

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

**LEA Name: Washington Yu Ying PCS**  
**LEA Head of School Name: Maquita Alexander**  
**LEA Type: Pre-K;Elementary**  
**Date Generated: 08/19/2021**

### Background and Purpose

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

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

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

**Application Questions**

**Safe Reopening**

**1.B: Support Across Learning Environments**

**1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA’s operational plan to offer five full days of in-person learning to all students, including:**

- **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA’s plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
- **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA’s plan for securing additional staff; and**
- **c. The LEA’s operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
  - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
  - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

a. Operation Plan for Washington Yu Ying PCS allows for on-site learning for all students for 181 day at 7 ½ hours per day, or 1260 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). And a sample schedule of a typical school week can be found [here](#).

b. The operations plan can be implemented in our current facilities with our current staff and anticipated SY 20/21 hires.

c.

Students experience learning from home via a mix of synchronous and asynchronous learning. The asynchronous learning may not require the student to be logged onto the computer and can follow the school daily schedule or a schedule more analogous to the family schedule. Students will be able to access teachers for scheduled synchronous learning times in addition to pre-determined and communicated office hours during asynchronous learning times throughout the school week.

Synchronous hours could include: small group sessions in subject areas and for language development, whole group sessions for proactive circles and morning meetings (SEL), guest speakers, assemblies.

Asynchronous hours could include: learning activities assigned through Google Classroom or Seesaw; and including opportunities, assignments and scheduling for students to work in collaboration with other students but without a teacher (grades 4 and 5).

<b>Grades/</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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<b>Day of Week</b>					
<b>Grades K-5</b>	Synchronous 2 hours	Synchronous 2 hours	Synchronous 2 hours	Synchronous 2 hours	Synchronous 1 hour
	Asynchronous 4 hours	Asynchronous 4 hours	Asynchronous 4 hours	Asynchronous 4 hours	Asynchronous 5 hours
<b>Grades PreK 3/4</b>	Synchronous 1 ½ hours	Synchronous 1 ½ hours	Synchronous 1 ½ hours	Synchronous 1 ½ hours	Synchronous ½hour
	Asynchronous 4 ½ hours	Asynchronous 4 ½ hours	Asynchronous 4 ½ hours	Asynchronous 4 ½ hours	Asynchronous 5 ½ hours

### **Synchronous learning with Teacher**

When remote (inclusive of students on-site), this instruction is conducted via Zoom or Google Video Hangout with student(s) and their teacher interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. Student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.

When in-person, this instruction is conducted with student(s) and their teacher interacting directly with one another in a classroom setting. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. Student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.

### **Synchronous learning without a Teacher**

Instruction takes the form of tasks that students will be expected to do to engage in learning. Tasks can involve completing a module within an on-line app, activity or game, completing an assigned activity with a pre-recorded mini-lesson and follow-up activity, student recording of a reflection or their learning process, reading a book in hardcopy and annotating the text, to describe just a few. This can be group work or individual work. When remote, the student would do this task independently. If the student needs support, the teacher is available by email, Seesaw, and/or Google Classroom.

Student(s) on-site would do this task under the supervision and with the support of their monitor.

## **Asynchronous learning with Teacher**

Instruction takes the form of pre-prepared tasks for learning that can be accessed anytime and anywhere. Students will have access to a pre-recorded lesson and/or written information in which the teacher provides instruction through Google Classroom and/or Seesaw and using school provided technology: student ipads (grades PreK3 through 2) or student chromebooks (grades 3-5).

The teacher will expect completion of the task attached to the pre-recorded lesson to be completed by a due date. To ensure that the work is completed each day/week and students are engaged and progressing, assignments will be collected daily/weekly and will be used to measure attendance. The product of these work blocks are often referred to as “exit tickets” or “student reflections.” Regardless of the product, it will be collected through Google Classroom and/or Seesaw.

When learning on-site, students would do this task under the supervision and with the support of their monitor.

## **Asynchronous learning without a Teacher**

Instruction takes the form of tasks for individual or group tasks with a product that can be done independently and directions/information are given without a pre-recorded video. Regardless of the product, it will be collected through Google Classroom and/or Seesaw.

When learning on-site, students would do this task under the supervision and with the support of their monitor.

## **Social-Emotional Learning**

All options will include promotion of student social-emotional learning for student socialization and relationship building.

This could include, but is not limited to:

- Activities that can be done with an adult leader or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students.
- Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-site and remote to connect with one another in informal ways.
- Activities students can choose to do with each other that do not require adult supervision. Such activities can include games (inter-personal on-line language games, on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction.

