

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: LAYC Career Academy PCS
LEA Head of School Name: Nicole Hanrahan
LEA Type: Adult
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Background and Purpose

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

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

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

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.

3A

- *Students will have opportunities for social-emotional learning by modeling behaviors that are displayed at school:*
 - *Effective communication - understanding the intentions and emotions behind information.*
 - *Healthy relationships - is sharing a common goal in any type of relationship. Healthy relationships consist of trust, openness, honesty and mutual respect.*
 - *Conflict resolution - the process by which two or more parties reach a resolution to a dispute.*
 - *These areas will be addressed and modeled in social-emotional learning for students in person and virtually, daily by peers and staff.*
- *Students are given the Casey Life Skills Assessment (Pre/Post) - The Casey Life Skills Assessment is a tool that assesses the behaviors and competencies youth need to achieve long term goals. The aim is to youth on their way towards developing healthy, productive lives. Students are pre/post tested to see gains.*
- *Students are given the Student Intake Survey which gets general information that assist Student Support Specialist obtain barriers/needs*
- *Students will have opportunities for relationship building by providing every new student with orientation to the school and their particular programming (GED, ELL, MA, IT and College). During the orientation, students are given a summary of the programming that they have chosen, testing requirements needed to begin, and expectation for completion. Students are introduced to the staff/teachers that they will be working with and have the opportunity to ask questions. New Student Orientation is usually facilitated by Dr. Fernandez (School Principal) and/or Ms. Harrod (Director of Student Support). Each student is assigned a Student Support Specialist (S3) upon completion of all admission requirements. S3 student relationship allows students to have one identified staff person they can go to when they are in need. The S3s are present to work with students in a partnership, providing ongoing motivation and support to overcome obstacles and achieve their goals.*
 - *Students are contacted daily by their Student Support Specialist*
 - *Teachers/Staff are given weekly updates on students' progress outside of the classroom (housing, employment, etc.)*

- *Students will have opportunities for mental health awareness through the following:*
 - *One on one with Student Support Specialists on a daily basis*
 - *In-depth assessments/surveys for barrier removal*
 - *City wide resources (shared on a regular basis)*
 - *School Assemblies*
 - *Daily information in daily morning text during Mental Health Month (May)*

3B

- *Students will be screened and referred for mental and behavioral health needs when asking for help from their Student Support Specialist*
- *Students will be screened and referred for mental and behavioral health needs when referred by a classroom teacher and/or Special Education Coordinator*

3C

- *Students (under the age of 21) will be referred to Latin America Youth Center (LAYC) for mental and behavioral health needs [Latin American Youth Center \(layc-dc.org\)](http://layc-dc.org)*
- *Students (over 21 w/o insurance) who do not qualify for services under Latin America Youth Center (LAYC) will be referred to Mary's Center for assistance with insurance and mental health services/referrals [Therapy | Mary's Center \(maryscenter.org\)](http://maryscenter.org)*
- *Students (over 21 w/Medicaid) will be sent to insurance carrier for referrals from health care provider (primary care physician)*

Students who are homeless will be referred to Behavioral Services for Homeless Youth [Mental Health Treatment — Latin American Youth Center \(layc-dc.org\)](http://layc-dc.org)

- 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.**
- *Restorative Practices are promoted and used school wide. Restorative Practices promotes inclusiveness, relationship building and problem solving through restorative methods as circles for teaching, conflict resolution and conferences that bring individuals together to address wrongdoings. Both student and staff are trained on how to use restorative practices:*
 - *Students are informed of restorative practices during one on one meetings with Student Support Specialists.*
 - *Staff are trained/retrained yearly on the use of Restorative Practices*
 - *Restorative Practices Assemblies are offered*

- *Student led trainings and circles - to assist in the learning process and equip students with the skills needed to facilitate outside of the school environment*
- *Student Support Specialists participate in monthly trainings/updates*

Opportunities are available for students' social-emotional recovery in grief and loss, which are offered by the providers mentioned above in the mental and behavioral needs section.

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.**

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

- *Support through an employer-sponsored EAP program*
- *Mental and behavioral health coverage as part of our medical benefits*
- *A monthly stipend for employees to use for health and wellness activities*
- *Discounted membership to Washington Sports Club, which is two blocks from the school building*

For staff in crisis or needing acute care, such as grief, depression, or trauma, LAYC Career Academy offers immediate support through obtaining three free counseling sessions through our EAP program and meeting regularly with a therapist through our medical insurance, CareFirst.

