

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

**LEA Name: Maya Angelou PCS**

**LEA Head of School Name: Clarisse Mendoza Davis**

**LEA Type: High School;Adult**

**Date Generated: 08/20/2021**

### 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.**

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Maya Angelou Public Charter Schools (MAPCS) plans to operate 180 days at 6 hours per day, or 1080 hours and provide five full days of in-person learning as required for K-12 schools and remote learning for students with medical exemptions for the 2021-2022 school year.

- 2021-2022 school calendars for our campuses can be found [here](#).

We currently have vacancies due to normal turnover between school years. We are actively recruiting and have posted open positions on our website at [www.seeforever.org](http://www.seeforever.org), on all major recruiting sites, including LinkedIn and Indeed, and use the DC Public Charter Board’s website and affiliate organizations to post open positions at our schools. It is our goal to have all open positions filled before the start of the upcoming school year.

The Maya Angelou Public Charter Schools, located at [5600 East Capitol Street, Northeast, Washington, DC](#) is shared between our two charter campuses, Maya Angelou Public Charter High School (MAPCHS) and Young Adult Learning Center(YALC). Space has been allocated according to each campus’s needs. Although space is a serious limitation, we do not plan to secure additional space for the upcoming school year.

To ensure a safe re-opening, we will adhere to safety and health guidelines required by OSSE as described in this plan. Students will be grouped in cohorts as highly recommended to minimize and to simplify contact tracing if needed; however, a small number of students may have to move outside of their cohort to take a course to meet their academic requirements or receive related services for example.

Students will be grouped into small groups of no more than twelve students according to their academic needs. We will track our student cohorts and schedules in PowerSchool, our student information system, and will be able to contract trace in the event of a Covid-19 exposure. Classrooms will be staffed by one content teacher and or support staff to include Co-teachers, Assistant Teacher, and appropriate a Dedicated aide if required.

An example schedule for our High School is below:

2021-22 Bell Schedule	Starts	Ends
Student Breakfast/Check-ins	8:00 AM	8:30 AM
Period 1	8:30 AM	10:00 AM

Period 2	10:03 AM	11:03 AM
Lunch	11:03 AM	11:33 AM
Period 3	11:36 AM	1:06 PM
Period 4	1:09 PM	2:09 PM
Period 5	2:12 PM	3:40 PM
Enrichment Block	3:43 PM	5:10 PM

During classroom instruction, we will require all students and staff to wear masks/facial coverings. MAPCS will adhere to the 3' social distancing guidance, limiting the spread by ensuring that all classroom and office spaces maintain 6 feet social distance.

During lunch periods/ times, when masks are not required to be worn, students will remain 6' apart in the following areas during these lunch periods/times.

- Classrooms
- Offices
- Cafeteria
- Hallways
- Outdoor Spaces (once upgraded)

**Medical Exemptions:** Maya Angelou Public Charter Schools will offer remote virtual learning for students with medical exemptions. Virtual remote learning will occur using our remote learning tools, resources, and instructional staff as follows:

- Google Classroom
- Zoom Classroom
- Edgenuity
- Khan Academy
- Intervention tools
- Individual tutoring

**Unexpected Closure/ Exclusions:** The Maya Angelou COVID Response Team (CRT) and the school COVID Response Coordinator will coordinate school closures and exclusion due to confirmed or suspected coronavirus (COVID-19). The CRT team will respond as follows:

1. Notify parents immediately on the date of the exposure with our Alert Call System, send an official school letter to notify parents of the closure, and post a notification on our website.
  - a. Letters to families will include instructions for reaching out to key personnel at the school to include email addresses and google (cellular) contact numbers.
2. Investigate to determine exposure risk to other students/staff.
3. Determine any possible exposure risk outside of the school (metro, Residential Housing, on the way to and from school contact).
4. Immediately initiate and contact tracing protocols.

**School Closure:** When there is a call for an entire campus closure due to an outbreak, all students will be placed on a distance learning instructional model, where all students will receive uninterrupted instruction learning virtually by their classroom teachers

using the following resources:

- Google Classroom
- Zoom Classroom
- Edgenuity
- Khan Academy
- Intervention tools
- Individual tutoring

**Exclusion if warranted:** In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not fully vaccinated for 10 days. For staff and students who are fully vaccinated, they will be able to attend school in their cohort.

**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.**

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Students will be grouped into small groups of no more than twelve students according to their academic needs. We will track our student cohorts and schedules in PowerSchool, our student information system, and will be able to contract trace in the event of a Covid-19 exposure. Classrooms will be staffed by one content teacher and or support staff to include Co-teachers, Assistant Teacher, and appropriate a Dedicated aide if required.