Parents will be able to pick up materials at school by arranging a time with the school receptionist.

Updated

Yu Ying will take the following steps if a member of the educational community has to quarantine because of covid:

- If a classroom teacher has to quarantine because of covid and the entire class is also quarantining, then the teacher and the class move to a modified virtual classroom. If a single classroom teacher has to quarantine, Yu Ying will use one of the following to ensure continuity of education for students:
  - Long term permanent substitute teachers (1 English/1 Chinese)
  - 3 staff members dedicated to student support positions
  - Chinese teaching fellows to cover Pk3-Pk4 lead teacher roles
  - Outside substitutes from a vetted pool (i.e. HR has screened substitutes for vaccine status and school protocols)
  - Educational leadership to cover classes until an outside substitute teacher can be found.

**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.**

The program will offer the core academic content for students through Seesaw and Google Classroom. We plan to use the following materials with our remote instruction:

-Zearn mathematics

-Amiri Reading

-Teacher created tasks available on seesaw and google classroom.

We have found that the following remote learning practices provide the most effective instruction.

- Daily opportunities for live interaction on learning
- A schedule of daily tasks

We will tailor instruction depending on the students' needs and learning styles.

The schedule will mirror that of the students who attend on-site learning option with the following anticipated modifications:

- Cross grade strong start/morning meeting

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

- Staffing: Qualified teachers with remote learning built in to their teaching schedule.
- Materials--at home learning kits, updated with materials every 4-6 weeks.
- Technology: Headphones, Grades Pk3-2 iPads, Grades 3-5 Chromebooks,
- Schedule: 8:30-3:30, subject timing dependent on grade level.

- **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;**

Yu Ying will provide students with the technology appropriate to their grade level such as ipads to grades Pk3-2 and chromebooks to students in grades 3-5. .

- **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**

Yu Ying teachers will develop and distribute at home student learning kits, with appropriate learning materials including; manipulatives and consumables.

On a 1-1 basis, Yu Ying will support family tech needs either through our Systems Manager or through an assigned teacher.

- **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.**

see above

### **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.**

Before the academic year begins, we have professional development time to on-ramp our staff with review of our SEL materials, as well as develop together menus of lessons and plans to start off the year with everyone's mental and social health at the center of our thinking.

The Curriculum Coordinators will make SEL materials and summer coursework available to teachers who are new to our school as well as new to a different role at Yu Ying. We have collaborations with both the CD and RJ communities.

Yu Ying will start the 2021-22 school year with every grade level PreK3-Grade 5 engaging in focused community building activities for several weeks. This will then lead into the first unit of inquiry under the "Who We Are" theme. These six-week units will focus on concepts of identity, community, relationships, culture, and emotions. In Physical Education and Health classes, students will learn about mental and emotional health and how our well being can contribute to our overall health.

We will employ a universal screening process with the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year:

DECA

DESSA

Both will be administered at a minimum of 3x within the school year; beginning, middle and end of the school year. Staff will analyze student levels of mental health needs through the assessment results as well as daily observation.

Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, Washington Yu Ying is prepared to offer support through the following means:

Students who are showing the need for more intensive one on one support can receive support from our school counselors. Washington Yu Ying employs a full time school counselor, Tynill Jarmon Jones, MS, LICSW. She has been working with the current staff and students to address any needs they may have. She will continue to have in- person or virtual hours for teachers and students to visit her when they are in need of additional support.

In conjunction with our in house school counselor, students that requires additional emotional support can receive a referral from the following:

Washington Yu Ying has a partnership with the Department of Behavioral Health. DBH provides an in-house school counselor (William McNulty, LICSW) who is able to provide support to the students and families ( with parent permission) as well as provide outside resources that can be passed on to the family. Counseling programs that will be offered to students and families include and not limited to:

- Confidential and safe processing groups via Zoom to allow for processing thoughts and feelings related to returning to in-person instruction.
- DBH hosts Wellness Wednesdays for parents.
- Mental health Hotline (1-888-79-4357) for parent consultations, and On-Demand Video Library and Weekly parenting Tips.
- Continue to provide consultation to teachers as needed
- Continued implementation of a Youtube channel for students and families that address trauma from the pandemic along with video on empathy, feelings and mindfulness.

The referral pathways for students to receive mental/behavioral health services through staff and parent/guardian referrals and how LEA will communicate these processes to students, families, and staff is below:

Referral Process: In addition to universal screening of all students, families and students can refer students for additional support.