Throughout the pandemic, we also addressed staff's mental health needs internally by addressing relevant topics in our bi-weekly staff meetings. During staff meeting, we have asked colleagues to share how they are feeling about topics such as their concerns about the virus, questions about the COVID-19 vaccine, thoughts about returning to in-person work, safety measures that the school should put into place to make staff feel more comfortable in the building, discussions about racial justice and current events that affect our community, self care, and open ended prompts designed to let staff discuss thoughts and feelings that matter to them. We will continue these conversations on a bi-weekly basis during the school year 2021-22.

Career Academy also offers professional development days throughout the school year where staff receive training on topics such as trauma-informed practices, restorative practices, crucial

conversations, diversity, equity and inclusion, self care and positive youth development. We choose the topics for professional development days in the weeks leading up to the sessions based on needs that we see in our community and requests from staff.

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.**

Career Academy aims to create a welcoming environment for students and parents. The Career Academy registrar mailed all of our families a copy of the safe reopening plan and currently we have students attending classes in person and virtual. The Student Support Department also discussed the safe reopening plan with their respective student caseload and addressed students' concerns. The Director of Student Support and Principal spoke to parents who had concerns about a safe reopening and up to this point all parents and students' concerns have been addressed.

Student well-being is important to Career Academy staff. Our Student Support Department contacts students daily to ensure that they are mentally, physically and emotionally available to focus on their academic work. If a student needs a specific resource (i.e. mental health, housing, food, etc.) Student Support Specialists work with the student to resolve the issue. Student Support Specialists also send students texts on mental health resources and we have also posted resources on google classroom. Teachers also share resources before and after classes. As part of our engagement efforts students receive a question of the day survey daily to ensure that their needs are being met.

Career Academy ensures a safe and orderly learning environment and reinforces the partnership between parent, student, and staff by supporting teachers in their classrooms and providing the appropriate in-service and training for teachers and parents. Through our Student Support Department, Career Academy establishes an open line of communication between parents and students in which the parents of minors are contacted as often as needed regarding each student's Personalized Learning Plan (PLP), which includes the student's academic progress and college and career readiness plan. Student Support Specialists (S3s) contact parents whenever there is a change in school operations (i.e. safe reopening) and an email or letter is mailed to the home. Instructors meet weekly with students to update them on their academic goals and the progress made thus far. Having these weekly meetings helps our students with their accelerated learning because as soon as

their goals are completed, students can immediately move on to the next goals and teachers are available to support that progress in a quick amount of time.

7A

The Student Support Department is in weekly communication with families and feedback received about reopening is always being addressed by either the Director of Student Support or Principal in order to ensure all families of students feel safe with the established plans. Approximately every six to eight weeks or as necessary, a letter is mailed and emailed by the Career Academy registrar stating any changes in the COVID-19 reopening plan, a plethora of resources that can help the parent or guardian to better support the student social emotionally and academically, reminding parents and students about our food and tech distribution schedule. We are also posting daily in social media any changes happening in the operations of Career Academy. If parents have specific academic questions they can contact instructors as well as the Director of Academics or Principal. The Student Support Service Department also surveys our students consistently to ensure that all of their specific needs are being met. Student feedback is very important and the Student Support Department has been implementing the question of the day to gather student feedback. In addition, the Principal visited every student's class to talk about the reopening and to hear about things that made students feel safe or fearful. All of the feedback received by the students was implemented to ensure the reopening plan was as safe as possible.

Our student body is provided with a survey at the beginning of each session and at the end of each session to ensure we are providing students with the tools they need to be successful. The responses to the survey are shared with the Director of Academics and the Director of Student Support who then disseminate the information to their respective teams so that each student receives exactly what is needed. We also collaborate closely with other organizations who provide our students and families with additional resources such as food, health insurance, dental assistance, clothes, and immigration assistance to name a few.

7B

A letter in English, Spanish and Amharic will be emailed to students' homes which will include portions of the CEP plan such as Career Academy's approach to a safe reopening, addressing interrupted instruction and accelerating learning. Career Academy is currently operating in a hybrid model so all of our families are aware of reopening policies and procedures.

The Student Support Department (SSD) contacts parents and students daily via phone calls and text messages to ensure that students are receiving both the mental health and academic support they need. Parents and students provide their feedback consistently due to the positive relationships established with each student's respective Student Support Specialist (S3) and other members of the team. The principal also makes sure to build positive relationships with parents and seeks their

input.

