English learners will also have access to targeted support with 1:1 check ins and instructional language support from a member of the ELL team. Continued monitoring and support of the English language learners will be conducted on a monthly and quarterly basis to track scholar progress and performance by the English language coordinator.*

## **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.**

*IDEA will ensure that the building reopening for Fall 2021 is consistent with the most recent OSSE and DC Health guidance. This will be inclusive of new and increased air filtration systems, circulation of students and staff within the building, proper usage of PPE, strategic placement of sanitation stations and social distance protocol. All stakeholders - students, families, staff, teachers and visitors - will be frequently reminded and updated on these protocols. ESSER funds will be used to support the salaries of our Operational Staffing who assist in the consistent implementation of these protocols.*

- 20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as 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.**

*IDEA will utilize at least 20 percent of its ESSER allocation to implement evidence-based interventions inclusive of but not limited to, summer learning from July-August 2021, evening school hours during the 2021-2022 academic year, daily after school tutoring and enrichment activities and 24/7 online tutoring availability. IDEA recognizes that students have suffered from learning loss and accessibility beginning in March 2020. As the school plans for a full reopening for the 2021-2022 academic year, the planning that is in place now by school leaders has taken into account the needs of our students and families in mitigating this learning loss discrepancy. We will implement academic enrichment activities that we have seen success with in past school years such as daily after school tutoring, spring break bootcamp to accelerate and make up learning, elective courses geared towards addressing the academic gap (Read 180, Math Resource) and others aimed at preparing and accelerating students (SAT Prep). Additionally, we will implement interventions that we have seen success with this school year such as 24/7 tutoring available through our partnership with FEV Tutor. Ensuring that these interventions are in place will better equip our students with the tools they need to be successful while in the classroom and in their post-secondary endeavours.*

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

*Remaining allowable funds will be used to support the salaries of our Operational Staff and teachers. Operational Staff provide support in safe building reopening by serving as welcoming staff at all building*



entrances, providing temperature checks, delineating COVID safe protocol and ensuring proper mask usage and social distancing. These staff members also circulate the building throughout the day to ensure sanitation stations are placed, classrooms have proper working filters and are cleaned in between usage. Secondly, the funding of teacher salaries ensures the support of lost learning loss for our students is addressed. Academic interventions are lead by our teachers throughout the school year - both in their classrooms as well as through afterschool programming and spring and summer boot camps. The support of both of these staff members ensures that IDEA is able to reopen safely and support the needs of all of our learners.

**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.**

IDEA is prepared to ensure that the interventions in place are able to meet students that have been disproportionately impacted by the COVID-19 pandemic, as well as all disproportionately affected student populations. Our student support team is comprised of our Director of Student Services, two additional licensed counselors and one in house psychologist. The team meets weekly as a group as well as with other members of administration - Director of Exceptional Education, Dean of Culture and the Academic Leadership Team to ensure a well rounded plan is in place for all of our student populations. Families receive frequent outreach from their case managers and teachers to answer questions and provide guidance in navigating all intervention programming. Additionally we have special educators that co-teach in our core subjects to ensure students with disabilities are receiving the necessary support inside the classroom and access to the learning materials. These co teachers remain a consistent support for our students to ensure that with the introduction of substitute teachers that classroom management and flow remain consistent. We continue to offer aligned scheduling for Read 180, English Intervention and Math Resource based on student NWEA MAP scores. Additionally SAT Prep courses are offered to 11th and 12th graders to provide exclusive support on SAT assessment and testing techniques.

## 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.