- Identification and Referrals
  - Administration of DECA and DESSA to PK-5 students (3 times per year)
  - Staff analysis of DECA and DESSA data, including identifying students of need, plan and implement interventions
  - Ongoing teacher observations
  - Teacher or parent/guardian or student self-referral



- Communication and collaboration with families/caregivers and staff
  - Staff training of DECA and DESSA administration, analysis and interventions at beginning of the year professional development and ongoing PD and team meetings throughout the year
  - Notify all families of DECA and DESSA results and teacher observations
  - Work closely with families of students whose assessment indicate they would benefit from additional support
  - Families/caregivers will be informed of our SEL screeners, referral processes, interventions and supports through our family handbook, back to school night presentations, and weekly school communications to family/caregivers
- Interventions and Support
  - Classroom, small group, individual interventions will be employed as indicated from screener and referrals.
  - When applicable, referral to counselor through the DC Department of Behavioral Health (DBH) or to our school counselor through the eligibility process

**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.**

Yu Ying will continue to support students’ social-emotional, mental and behavioral

health needs during continuous learning and school recovery by implementing Conscious Discipline and Restorative Justice practices across the school.

**SEL in PreK3-Grade 2**

Starting with our youngest learners and moving through the Early Years grades (through grade 2) our teachers, students and their families will engage with the teachings and strategies from Conscious Discipline. This program is a trauma-informed program which is evidence-based and research proven SEL best practices, approved by CASEL and complete with assessments aligned with the Devereaux Center for Resilient Children.

Conscious Discipline has achieved CASEL’s SElect Program designation, recognizing Conscious Discipline as a leader in impactful social and emotional learning (SEL). Conscious Discipline meets CASEL’s SElect Program designation, the highest designation for evidence-based programs, in the CASEL Guide to Effective Social and Emotional Learning Programs. <https://consciousdiscipline.com/methodology>

Since the materials are not yet available in Mandarin, we have been utilizing resources written in English and hope to work on this

translation project next year and beyond, that meet the needs of our learning community.

We are currently in conversation with leadership at Conscious Discipline about potential action-research and using resources that have recently been translated into Mandarin, in conjunction with Yale University's Child Study Center (these materials are not yet published). If that option doesn't work for us, we will pursue Plan B, with Transcend and their newly developed SEL program modeled after Conscious Discipline, called The Whole Child Initiative (<https://www.wholechildmodel.org/>) and will join their next cohort of schools in the DC area, when that becomes available. In the meanwhile, we would design a timeline and use their materials for the 21-22 school year, and use our recent grant toward this work for training and materials.

Similar to our Upper Elementary model, we will hire a Mandarin-speaking SEL Student Liaison who will support all of our early years classrooms, in Mandarin, supporting our learners who are having difficulty during the day. This Student Liaison will work closely with the PreK3-G1 Assistant Principal and be a direct report to her. Training and resources will be given to this Liaison, so that the fidelity of the SEL program will be continuously supported with these grades, in Mandarin and English (when needed).

#### **Upper Elementary SEL, Grades 3-5**

All teachers have been trained by Restorative DC trainers in community building and restorative circle practices. In addition to the daily morning meetings which invite students to share their stories and listen to their peers, students will also engage in a range of restorative circles when needed. Teachers and our Upper Elementary Student Liaison will meet with students when problems arise to help them talk through their challenges and repair any harm done. Guidelines such as mutual respect and using a talking piece to ensure that everyone is heard are utilized.

Students who may be at-risk socially-emotionally will work with our school counselors and Student Liaison to build their relationships and help them to gain confidence in themselves. They will attend lunchtime meetings and continue to build their SEL skills during recess and lunch with the guidance of these staff members and their teachers.

- 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.**

Washington Yu Ying will utilize the Seamless Summer Option program to provide

free, nutritious meals to onsite students. Virtual families with a need for student meals will be referred to free meal sites in their neighborhoods. Meal site information will be disseminated in the Tuesday letter to families, and made available to virtual families on an as needed basis.

## **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.**

Washington Yu Ying plans to support teacher and staff social-emotional and mental health needs by making available the following to all staff:

- Summer reading
  - book choices include:
    - The Deepest Well, by Dr. Nadine Burke Harris;
    - The Gift by Edith Eger;
    - What Happened to You? By Bruce Perry
- Mental Health days (an opportunity for self-care).
- Meditation/Mindfulness app access,
- Strong start practices for every meeting,
- Opportunities to teach and play outside with students through outdoor learning venues,
- Regular daily breaks.
- Race and Equity dialogue groups, 1x per month, every month

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through

- Scheduled counseling with our school counselors
- Time and support within schedule for mental healthcare

We also are providing on-site support through

- teacher mentor partnerships
- book clubs
- summer reading,
- staff fun events (staff bake-off, inclusion in walk to school days, etc)
- Professional Development through team planning and meeting sessions built in to the schedule
- As needed 1-1 mentoring and coaching
- Professional Development centering on mental health and social-emotional needs.
- SEL assessment Tools:
  - DECA -PK3, PK4
  - DESSA - K-5
    - SEL training

- Social Emotional Health Assessment of 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.**

Yu Ying will continue to engage parents through two way communication such as administrative coffees and family surveys. We will continue to send out clear and thorough communication on a regular basis.