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2. Investigate to determine exposure risk to other students/staff.
3. Determine any possible exposure risk outside of the school (metro, Residential Housing, on the way to and from school contact).
4. Immediately initiate and contact tracing protocols.

**School Closure:** When there is a call for an entire campus closure due to an outbreak, all students will be placed on a distance learning instructional model, where all students will receive uninterrupted instruction learning virtually by their classroom teachers using the following resources:

- Google Classroom
- Zoom Classroom
- Edgenuity
- Khan Academy
- Intervention tools
- Individual tutoring

**Exclusion if warranted:** In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not fully vaccinated for 10 days. For staff and students who are fully vaccinated, they will be able to attend school in their cohort.

- **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;**

MAPCS students requiring and participating in distance learning will receive 100% of instruction delivered in a synchronous manner.

We will make arrangements with the families to hand-deliver technology, or the family can pick-up laptop and hotspot (if needed) from the school. Students will utilize Google Classroom and zoom sessions for delivery of daily instruction. We will design and tailor instruction based on student needs and learning styles. All distance learning students will follow the same track as those students who are following in the in-person track. To ensure the distance learning model is effective, MAPCS will employ the following:

- Teacher-generated resources
  - Commuter based programming (Edgenuity)
  - Khan Academy
  - School based curriculum
  - Use of video conferencing
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- **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**

MAPCS will ensure students with medical certification receive staffing and technical support, materials, and schedule for distance learning to take place. The following outlines the process we will take to onboard a student with medical exemption for distance learning.

1. A dedicated Student Support Specialist (SSS) will follow up with the families to ensure and assist with their academic needs.
  2. A dedicated Academic Dean will develop the students schedule based the academic needs and provide login credentials to all technical platforms they will be required to use for daily instruction.
  3. Technology staff will provide students with a fully programmed laptop/Chromebook and hotspot for internet access ready for their use.
  4. Students will receive information to connect with the school's help desk for technical support.
  5. Students will be required participate in orientation online to receive start of the school year information.
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- **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.**

Students requiring and participating in distance learning for medical certifications will receive 100% of instruction virtually in a synchronous manner. Students and teachers will utilize Google Classroom online Zoom sessions for delivery of daily instruction. Instruction is designed and tailor based on student needs and learning styles. All distance learning students will follow the same track as those students who are following in the in-person track. To ensure the distance learning model is effective, and enhance student learning during distance learning; MAPCS will employ the following:

- Online platform (Edgenuity/Khan Academy/A3K)
- GED Curriculum (YALC only)
- Supported by a classroom teacher/co-teacher with generated resources

- Classroom materials including, pencils, pens, notebook paper, technology-based equipment (laptop/hotspot)
- Tutoring if needed
- Access to interventions if needed (Achieve 3000, MiWrite)

## **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.**

At MAPCS, the Clinical Services Team plays a critical role in supporting students’ social-emotional, mental, and behavioral health needs during continuous learning and school recovery as detailed below. The Clinical Services Department currently consists of (2) licensed clinicians, one masters-level social worker, and a full-time licensed social worker from the Howard University School-Based Behavioral Health Program. The clinical team works closely with the Director of Student Recruitment & Retention and actively participates in enrollment and outreach efforts in the community.

#### **MAPCS will provide opportunities for social-emotional learning, relationship building, and mental health awareness for all students by:**

- Completing a *Clinical Support Plan* for students during the first quarter of school to identify areas of need, action steps, and supports necessary to improve social-emotional learning and wellness.
- Delivering psychoeducation lessons around SEL-themes to students during elective class offerings.
- Facilitating individual counseling sessions for both general education and SPED students to address academic progress, individual goals, etc.
- Screening students into an evidence-based group counseling intervention, aimed at improving resiliency and social and emotional wellness.
- Referring students to one of our community partners (e.g., Howard University School-Based Mental Health Services, the Wendt Center, Department of Behavioral Health, Hillcrest Children & Family Services) for specialized and targeted intervention.
- Partnering with our *Director of Community & Family Engagement* to support all students, especially those flagged as McKinney-Vento. This includes providing necessary supplies, resources and referring students to the OSSE Summer Exposure Opportunity.
- Referring students to our *Residential Counseling program*, which serves approximately 25 students/year.
- Providing students with the [Virtual Chill Zone](#) resource; to promote social and emotional wellness and provides resources for students and families.
- Actively participating in our monthly *Community Eats* offerings at the Maya Angelou Learning Center, which provides students and families with healthy meals and community resources.
- Co-facilitating quarterly Parent Café meetings for our families and guardians.
- Supporting school-based rewards/incentives/recognitions programs to promote prosocial behavior and increased attendance.