The academic department and student support department have been working closely with students who have faced interrupted instruction by contacting students and ensuring that the teams are properly assessing students' current academic needs and creating plans to accelerate student learning. Aside from in person and virtual instruction, teachers provide students with tutoring support after classes and closely monitor students' learning goals on each student's personalized learning plans.

7C

Career Academy provides students with progress reports every three weeks (twice each session.) A copy of the progress report is mailed to the student's home as well as electronically. Students also have a personalized learning plan (PLP) that they or their parents are able to access at any time. If the parent has any concerns about the PLP, our Director of Academics and instructors are always available to answer any questions via phone, email or in person.

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.**
- The Principal, Director of Academics and Director of Student Support have identified the students who need to be re-engaged through academic and attendance data. Student Support Specialists (S3s) have been assigned specific students according to their individual caseloads. S3s began scheduling re-engagement meetings from the moment students started to show signs of not engaging. The re-engagement meetings are facilitated by the S3, Director of Student Support and Principal, during the re-engagement meetings students are able to share more in depth why they have not been engaged and the team members help the student to find solutions to the barriers stated. A clear plan is created and communicated to the students instructors as well so that the student has the support they need. We have seen more re-engagement from students once we began implementing the re-engagement meetings. Parents of minors are made aware of re-engagement meetings and they attend with weeks notice, ask questions, and have been pleased regarding the outcomes of the meetings.*

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;**

The school did not administer non-state summative assessments. It continued assessing students using the CASAS Goals tests for ABE students and the CASAS Life Skills for English language learners (ELLs).

The school will not use assessments to specifically measure interrupted instruction. However, the school consistently tested student progress throughout the 2020-21 school year and will continue to do so in SY21-22. As stated previously, the school follows a personalized learning approach and meets students where they are. This means that students continue to test using the CASAS Goals

(ABE) or the CASAS Life Skills (ELLS). Instructors use the data from the test reports to design a plan for each student. The student and the instructor meet and work together to work on the skills the student needs to master. To measure progress, instructors have students engage in the following activities:

- 1. Digital quizzes (In Google Classroom, Quizlet, Kahoot, Khan Academy, etc.)*
- 2. Assessments per skill in Essential Education (GED Academy and CASAS Goals Academy)*
- 3. Aztec's GED Flash*
- 4. GED Ready*
- 5. Elsevier electronic resources and assessments for medical assistant students*
- 6. GMetrix, ProProfs, and CompTia for IT students*
- 7. Burlington English assessments for ELL students*

Instructors also measure student performance using writing rubrics and instructor created tests/quizzes.

- 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);**

CASAS Goals and CASAS Life & Work Series will be administered to students throughout the school year. Upon enrollment, all incoming students, or returning students who have 90+ days without instruction, are administered a pre-assessment as part of the enrollment process. Throughout the academic year, each student's attendance hours are monitored and once a student reaches 50 hours, the Academic Support Coordinator arranges for the student to take their post-assessment.

- 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**

Instructors and students set up specific goals that are prescribed by the CASAS test score report or the Essential Education initial assessment. This information is used to identify the skills/standards the student is struggling with and the instructor assigns activities that will assist the students in achieving mastery for each skill. There is no set date for this as students, ideally, meet with their instructor after every two weeks or 10 days of instruction to assess their progress and modify their personalized plan.

- **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**

The school will not administer a schoolwide assessment other than CASAS.

- **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.**

N/A

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.**

LAYC Career Academy PCS uses a personalized learning approach to instruction. Instructors use data collected from CASAS Goals score reports and from digital platforms' assessments such as GED Academy, CASAS Goals Academy, Aztec, GED Ready, and Burlington English. The prescription released in the score report is used to decide the skills students need to master. Instructors also use this information to plan instruction. For this reason, interrupted instruction (if there was any) is addressed through the use of our personalized learning approach. Instructors meet students where they are, as interrupted instruction is normally something our student population experienced in the past and the reason why the school adopted a personalized learning approach.

- 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**

Summer/Longer School Year Programming:

LAYC Career Academy has always offered summer programming and a longer school year in order to help our students, who are almost universally over-age and under-credited, accelerate their learning. This schedule prevents summer slide every year. In 2021 and 2022, it will also help students catch up from lost learning due to the pandemic.