Yu Ying will send out the CEP to families using our “E-Newsletter” system, Constant Contact. We will also use our contracted translators to ensure all families are able to access the information. We will also post the CEP on our school intranet page.

Yu Ying will communicate assessment information on a regular basis via Managebac and during family conferences, such as goal setting and student-led conferences.

## **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.**

Yu Ying will communicate assessment information on a regular basis via Managebac and during family conferences, such as goal setting and student-led conferences.

Define & identify “consistently less engaged” students

- Low attendance in online learning SY 20-21
- Low submission of daily tasks in online learning SY 20-21
- Teacher observation and referral

Identify the strategies, interventions and staff support structure

- Strategies, Interventions
  - Expanded Summer Intervention session
  - Art Therapy for identified students of concern
  - Playful schools pilot
  - Daily check ins for targeted students
  - Family support from the family liaison
- Staff:
  - Educational leadership
  - Classroom teachers
  - Intervention teachers
  - 3 student support staff
  - 2 student liaison staff
  - Family Liaison

### **Timeline:**

#### **MAY-JUNE 2021**

- Analyze student data about attendance, invite students to summer intervention session and reoccurring personalize invitations to in person hybrid learning
- Staff and family liaison outreach to encourage student participation in the summer intervention session

#### **JULY-AUGUST**

- Hold Summer Intervention Session
- At close of Summer Intervention Session, analyze student participation and performance in Summer Intervention Session to identify students of concern for immediate services at the onset of the school year
- Teacher/staff outreach to identified students of concern before school, personalized invitations for Open House (before start of school year) from school staff and/or family liaison

#### **SEPTEMBER-OCTOBER**

- Beginning of the year school wide focus on community building and relationship building, including formative assessments (checklists, inventories, on demands, etc...) to gather initial assessment data on students' engagement in learning and progress.
- First unit for all grade levels is "Who We Are" to continue to develop connections and build community among students, teachers and families.
- Beginning of the year (BOY) academic and social-emotional learning universal screening (MAP, running records, DECA/DESSA)
- In weekly team meeting review and analysis of data and instructional planning and interventions, from BOY data.

#### **NOVEMBER-DECEMBER**

- In weekly team meetings, ongoing review and analysis of student data for student progress and next steps in instructional planning and interventions, based on assessments.
- Interim assessment (DECA/DESSA, running records) for students of concern to monitor progress.

### **JANUARY-FEBRUARY 2022**

- Middle of the year (MOY) academic and social-emotional learning universal screening (MAP, running records, DECA/DESSA)
- In weekly team meetings review, analyze and instructional planning and intervention from BOY and MOY data. Identify and monitor students of concern and interventions.

### **APRIL-MAY 2022**

- PARCC testing with Grades 3-5
- Interim assessment (DECA/DESSA, running records) for students of concern to monitor progress.

### **MAY-JUNE 2022**

- End of the year (EOY) academic and social-emotional learning universal screening (MAP, running records, DECA/DESSA)
- In weekly team meetings review, analyze and instructional planning and intervention from yearlong data.

## **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;**

	<b>Tools:</b>	<b>Grade Levels:</b>	<b>Administration dates:</b>
<b>Readiness</b>	Brigance	PK3-PK4	August-October, May-June
<b>SEL</b>	DECA	PK3-PK4	Sept./Feb/June
	DESSA	K-5	Sept./Feb/June
<b>Developmental Milestones</b>	PreK Monthly Assessment	PreK3	Jan. - June
		PreK4	Oct. - June
<b>ELA</b>	NWEA MAP	K-5	Sept/Jan/May

	Literably (English running records)	K-5	Sept/Dec/Mar/June
	Teacher-created reading and writing assessments	K-5	Ongoing throughout the year
	PARCC	3-5	April - May
<b>CLA (Chinese Language Arts)</b>	Level Chinese reading assessment	1-5	Sept/Dec/Mar/June
	Teacher-created reading and writing assessments	K-5	Ongoing throughout the year
<b>Math</b>	NWEA MAP	K-5	Sept/Jan/May
	Teacher-created formative and summative assessments	PreK - 5	Ongoing throughout the year
	PARCC	3-5	April - May
<b>Science</b>	DC Science	5	April
	Teacher-created formative and summative assessments	K-5	Ongoing throughout the year
<b>English Language proficiency</b>	WIDA MODEL Online	1-5	Sept.
		K-5	Feb. - Mar.