#### **MAPCS will screen and refer students for mental and behavioral health needs by:**

- Administering the *Clinical Counseling Questionnaire* for all new students to Maya, which captures trauma history and other relevant risk factors.
- Providing monthly training to school-based staff about trauma sensitivity and the impact of social-emotional learning. Regular attention is devoted to helping school-based staff recognize students in distress and who could benefit to speak with someone from the Clinical Services Team.
- Training school staff and leadership on the counseling referral process, using a universal Google Form. The google form asks the writer to share details about the students they refer, interventions attempted, etc. This google sheet is emailed to the entire



Clinical Services Team once completed, and the team responds to each referral within 24 hours.

- Maintaining resources on our website which allow students and families to receive support from the Maya Angelou Schools and/or local community-based organizations.

**MAPCS will provide direct mental and behavioral health services for students in need by:**

- Responding, in the moment, to students that are in clinical crises.
- Facilitating individual counseling sessions for general education and SPED students to proactively address academic progress, individual treatment goals, etc.
- Screening students into an evidence-based group counseling offering based on data collected about the student's current functioning, staff observations, and self-referral.
- Delivering psychoeducation lessons around SEL-themes to students during elective class offerings.
- Facilitating ongoing professional development for staff which highlights best practices for trauma-informed care within the school community.
- Routinely pushing into content classes to support students and teachers.
- Providing behavior management support to students, as necessary.
- Matching students with graduate social work and counseling interns to provide clinical support, as necessary. We currently have commitments from Howard University (School of Social Work) and the University of Maryland (School of Social Work).
- Screening students into our trauma-informed art therapy group counseling offerings, per our *SEL in Action Award* recipient via the NoVo Foundation/Rockefeller Foundation.
- Connecting students to a community-based provider for targeted treatment beyond the scope or capacity of the school-based clinical team.
- Continuing to support graduated students to provide support and encouragement in postsecondary and workforce opportunities.

We educate our staff, students, and parents/guardians of mental/behavioral health services through parent meetings, community outreach, recruitment events, staff professional development, and information on our website. Below you will find referral pathways; some of which are in sections above for students to receive mental/behavioral health services:

- Referring parties can submit a referral using a universal Google Form. The google form asks the writer to share details about the students they refer, interventions attempted, etc. This google sheet is emailed to the entire Clinical Services Team once completed, and the team responds to each referral within 24 hours.
- Clinical Service Team members may observe a student needing support during classroom observations or witness an incident on-site and take appropriate action to determine if there is a need or respond, in the moment, to students that are in clinical crises.
- We review and monitor data from our SSS staff or teacher log entries in PowerSchool and Touchpoints from referrals logged into our Case Management Software ETO.
- Referring parties contact the school by phone. School staff are trained and know the protocols for student privacy and will direct related concerns to Clinical Services Department.

Once a student is referred, we make available the necessary tools and resources mentioned above to support the needs of our students. Parents of minor children are kept informed through one-to-one meetings or phone calls.

**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.**

The High School's approach to behavior and discipline involves the use of both trauma-informed and restorative practices in the framework as we transition back to the school building from virtual remote learning. Our goals are to minimize behavioral incidents and minimize time out of school. We will ensure that all support has been utilized to understand the nature of an issue or problem before it escalates into an out-of-school suspension.

The behavioral system is based on a 3-tiered infraction system. Tier 1 & 2 infractions often result in a conference with the Discipline Team and/or one or more periods of in-school suspension. We plan to operate ISS virtually in school and have students report to these spaces in lieu of their regular class schedule. Such infractions include but are not limited to insubordination, verbal altercations with another student or adult and, inappropriate use of technology on virtual platforms. In the case of Tier 3 infractions, restorative practices will be employed when appropriate.

The behavioral strategies we will use as follows:

- Restorative justice practices

- Community service
- Restorative essays
- Restorative circle with affected students/adults
- Behavior contracts
- Conference and mediations
- Counseling
- Social Workers intervention
- Rewarding of live school points throughout the school day to reinforce positive behaviors i.e., completion of classwork, respecting peers/adults, completion of homework.

At the Young Adult Learning Center (YALC), students are first informed of the rules, policies, and expectations for behavior during our orientation and receive a copy of our behavior policy written in our Student-Handbook in which they are expected to sign and agree to comply. This includes the expectations for both online and in-person classroom behavior. We reaffirm behavior expectations inside each classroom, teachers have the classroom rules and consequences posted and visible for everyone to see. Behavior issues are smaller in number, due to the population we serve, which are adults.