As explained above, the school uses a personalized learning approach to instruction. It is based on the individual needs of students. Each student has a personalized plan that is filled out using prescriptions or score reports from different sources. Students and instructors meet to focus on a number of skills during a predetermined time frame. There are subsequent check-in meetings to assess goal completion and skill development. We will continue to use this approach to accelerate student learning.

New Hardware:

The school purchased, during the spring, additional equipment to efficiently deliver a hybrid modality. These were:

- *6 Promethean Boards*
- *6 PolyStudio devices to enhance audio and video experiences for students connecting from home*

- **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.**

Additional Staffing:

The school will add a GED Instructor and an IT Paraprofessional. The additional instructor will provide the school with more opportunities for instructors to focus on the individual needs of students. It will also provide the means to divide classes in case it is needed, for safety reasons.

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.

LAYC Career Academy PCS has a staff professional development system where all staff members are provided with a budget to engage in professional development activities that are pertinent to their needs. The staff members fill out a form each academic year with their professional learning plan. Supervisors review and approve the plans to make sure these are aligned with the staff member's job description and duties.

When applied to the pandemic period, the school will provide the following staff professional learning plan:

- *Continue training on distance and hybrid learning technologies. During the summer, new Promethean boards will be installed. The company will provide online and onsite training for the staff.*

- *Promethean Boards Online Training*
- *Promethean Boards In-Person Training*

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

The school plans to continue offering hybrid and distance learning (asynchronous) for students who are unable to attend class in-person. The following practices will continue to be implemented:

- *The use of a classroom management system (Google Classroom) to post class content, assignments, recorded lessons, and links to activities.*
- *The use of a video conferencing platform (Zoom and Google Meet) to deliver lectures*
- *The use of digital platforms for skill development (Essential Education, Burlington English, MyELT, etc)*
- *Personalized Learning Plans (PLPs)*

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

N/A

3.C: Special Populations

Students with Disabilities

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

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

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through**

distance learning as needed; and

- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

As explained in our school wide plan for Accelerated Learning, our school uses a personalized learning approach to instruction which is aligned with each student's IEP goals and personalized learning plans. Upon enrollment, all incoming students, or returning students who have 90+ days without instruction, are administered a pre-assessment as part of the enrollment process. All students, including students with disabilities, will continue to be assessed with the CASAS Goals every 50-70 hours of instruction. General education and special education instructors use data collected from CASAS Goals score reports and from digital platform assessments such as GED Academy, CASAS Goals Academy, Aztec, and GED Ready to plan for individualized instruction and make necessary accommodations and modifications. For this reason, interrupted instruction is addressed through the use of our personalized learning approach. Instructors meet students where they are, as interrupted instruction is normally something our student population experiences and the reason why the school adopted a personalized learning approach. Our school will continue to maintain frequent, consistent and transparent communication to support parent training for students receiving related services via distance learning and access content to support their student learning by reaching out to families to schedule one-on-one meetings with our SPED Coordinator and related service providers. The goal of the one-on-one meetings is to discuss the method (Zoom, Google Meets, Phone Call) and the time that is best for the student to continue receiving related services and Google classroom, the platform being used for distance learning. Additionally during the meeting, the SPED Coordinator and Paraprofessional will ensure that families understand how to access and use the platform being used for related services, distance learning instruction, and the goals that students are working towards achieving. All students with disabilities receive all necessary interventions and accommodations by the SPED Coordinator and Paraprofessional regularly meeting and collaborating with general education instructors to plan for individualized instruction. Our school will ensure that all of the interventions and accommodations are provided to each student in-person as well as via distance learning in the least restrictive environment based on the unique academic and social emotional needs of students. We will ensure that each student is receiving those interventions in the least restrictive environment by having MDT meetings to review current data from different sources to determine the most appropriate LRE placement based on the individualized needs of each student. The special education coordinator will send a survey to all families to inquire of any special needs such as visual impairment. In the event that a family needs special accommodations, our school will provide reasonable accommodations and will work with our current special education vendor to ensure that we have the appropriate resources for our families to successfully access content to support their students.

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

Effective Use of Funds in the 2021-22 School Year

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

N/A. LAYC Career Academy is classified as an adult public charter school and is ineligible for ESSER III-ARP funds.

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

N/A. LAYC Career Academy is classified as an adult public charter school and is ineligible for ESSER III-ARP funds.

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.

N/A. LAYC Career Academy is classified as an adult public charter school and is ineligible for ESSER III-ARP funds.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

N/A. LAYC Career Academy is classified as an adult public charter school and is ineligible for ESSER III-ARP funds.

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.