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- **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);**

see above

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

Goals are set yearly by the LEA. We do monthly team data analysis and planning meetings by grade level, and increase the frequency of assessments for our intervention and learning support students. Our vision is for students to matriculate from our school prepared for middle school and beyond.

We use data for planning and grouping of students, and to track and communicate progress with students and their families. Here’s how we monitor student progress toward meeting their goals:

**English Language Arts (ELA)**

For ELA, we expect students in kindergarten through grade 5 to grow in their reading level proficiency from [Yu Ying’s beginning of year benchmarks to end of year benchmarks](#) as demonstrated on Literably assessments, writing tasks, and the NWEA MAP and PARCC standardized tests. We expect them to demonstrate progress in end-of-unit summative assessments according to the skills and standards outlined in unit plans based on the Common Core reading and writing standards. We continue to monitor student progress through formative unit assessments throughout the year. Teaching and intervention teams will monitor progress in weekly curriculum planning meetings, and in a monthly student data review and planning meeting led by Assistant Principals/IB Coordinators and Intervention Coordinator.

**Chinese Language Arts (CLA)**

For CLA, we expect students in grades 1 through 5 to grow in their reading level proficiency from [Yu Ying’s beginning of year benchmarks to end of year benchmarks](#) as demonstrated on Level

Chinese reading assessments, and STAMP 4Se standardized tests. We expect them to demonstrate progress in end-of-unit summative assessments according to the skills and standards outlined in unit plans with the ACTFL language standards and the Common Core reading and writing standards. We will monitor student progress through formative unit assessments throughout the year. Teaching and intervention teams will monitor progress in weekly curriculum planning meetings, and in a monthly student data review and planning meeting led by Assistant Principals/IB Coordinators and Intervention Coordinator.

## **Math**

For mathematics, we expect students in kindergarten through grade 5 to grow in their understanding and skills of grade-level benchmarks as outlined in curriculum documents with the Common Core math standards. This growth is demonstrated on formative and summative teacher-created assessments, and NWEA MAP and PARCC standardized assessments. We expect that students will grow a minimum of 4 RIT points from their Fall to Spring NWEA map assessments. Teaching and intervention teams will monitor progress in weekly curriculum planning meetings, and in a monthly student data review and planning meeting led by Assistant Principals/IB Coordinators and Intervention Coordinator.

## **Science**

For science, we expect students in PreK through grade 5 to grow in their understanding and skills of grade-level benchmarks as outlined in curriculum documents with the Next Generation Science standards. This growth is demonstrated on formative and summative teacher-created unit assessments and the DC Science standardized assessment given in grade 5. Students engage in inquiry-based units in which scientific concepts are reinforced and strengthened each year. Students are expected to build upon their previous knowledge and understanding and apply this knowledge to new situations. This is demonstrated through completion of unit projects in which at least 90% of students will demonstrate understanding of concepts taught.

## **English Language Proficiency**

Our goal for students whose language isn't English at home and who are classified as an English learner by OSSE's WIDA assessments is for them to reach grade-level proficiency each year in our immersion program.

- **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**

Goals are set by LEA, monthly team data analysis and planning meetings by grade level, increase frequency of assessments for intervention and learning support students.

Data is used for planning and grouping of students, to track and communicate progress with students and families

Goals for performance: Our vision is for students to matriculate from our school ADD YOUR PHILOSOPHY FOR CORE ACADEMICS. We monitor their progress towards meeting the goals as follows:

#### ELA

For ELA, we expect students in Kindergarten to Grade 5 to make growth in reading level proficiency from Yu Ying's beginning of year benchmarks to end of year benchmarks as demonstrated on the Literably assessments, NWEA MAP, and PARCC standardized tests. We expect them to demonstrate progress in end-of-unit summative assessments according to the skills and standards outlined in unit plans. We will continue to monitor progress through formative unit assessments throughout the year. Teaching and intervention teams will continue to monitor progress in weekly curriculum planning meetings and a monthly student data review and planning meeting led by Assistant Principals/IB Coordinators and Intervention Coordinator.