**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.**

MAPCS provides nutritious food for students regardless of the learning environment. We currently use a caterer to provide meals as our Cafeteria undergoes construction. While in-person learning is occurring, we will continue to provide breakfast and lunch at no cost to our students. Breakfast will be available for students to pick-up on their way to their first class for consumption. Individually packaged Lunch will be delivered directly to students on each floor by culinary staff equipped with a portable heating unit where lunches are stored.

For our students who access our school through remote learning options, meals will be available for pickup and delivery by a member of our Culture team. Families have the option to receive a week's worth of breakfast and lunch meals with heating and storage instructions. Families will have the option to pick up from the school or request delivery if they are not able. Families will be informed of these options during Orientation and other parent meeting, by mail, our alert messaging system, and the website.

In the event of exclusion, self-quarantining, or school closure, a week worth of breakfast and lunch will be provided to student during the time out school. Students will be informed in their communication of the process to request meals.

MAPCS also coordinates a monthly Community Eats event. During this event, the Office of Family & Community Engagement provides free groceries to our families and the community.

**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.**

MAPCS is committed to our teacher and staff social-emotional and mental health needs during continuous learning and school recovery period. Employees have access to free wellness services support through our Health Insurance Employee Assistance Program and are encouraged to advantage of this free health support, therapy and social and emotional services or referrals provided.

We also have three clinicians on staff who lead staff wellness groups and self-care sessions in support of our employees. The clinical referral process allows all school personnel to complete an online google form that is emailed to the entire clinical team. The google form asks the writer to share concerns for the students they refer, interventions attempted, etc. The clinical team will monitor and appropriately respond to each referral within 24 hours and maintain employee privacy.

MAPCS plan to provide opportunities to support teacher and staff wellbeing during professional development time and special occasions include opportunities to focus on a variety of topic such as:

- Self-care,
- Personal coach
- Counseling
- Peer to Peer support
- Professional development resources for effective classroom management
- Staff discounts towards healthcare services and opportunities (staff benefits)
- Mindful centers/therapeutic space
- Monthly walks and bike riding opportunities
- Health and nutrition programming
- Staff appreciations and celebrations on special holidays like Thanksgiving and Christmas

We also have community organizations and partnerships that work with our schools regularly, professional coaches on staff and consultant that we have used to proactively work with our staff of many topics like the ones indicated above. Maya Angelou's staff is resilient, but we understand and have seen the toll the pandemic has taken on staff; however, we know that reopening is challenge that requires continued focus on keep our working place healthy so that students can receive the best possible education we can offer to them.

## **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.**

MAPCS has many resources to communicate to our families about safe reopening, student well-being, and accelerated learning. We will solicit and incorporate student/family feedback for all our families including EL Learners families and other special groups of our CEP plans before the school year starts and consistently as the school year progresses by:

- Communicate early, effectively, and frequently and always provide opportunities for parents to submit current phone numbers and addresses.
- Hold meetings, activities, and events for smaller groups that adhere to safety guidelines.
- Administer incentive protocols and reward students for attendance, academic achievement, and behavior.
- Provide social and emotional support as students return to school.
- Inform parents on the process to submit feedback about the plan. If we find the feedback warrants a change in the plan, we will work with OSSE to amend the plan if needed.

Prior to the start of the school year, we communicate with families about safe reopening, student well-being, and accelerated learning by:

1. Sending letters to families regarding re-opening with the school calendar, orientation schedules, and safety information, and procedures regarding COVID incidents and closures
2. Posting on social media and the website
3. Send frequent Alert messaging to parents about (school re-opening, key days, events, vaccination)
4. Personal phone calls from staff to new and returning students to welcome them to the start of a new school year,
5. Orientation meets where staff can meet students and school leadership can communicate our plan safe reopening, student well-being, and accelerated learning as well as school-related items.
6. Townhall and other events will be held to communicate with parents on emerging topics including our operational status and share data with parents as we administer our internal assessment throughout the school year and when we are able to communicate the statewide assessment results during the summer.

MAPCS will use a translator or translations service provider to reach families who speak a language other than English to ensure EL Learning families are informed of the CEP Plan and resources in their native language spoken at home. We will use a translation service provider to translate letters and other communications including Alert messages. Translation services will be available during parent engagement events. If needed, we will have one-to-one parent meetings with EL Learning families with a translator or translations services to effectively communicate to the family about their students' academic progress and accelerated learning.

MAPCS communicates student status and progress with learning as informed by our assessments and other resources during:

- Student Success Conferences (Parent/Teacher Conferences)
- Monthly parent focus groups
- Phone calls

MAPCS will effectively communicate to all families in an equitable manner across all learning environments as written through this CEP plan.

## **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 nature of disengagement at the MAPCS campuses was varied during the Pandemic. As a result, the approaches to tackling re-engagement at the HS and the YALC are slightly different.