#### CLA (Chinese Language Arts)

For CLA, we expect students in Grade 1 to Grade 5 to make growth in reading level proficiency from Yu Ying's beginning of year benchmarks to end of year benchmarks as demonstrated on Level Chinese reading assessments, and STAMP 4Se standardized tests. We expect them to demonstrate progress in end-of-unit summative assessments according to the skills and standards outlined in unit plans. We will continue to monitor progress through formative unit assessments throughout the year. Teaching and intervention teams will continue to monitor progress in weekly curriculum planning meetings and a monthly student data review and planning meeting led by Assistant Principals/IB Coordinators and Intervention Coordinator.

#### Math

For Mathematics, we expect students in Kindergarten to Grade 5 to make growth towards their understanding and skills of grade level benchmarks as outlined in curriculum documents. This growth is demonstrated on formative and summative teacher-created assessments and NWEA MAP and PARCC standardized assessments. Teaching and intervention teams will continue to monitor progress in weekly curriculum planning meetings and a monthly student data review and planning meeting led by Assistant Principals/IB Coordinators and Intervention Coordinator.

#### Science

For Science, we expect students in Pre-Kindergarten - Grade 5 to make growth towards their understanding and skills of grade level benchmarks as outlined in curriculum documents. This growth is demonstrated on formative and summative teacher-created unit assessments and the DC Science standardized assessment given in Grade 5. Students engage in inquiry-based units in which Science concepts are reinforced and strengthened each year. Students are expected to build on previous knowledge and understanding and apply this knowledge to new situations.

### English language proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach grade level proficiency each year in our immersion program.

- **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.**

The non-public schools collaborate with Washington Yu Ying through sharing of learning plans. The schools communicate with the Learning Support coordinators to update learning plans for individual students.

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

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

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use our data dashboard, through Innovare, to collect, analyze and support our staff in addressing student learning needs. The plan includes data-analysis support, planning for differentiation of learning based on analysis, grade level norming of assessments and meetings across all teams: language teams, intervention, learning support, grade level teams, grade-band teams and whole staff meetings for teacher

support in shifts to meet student needs.

In anticipation of needing to accelerate learning for some students in SY 2021-22, Yu Ying will

continue to implement our multi-tiered system of instruction and support through differentiated instruction

and targeted intervention and support for students using formative, summative and formal data tools (unit

assessments, NWEA, reading inventories [Literably, Level Chinese]). Throughout SY 2020-21, Yu Ying has

continuously monitored student performance. Data from these end of year assessments, in

addition to data from beginning of SY 2021-22 assessments will be used to determine which students will

receive intervention support in classroom, before/after school intervention groups at the start of the SY

2021-22. In addition to in class support and small group intervention, we will offer before and/or after

school intervention groups to students identified through the data collection (formative and unit assessments,

NWEA, and reading inventories).

Learning also includes Social Emotional Learning. We will use the DECA (PreK) and DESA assessments and data to help guide our next steps for supporting interrupted learning and student well-being.

**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.**

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	<b>Adjusted schedules</b>	x	Students in grades 1-5 will have scheduled time periods to interact and engage with tutors within the learning session in their classrooms as one system for addressing learner variability. The adjusted schedule allows for staff to engage in extensive collaborative student support planning and utilizing universal design principles reflected in the instructional design of units of inquiry and subject specific lessons.
	<b>Before/After school programming</b>	x	Before/after school intervention classes for small groups of students based on need.
	<b>Longer school day</b>	x	All grade levels have a 7 ½ hour day Monday through Thursday and a 5 hour day on Friday. This allows for students to engage in intentional learning for prolonged periods of time as well as ensures that the whole child needs of recess/social times are met as well.
	<b>Longer school year</b>	x	181 school days
	<b>Summer 2021 programming</b>	x	Summer session is a 3 week in-person immersion instruction focusing on ELA, CLA, SEL (social emotional learning) and math and taught by lead teachers. Instruction will build on learning across the school year and address student learning gaps with small group and individualized learning.

	<b>Summer 2022 programming</b>	x	See above, with modifications based on needs as determined throughout the summer and SY 2021-2022.
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring <sup>5</sup>		
	<b>New curriculum purchase</b>	x	Zearn Pilot Amira Pilot
	<b>New intervention program or support</b>	x	In our Kindergarten and grade 1, the program has been shifted to a model that allows for each teacher to be scheduled to work with small groups of 3 or less for up to 1 hour each day within another class utilizing high leverage practices intentionally in personalized instruction.  This shift also allows for students in K and 1 to receive ELA instruction every day, and CLA instruction every day.
	<b>New uses of staff planning time for accelerated learning</b>	x	Additional specials have been included to meet the needs of students' culturally responsive practices based on pandemic needs: Arts Therapy, to support student well-being through self-expression and African American History, to support student well-being through identity.  These additions allow for shifts in grade level scheduling, staff planning time and more opportunities for intervention and hdt.



	<b>New professional development for staff on accelerated learning</b>	x	New staff on-ramping professional development on accelerated learning.
<b>Staffing and Related Supports</b>	<b>Additional staffing</b> <b>Additional vendor</b>		6 aides: Support throughout the school day for students and staff.  2 specials: Arts Therapy, to support student well-being through self-expression and African American History, to support student well-being through identity.
	<b>and/or community partner support</b>	x	SOAR (The Ability Challenge)  Playful Schools Network  Transcend (The Whole Child Initiative)
	New hardware purchase		
	<b>New software purchase</b>	x	Amira  Zearn  DECA  Dessa

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being lead by the education administration team, including the director of teaching and learning, the 2 assistant principals/IB PYP coordinators, the learning support coordinator, the intervention coordinator, and the IB PYP Chinese language coordinator, with input from the grade level team leads. We are identifying what worked well by looking at a variety of factors gathered through family feedback through surveys and teacher feedback gathered through surveys, weekly meetings and end of year reflections. In addition, we are identifying the assessment results per grade level and overall

from our students. Using information gleaned from school year 2020-21, we have already begun supporting teachers through our final professional development day in the spring, and also through our professional summer reading program. At the start of the 21-22 SY, we will continue supporting teachers through a 1 week of asynchronous/virtual professional development and 1 week in person/synchronous and asynchronous professional development from August 16 through to the student start of the school year on August 31. Under the top priority of equity, there are 3 areas of priority for the school year professional development; Chinese immersion, Social emotional learning, Learning environment. Monthly staff professional development meetings, will build throughout the school year upon the sub priorities that fall within these 3 through the lens of equity.

Strategies will continue to be added to our repertoire once we understand students' needs more fully, with students attending in person, after the start of the year. As the year continues, we will shift professional development based on results from interim assessments, weekly grade level team meetings with coordinators, monthly team lead meetings with coordinators, student engagement needs and our IB PYP self-study.

**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 will be continued throughout the 2021-22 school year:

- Virtual home visits with all families to establish relationship and trust.
- Universal use of Seesaw as a home/school learning portfolio communication tool
- Multiple modes of communication available to families, including translations of school communications into at least 3 home languages.
- Virtual parent meetings (Admin coffees, Information sessions)

**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.**

**3.C: Special Populations**

**Students with Disabilities**

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

**16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-**

**public special education schools and students participating in distance learning, including:**

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

a.

The LEA will conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. We will consider whether or not a student’s individualized education program (IEP) is designed to support accelerated learning by collaborating with the school team and families. Families will be engaged in the decision of a learning plan to ensure the delivery of FAPE. In addition:

	<b>Tools</b>	<b>Grade Levels</b>	<b>Administration Dates</b>
<b>Readiness</b>	Brigance	PreK 3 and PreK 4	Aug.-Oct., May-June
<b>SEL</b>	DECA  DESSA	PreK 3 and PreK 4  K - Grade 5	Sept./Feb./June  Sept./Feb./June
<b>Developmental Milestones</b>	PreK Monthly Assessment	PreK 4	Sept. - June
<b>ELA</b>	NWEA MAP  Literably (English running records)	K - Grade 5  K - Grade 5	Sept./Jan./May  Sept./Dec./March/June

	Teacher-created reading and writing assessments	K - Grade 5	Ongoing -beginning in early September - throughout the year
<b>CLA (Chinese Language Arts)</b>	Level Chinese reading assessment	Grades 1 - 5	Sept./Dec./March/June
	Teacher-created reading and writing assessments	K - Grade 5	Ongoing throughout the year
<b>Math</b>	NWEA MAP	K - Grade 5	Sept./Jan./May
	Teacher-created formative and summative assessments	PreK - Grade 5	Ongoing -beginning in early September - throughout the year
<b>Science</b>	Teacher-created formative and summative assessments	K - Grade 5	Ongoing -beginning in early September - throughout the year
<b>English Language Proficiency</b>	WIDA MODEL Online	Grades 1 - 5	Sept.

The LEA will conduct an individualized review of student data to identify appropriate accelerated learning instructional approaches. We'll consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning by collaborating with the school team and families. Families will be engaged in the decision of a learning plan to ensure the delivery of FAPE.

b.