At the HS:

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

- Students who were parents and without consistent childcare.
- Students who were expecting a child or who had just given birth to a child.
- Students who were employed full-time because they were the only source of income for their families.
- Students' loss of a family member or other trauma.

Contrastingly at the YALC attendance data revealed that roughly 10% of its student population during the 2020-2021 school year were less engaged due to their dissatisfaction with distance learning. Such students had less than 20% attending during a given term. To reduce this percentage for the 2021-2022 school year, we will have the opportunity to receive five hours of in-person instruction per day at the school building. Like our online format, students will receive instruction from 9:30 am-2:30 pm, Monday-Friday.

For students who were consistently less engaged with learning, we will have personal meetings with students to discuss strategies and supports for them be successful in 2021-22 SY including:

- Saturday School
- Summer School
- High Dosage Tutoring
- Smaller class size
- Counseling and Social and Emotional Learning (SEL) support

We will also continue to monitor students' engagement by their daily in-seat attendance rates. Once a student has been identified, we will be following used the following modalities to reconnect with: students.

- Letter/email
- Calls Home
- Home Visits
- Student Support Team meeting requests
- Referral to Clinical Services Team

### **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;**

MAPCS High School administers the Performance Series in Reading and Math, and MiWrite assessments along with the statewide assessment as required by OSSE. At the Young Adult Learning Center (YALC), students are assessed using TABE, and the GED Ready Testing assessment to measure student academic growth and GED readiness.

- **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);**

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

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: *60% of the students will meet the spring growth target.	Reading	9-12 (*9-10)	Performance Series Reading	September - October; January-February and May - June
ELA: *60% of the students will meet the spring growth target.	Writing	9-12 (*9-10)	MiWrite	September - October; January-February and May - June
Math: *60% of the students will meet the spring growth target.	Math	9-12 (*9-10)	Performance Series Math	September - October; January-February and May - June
GED (YALC only)*	ALL	Adult	TABE	Every 6 weeks
GED (YALC only)*	ALL	Adult	Ged Ready Test	Based on readiness factors indicated in previous section

\*Note: YALC serves adult education students only.

- **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**

MAPCS High School will continue to utilize the three non-state summative assessments (Performance Series Reading, Performance Series Math, and MiWrite) all of which are defined in the student progress metrics included in our Charter Goal agreement with DC PCSB. Our school has administered each of these assessments for more than 5 years and the student population and school performance target listed 10(c) are aligned to what will be reported to DC PCSB for the 2021-22 school year.

Performance Series Reading and Math assessments generate an annual target for each student after the completion of the pre-test, which is based on the student's pre-test performance. Once the student completes the spring post-test, the assessment platform generates a "Target Met" Yes or No value for the student. For the MiWrite writing platform, MAPCS High School and PCSB agreed on a definition of annual growth, as the system does not generate a target. MiWrite measures performance in 6 domains of writing and assigns a student a score of 1-5 in each domain. A student must meet one of the following criteria to be considered as having met their annual target:

- Score at a 4 or 5 in at least 3 of the 6 MiWrite system-scored elements of the pre-test
- Gain a minimum of 1 point in at least 3 MiWrite Writing Elements from the pre-test to the post-test

YALC (our adult education campus) will continue to use TABE and GED Ready Test as the selected assessments used to monitor student progress and student achievement in our Charter Goal agreement and part of the Performance Management Framework (PMF) used by DC PCSB. Our TABE assessment data is used to report on student progress and student retention/persistence. GED Ready Test data is a part of the student achievement metric on the PMF, and final GED performance data is included in the student achievement metric in our Charter goals. Targets, students' populations, and business rules are all dictated by these accountability metrics. YALC has also used these assessments for more than 5 years and will continue to report data to DC PCSB for the 2021-22 school year.

- **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**

MAPCS takes a data-driven approach to assessment data and student progress. We implement a variety of strategies to ensure our instructional staff and leadership understand their students' data and decisions based on it, many of which are laid out in 10d. In addition to those strategies in 10d, our schools use a formal performance management process call Achieving Excellence at Maya (AEM) where Network and School leaders and other key department members gather monthly to review and monitor progress on all of the school Charter goals and discuss strategies to determine if schools processes need to be adjusted to address performance issues.

- **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 school’s schedule includes on-track and accelerated blocks to accommodate the needs of individual students as it relates to academic progress and credit attainment. After-school programming will be available for all students and includes a combination of tutoring, enrichment, and credit recovery options. Students will participate in the Wilmer-Hale tutoring program which provides one-on-one tutoring once a week. Students who have the potential to graduate and need extra credit may participate in blended learning after the normal school day.