We offer learning support services to students with an Individualized Education Plan

(IEP) or related service providers. Students may also be referred to the program if we've tried other interventions without success. In general, here's how learning support works:

- Students who need special education work in small groups or individually with a Learning Support Specialist either inside or outside the classroom.
- Our Learning Support Specialists work closely with each student's educational team to meet their needs as outlined in their IEP.
- We follow an inclusion model and provide most services in the classroom. We take students out of class for any intensive interventions included in their IEP.
- Students who need other services, such as counseling, speech, and language or occupational therapy, receive support at school from a licensed therapist.
- Families are notified about their child's support, accelerated learning plans, and progress through emails, phone calls, and meetings throughout the year, parent initiated meetings

(multidisciplinary team), at their annual IEP meeting, and receive IEP progress reports in Managebac (family portal).

c.

Yu Ying's approach to supporting learning is based on keeping students in the general education classroom as much as possible. General education staff and learning support staff are trained in co-teaching models to ensure that students' needs are met in the classroom through differentiation. Teaching teams collaborate on planning, modification of instruction, and assessment.

Through the SPED Community of Practice, sponsored by OSSE and facilitated by The Ability Challenge, we have embarked on additional training to support our diverse learners by planning and material supports for co-planning and co-teaching of General Educators with Learning Support (SPED) teachers.

The LEA will ensure equitable access to educational opportunities across learning environments by providing equal instructional learning to students with disabilities with a modified plan according to their needs. The LEA will ensure that students with disabilities receive equal access to interventions by assessing along with the general education population, following what is prescribed on the annual IEP, holding annual IEP meetings to collaborate with the teaching team and families. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by collaborating with classroom teachers to help determine the need for instruction, create a plan for student to receive instruction inside of the general education setting. Small group or 1:1 instruction will be provided per what is prescribed on the IEP.

d. The LEA will continue to support parent training for students receiving related services through distance learning by organizing parent training throughout the school year. If applicable, this training will inform parents on how to collaborate with the related service provider/s on how to assist with instruction. The related service provider will direct the parent on how to help and support their child per their IEP goal and related service sessions.

e.

The LEA will take the following steps to ensure families with disabilities have access to content to support their students' learning.

- Prior to returning to school in late August, the LEA representative will schedule and meet with the family member to identify the needs of the family/caregiver for equitable access to content and information regarding their student's special education (i.e. not limited to, but including translation services, assistive technology equipment or technology devices or support services, access to and/or accommodations for meetings, resources, staff, etc...)
- The LEA will put the necessary supports in place that allow for access to content and information on student special education by making the appropriate accommodations, hiring appropriate assistive technology or translator services for the family, depending on the identified needs.
- Throughout the school year, on a regular basis, the LEA will meet with the family to monitor and modify accommodations for access as needed.

**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.**

## English Learners

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

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

English learners participate in our immersion instruction and are supported by our multi-tiered system of intervention based on the data from Yu Ying’s spring SY 2020-21 and beginning of year SY 2021-22 assessments. In addition, English learners will be screened using the following English learner assessments. Parents are notified of student performance on assessments and screeners through Yu Ying’s Managebac portfolio, email and paper reports as needed.

- Pre-K: Pre-IPT screener
- Kindergarten & Grade 1: WIDA K screener
- In 2020-2021, students were screened with the KWAPT; no students were provisionally screened.

English learners who participate in distance learning in SY 2021-22 will access curriculum and instruction through a combination of synchronous and asynchronous learning. Classroom materials will be accessible on Seesaw and Google classroom and synchronous learning sessions with teachers will be scheduled throughout the school day.

The LEA will administer the WIDA Model Online English Proficiency Benchmark assessment for all EL in grades 1-5. In addition, Yu Ying will continue to implement our multi-tiered system of instruction and support through differentiated instruction and targeted intervention and support for students using formative, summative and formal data tools (unit assessments, NWEA, reading inventories [Literably, Level Chinese]). Data from end of year assessments, in addition to data from beginning of year 2021-2022 assessments and the WIDA Model Online English Proficiency Benchmark assessment will be used to determine learning goals, as well as any additional supports for EL students in the classroom, as well as in before/after school intervention groups. Learning goals will be set by grade level and teacher teams alongside review of data from the LEA data dashboard in grade level and intervention and EL team monthly meetings. Student growth and performance will be tracked in bi-weekly team meetings and then interventions and supports will be modified as needed based on student data and performance.

## 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.

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



## SY 2021-22 Continuous Learning Plan Assurance Statement

### The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

### The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

### The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

### The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

**The LEA attests to the following statements regarding serving English learners (please check all boxes):**

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

**The LEA attests to the following statement regarding technology:**

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

**The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):**

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

**The LEA attests to the following statement regarding locally administered assessments:**

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.