##### Summer 2021 programming

- Summer School has been offered to all students who need recovering credit from the school year.
- Summer School teachers will be asked to provide a summary of the student’s progress at the end of the summer term to be passed on to the next teacher.
- In addition, all assessments from the 20/21 school year will be used to inform scheduling, scaffolding, and lesson design.

##### Summer 2022 programming

- Student progress throughout the 21/22 will be monitored and the summer term will be designed to accommodate the needs of students.
- School break/holiday programming

##### Weekend programming (e.g., Saturday school)

##### Saturday School to provide enrichment programming and specified programming for graduating seniors

##### Instructional Changes - high-dosage tutoring

- New intervention program or support - Staff will have additional planning time each week focused on strategies to help implement interventions for students that address the impact of the loss of learning.
- New professional development for staff on accelerated learning will be provided to staff in the form of professional development on how to implement “high dosage” tutoring and accelerated learning for students.
- The hiring of an Instructional Coach to provide support and coaching to teaching staff specifically to enhance instructional delivery that will help to improve student engagement.

#### 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.**

The school's schedule includes on-track and accelerated blocks to accommodate the needs of individual students as it relates to academic progress and credit attainment. After-school programming will be available for all students and includes a combination of tutoring, enrichment, and credit recovery options. Students will participate in the Wilmer-Hale tutoring program which provides one-on-one tutoring once a week. Students who have the potential to graduate and need extra credit may participate in blended learning after the normal school day.

#### **Summer 2021 programming**

- Summer School has been offered to all students who need recovering credit from the school year.
- Summer School teachers will be asked to provide a summary of the student's progress at the end of the summer term to be passed on to the next teacher.
- In addition, all assessments from the 20/21 school year will be used to inform scheduling, scaffolding, and lesson design.

#### **Summer 2022 programming**

- Student progress throughout the 21/22 will be monitored and the summer term will be designed to accommodate the needs of students.
- School break/holiday programming

#### **Weekend programming (e.g., Saturday school)**

#### **Saturday School to provide enrichment programming and specified programming for graduating seniors**

#### **Instructional Changes - high-dosage tutoring**

- New intervention program or support - Staff will have additional planning time each week focused on strategies to help implement interventions for students that address the impact of the loss of learning.
- New professional development for staff on accelerated learning will be provided to staff in the form of professional development on how to implement "high dosage" tutoring and accelerated learning for students.
- The hiring of an Instructional Coach to provide support and coaching to teaching staff specifically to enhance instructional delivery that will help to improve student engagement.

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Assistant Principal of Instruction, Instructional Coach, Director of Professional Development and Training, Academic Deans, teachers, and data managers. We are identifying what would work well by looking at a variety of factors gathered through student and teacher surveys, classroom-based assessments, and feedback from families. Using information gleaned from the school year 2020-21, we are planning on supporting teachers through ongoing professional development training, instructional coaching, and classroom observations.

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and we will continue throughout the 2021-22 school year. Such strategies include the following:

- Videotaping lessons

- Providing Chromebooks
- Monthly student assemblies
- Contacting absentee students daily
- Posting assignments in Google classroom
- Boot-camp/Recovery sessions
- Virtual and in-person tutoring sessions
- Online surveys
- Pacing guides
- Weekly lesson plans
- Quality professional development for staff

**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.**

MAPCS will implement the following strategies for credit attainment, recovery, and support for post-secondary transitions to ensure all students are on track to graduate.

The following are credit attainment and recovery strategies we will use to ensure students are on track to graduate:

- Summer School has been offered to all students who are in need of recovering credit from the school year.
- Saturday School will be offered to potential graduates.
- Extended day through in-person and blended learning is also offered to potential graduates.
- Wraparound services provided to monitor academic and social-emotional progress will be used.
- Graduation progress meetings will occur once a semester.
- Immediate enrollment in credit recovery after the finalization of a credit awarding term.

The following are postsecondary transition strategies we will use to ensure students are on track to graduate/ GED.

- Students enrolled in a class that designs a post-secondary plan.
- College tours (virtual and in-person)
- Opportunities to train and earn certifications in a variety of careers in order to gain access to entry-level employment opportunities upon graduation.
- Assigned a dedicated staff member who will monitor the student's progress one year after graduation.
- Our Alumni Coordinator will remain connected with our graduates after they achieve their Diploma or GED.
- Former graduates will facilitate seminars to inform students of their challenges and successes in a post-secondary environment.

### **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.**

MAPCS will continue to serve our students with disabilities, including students in non-public special education schools or participating in distance learning. Students with disabilities will be 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 are designed to provide equal access to accelerated learning across all learning environments. Students will be assessed using Performance Series and MiWrite, classroom assessments, and classroom observations.

MAPCS will deliver accelerated learning to students with disabilities in more detail as outlined in the table below:

	Actions/ Strategies
How the need for accelerated learning for students with disabilities will be evaluated	Evaluation will be based on current testing, assessments, classroom performance
How appropriate services will be determined or designed for students with disabilities	Services will be determined by the student’s IEP, assessments, and classroom performance
How accelerated learning will be scheduled and delivered to students with disabilities	Students will have access to after school tutoring, Saturday School, assistance from Co-teachers and Aides
How instructional approaches used for accelerated learning of	Instructional approaches will be communicated by:

students with disabilities will be communicated to families	<ul style="list-style-type: none"> <li>• Phone Calls</li> <li>• Emails</li> <li>• Parent Letters</li> <li>• Student Success Conferences</li> <li>• IEP/SST Meetings</li> </ul>
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MAPCS students with disabilities access the same curriculum as general education students and will have their special educational needs met in the general education setting across all learning environments. Students are provided support and related services as required by their IEP. As it pertains to assessments, all special education students take the same assessments and use the same interventions tools. These programs and platforms can be used to identify missed skills.

MAPCS students are provided with all accommodations according to their IEP and in the Least Restrictive Environment. Co-Teachers and Aides are available to support teachers in delivering classroom instruction to students. They may work one-to-one with students or in small groups; whichever is most effective and appropriate to deliver academic support and learning. We will monitor academic progress and accelerated learning using progress notes and reports and related services data reported in SEDS, classroom performance data in our PowerTeacher Gradebook, and online assessments, learning platforms, and intervention tools data.

MAPCS Special Education Coordinators monitor compliance and oversee Special Education Teachers, Aides, and Related Service Providers that ensure students are receiving academic instruction, interventions, and related services required by the IEP. In the event of an interruption in school due to school closure or students require distance learning, special education students will continue to receive instruction and related services using the following resources indicated throughout the CEP plan:

- Google Classroom
- Zoom Classroom
- Edgenuity
- Khan Academy
- Intervention tools
- Individual tutoring
- One-to-One virtual sessions

We will continue to conduct meetings and provide related services virtually and deliver needed information, resources, and tools to families by mail, email, phone, and in-person if necessary to always maintain continuity of education services. Supports and services are documented in PowerSchool, google docs, and SEDS.

MAPCS will ensure that family members with disabilities (e.g., a guardian with visual impairment) can receive information to support their student's learning identified using the strategies below:

- Phone calls, teleconferences, and in-person meetings with the Special Education Coordinator, Instructional, Support staff, and Related Service Providers to continuously update them on their student's learning.
- Provide training on the different online platforms, resources, and tools their students use for learning, interventions, and related services. The online programs and resources are built with adaptive technology. For example, individuals with visual impairments can enlarge screen text and images on their laptops. Other features that support student learning include, text to speech functionality, user-friendly navigation tools, and interactive videos lessons.
- Parents can contact the MAPCS Help Desk, Special Education Coordinator, and other staff for support on-demand if they need support.
- Opportunities will be given to each family to meet or interact with teachers to discuss academic learning, and how to access and use the information to support the student. Some of those activities will include:
  - Student Success Conferences (Parent/Teacher Conferences)
  - IEP/SST Meetings
  - Parent focus groups
  - Phone calls from teachers or staff

- Virtual training using Zoom or Google
- We will also continue to communicate to parents through emails, letters, and automated Alert messages (with text to voice option) in an equitable manner for all students and across all learning environments.

**Non-Public Schools**

MAPCS will monitor and collaborate with non-public schools regarding disruptions in student learning in the following ways:

- We are in constant communication with both school placements, their teams, and their parents.
- We receive biweekly updates from these schools and are in communication with parents on an as-needed basis.

**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.**

All MAPCS students, including students in distance learning, complete a Home Language Survey annually as required by OSSE. When the Home Language Survey indicates a language other than English is spoken in the home to or by the student, the student must be screened for possible identification.

MAPCS English learners will be assessed using the WIDA Assessment within the first month of enrollment to determine the level of English proficiency and parents will be notified in writing in their English and their language that is spoken at home if the student is designated an English Learner. The EL Coordinator is responsible for administering the assessment and the identification of EL Learners. The EL Coordinator is responsible for monitoring and ensuring EL Learners receive appropriate instruction to build their language proficiency and academic achievement in an equitable manner across all learning environments. The EL Coordinator will develop an Individualized Plan of EL Services for each English Learner. Data from informal assessments, questionnaires, classroom-based evaluations, and summative assessments will be used to monitor language learning goals for accelerated learning and determine whether students are making progress towards their learning goals.

For English Learners with receiving academic instruction through distance learning, therefore, not attending school in person, they will engage in a one-on-one virtual screening with the EL Coordinator to determine their level of English Proficiency. Once the student's learning needs are understood, the student will receive English language instruction using the following resources:

- Google Classroom
- Zoom Classroom
- Edgenuity
- Khan Academy
- Intervention tools
- Individual tutoring
- Modified Lessons

MAPCS will provide effective academic instruction and language development to EL Learners that will accelerate learning for English learners in an equitable manner across all learning environments. For additional information regarding resources and methodologies above and detailed in Question 10. We will use the data from non-state summative assessments, intervention tools, classroom observations, classroom performance and teacher evaluations, academic goals and, student work to monitor language learning goals for accelerated learning in order to determine if the student is making progress towards those goals.

MAPCS will use a translator or translations service provider to reach families who speak a language other than English. We will use a translation service provider to translate letters and other communications including Alert messages. Translation services will be available during parent engagement events. If needed, we will have one-to-one parent meetings with EL Learning families with a translator or translations services to effectively communicate to the family about their students' academic progress and accelerated learning.

## 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.**

In response to the COVID-19 threat, MAPCS plans to use ESSER III-ARP funds to implement the items listed below to ensure a safe school reopening in accordance with the most recent OSSE and DC Health guidance.

- Increasing the frequency of cleaning heavy contact areas to include handles, doorknobs, horizontal surfaces, and restrooms. To execute this plan, two sanitization porters have been contracted from our custodial services vendor in addition to our regular custodial crew to concentrate solely on this effort throughout the day.
- Adopting "Clear-To-Go" which is a COVID management toolkit designed to streamline workflows related to on-site operations during the pandemic. It offers a more robust and responsive health screening software system to reduce bottlenecks at entry points, enhance COVID-related communications and assist with contact tracing efforts.
  - Procuring Clear-To-Go software integration devices such as iPads to ensure proper functionality for health screening tasks (i.e., badge screening)

- Procuring additional PPE to reduce the spread of the virus and ensure safe on-site operations for all staff, students, and visitors.
- Procuring visual print media such as signs, posters, and floor markers to promote awareness of COVID-related protocols such as social distancing, respiratory and handwashing practices, and mask-wearing.
- Contracting physicians and nurses through partners like District Urgent Care to provide the physicals and vaccinations necessary for students to receive in-person instruction.
- Hiring and contracting security/ behavior management personnel to accommodate the expected elevated student presence on-site.

**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 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.**

MAPCS plans to address the loss of instruction by implementing the following school-based interventions:

- Summer School for All (Summer Enrichment)
- Saturday School (Credit Recovery and Academic Enrichment)
- After School tutoring
- School-based mentoring programs - BAM (Becoming a Man)
- Purchasing of classroom-based technology and online learning tools

-Transition Mathematics is used to increase students' understanding of applied arithmetic. Promotes mathematic reading skills

- Purchasing of online software and assessment tools
- Literacy skills/intervention designed to increase reading/writing skills
- Purchasing of online mental health and behavior assessment tools
- Functional Behavior assessment-based intervention

**Classroom Based**

- Assessment and other diagnostic tools for teachers
- Technology - Online tools, internet access (Distance learning), Chromebooks, writing tools for students, speech adaptive devices, software
- Professional development training for teachers to address learning loss

**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.**

MAPCS will use the remainder of its funds to support pushing students up to grade-level proficiency and ushering students toward post-secondary success. Key positions needed to execute this plan have been identified, and include but, are not limited to, SEL support staff (to address the pandemic's impact on staff and students mental/ behavioral health), an Instructional Coach (to provide



support for the implementation of lost learning time using effective interventions), a College and Career Readiness Coordinator (post-secondary plan creation, alignment, and support), CTE teachers, tutors, and certified trainers. Additional building maintenance and culinary staff will be needed to support after-school programming and Saturday School.

A portion of these funds will also be dedicated to maintaining the facility for optimal on-site operations to include but not limited to, ventilation and air filtration system maintenance, PPE procurement, and outdoor learning space upkeep.

**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.**

MAPCS will also ensure that each student is receiving learning loss interventions in the least restrictive environment (and that accelerated, or distance learning approaches are not used to place students in a more restrictive environment).

Students will access these interventions through educational platforms, school-wide assessments, and classroom-based learning tools. Students will also use progress reports and notes from staff. These programs and platforms can be used to develop missed skills exacerbated by the pandemic.

Moreover, monitoring the effectiveness of these interventions will take place through:

- Using surveys and questionnaires as evaluative tools
- Weekly staff meetings
- SST Meetings
- IEP Meetings

## 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.