

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: YouthBuild DC PCS

LEA Head of School Name: Ms. Claire Libert

LEA Type: Adult

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Background and Purpose

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

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

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

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:

- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
- **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
- **c. How the LEA will provide direct mental and behavioral health services for students in need.**

a. YouthBuild's model is specially designed to ensure that students have the wrap-around supports they need to be present for learning, experience success, and reach their goals. Mental health supports include: an individualized intake process designed to assess each student's needs; group and individual counseling support based on students' identified needs; various SEL and relationship building activities including weekly Community Meeting and themed monthly activities and celebrations; and stress-relieving classes such as yoga, cooking, dance, etc.

b. YouthBuild DC PCS uses a universal screening approach. After students are enrolled, they participate in a weeklong orientation and onboarding process. As part of this process, they meet with a student success counselor, participate in an intake interview designed to assess mental and behavioral health needs, and then participate in counseling and various other supports depending on identified needs.

c. YouthBuild DC PCS employs a robust Student Support Team, including two student success coaches (social workers) and a counselor, who provide direct support for students. Additionally, we work with organizations such as the Latin American Youth Center to provide specialized counseling and behavioral health services to those students who may need them.

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.

YouthBuild employs a restorative justice approach throughout the school. As part of our orientation process, students participate in Introduction to Restorative Practices, DEI (Diversity, Equity and Inclusion), and Preparing to Persist sessions, where they learn about YB's unique approach to supporting students. YouthBuild's Restorative Practices coordinator provides ongoing support coaching to staff around topics such as: Proactively Building a Positive Classroom Culture, De-escalating Conflict, etc. This work will unfold over the course of the year and will be designed to ensure that students are welcomed back to full time in-person learning in a way that addresses challenges they might have encountered over the course of the last year, preparing them for success this year.

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.**

a. YouthBuild DC PCS has invested extensively in providing trauma-informed training and professional development for our staff over the past two years. This training is woven into our annual pre-service training for staff in August, as well as through monthly day-long staff development sessions throughout the year. Additionally, staff are encouraged to attend specialized professional development opportunities offered by OSSE and other providers, such as the Wendt Center for Loss and Healing, to attend to their own social-emotional and mental health.

b. YouthBuild has worked with a number of organizations, including the Wendt Center, the Latin American Youth Center and others, to provide mental health supports to staff. Additionally, all YouthBuild staff have access to our Employee Assistance Program which provides a variety of specialized supports to staff members as well. Staff will also be encouraged to access [The DC Educator Wellness Center's](#) resources and supports.

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.**

a. YouthBuild has gathered feedback through focus groups throughout the school year and during end of year one-on-one progress conferences with individual students. We have used this feedback to develop safe reopening, student well-being, and instructional support plans for the year. We will continue to gather student and family feedback throughout the year during one-on-one meetings, weekly school-wide community meetings, focus groups, and student/family surveys. This feedback will be used to continue to refine and improve our work throughout the year.

b. YouthBuild DC PCS' plan for safe re-opening, student well-being, and accelerated learning will be communicated to students and families several ways, including: prior to enrollment through online and face-to-face interactions, through our website, and through regular schoolwide community meetings once the school year begins. All communications will be translated into Spanish (and any other languages needed, identified, for example, by the home language survey all students complete as part of the enrollment process).

c. YouthBuild PCS will conduct triannual progress conferences with students (and the families of minors), during which students and staff review the student's gains in academics (CASAS growth, GED achievement, etc.), construction (certifications earned), career readiness (resume writing, mock interview practice, job applications, etc.), and social-emotional development (attendance, engagement in extracurriculars, etc.).

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.

When students enroll at YBPCS, student success coaches conduct an extensive interview with each student to learn more about them and identify barriers to attendance; then the team identifies appropriate supports to assist them in coming to school. Student success coaches reach out to their assigned group of students via phone calls, text, emails on a regular basis and continue supporting them as appropriate. They also conduct outreach to other professionals assigned to the student (external social workers, probation officers, etc). The School Culture team works in conjunction with the Student Support Team to conduct individual attendance meetings with students (and the families of minors) who have more than 10+ consecutive absences.

Returning students who were consistently less engaged during SY20-21 will begin the year with a proactive attendance support meeting. The school will offer a variety of incentives for attendance, including: hourly stipends, weekly and monthly bonuses for perfect attendance, YouthBuilder of the Month to students who are demonstrating exemplary performance in school.

The school will also mobilize a variety of resources and services to support students, depending on their needs. For example, several students identified a lack of Internet access as a barrier to attending school. The Student Support Team will work with the students to enroll them in Comcast Internet Essentials Program. If they aren't eligible for the program, the Data Manager will provide students with Hotspots with unlimited data. Likewise, some students cite transportation as a significant barrier. For these students, the Dean of Students will ensure that every student receives the Kids Ride Free card or transportation subsidy for which they are eligible (it varies depending on their age) and the student success coaches will work with students to plan the best routes and transportation strategies to get to school. Similarly, many students begin to disengage when they lose stable housing. Our student success coaches will work with them to access housing supports and take advantage of resources such as the Latin American Youth Center's drop-in shelter. Throughout the pandemic, we offered daily grocery pick-up at school to continue providing students with food, school supplies, hygiene supplies and technology support (for school-provided Chromebooks). We will continue and extend these activities to ensure that students can engage in attend school this year.

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;**

This question does not really apply to our school. As an Adult Public Charter School, as we have done this year, we will continue to administer the OSSE recognized and nationally normed CASAS math and reading pre-test to assess students’ skill levels (including English proficiency) at entry, and CASAS post-tests to determine growth over time. Students will also continue to take GED Ready and GED Tests, as they demonstrate readiness to succeed on the General Education Development exam. We have administered each of these exams (in person) during SY20-21, and we will continue to do so during SY21-22.

As explained above, YouthBuild DC PCS will continue to use the CASAS e-test (electronic test) as our primary screener for students entering at all levels in English, math, and English language proficiency. This test is taken electronically; it combines a “locator” which determines the student’s testing level and a pre-test, which is used to assess students’ math, reading and English proficiency skills at entry. Students are post-tested periodically over the course of the year to assess growth and skills gains. Students are able to take post-test(s) after they have completed at least 40 hours of instruction.

See detail in Section F below for additional interim assessments that will be used over the course of the year.

- 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);

NA re: Local assessments. CASAS Pre-Tests will be administered when students enroll at YouthBuild DC PCS (YouthBuild enrolls students monthly in August, September, October, November, January, February and March). CASAS Post-Tests will be administered throughout the year, beginning in October, and will continue to be administered throughout the school year, as students pass the required 40 hour threshold between pre- and post-tests. GED Ready tests and Construction Tests will be administered as described below.

| Subject Area | Assessment Type | When and Frequency | How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous |
|--------------|-----------------|---|--|
| Math | CASAS | <p>Pre-Test At Enrollment (for new students) - or all students if required by PCSB</p> <p>Post-Test - between 40-100 hours of instruction</p> | <ol style="list-style-type: none"> 1. On-site (following social distancing guidelines and CASAS testing/proctoring guidelines) 2. Remote (following CASAS remote testing/proctoring guidelines) - only if needed |
| Reading | CASAS | <p>Pre-Test At Enrollment (for new students) - or all students if required by PCSB</p> <p>Post-Test - between 40-100 hours of instruction</p> | <ol style="list-style-type: none"> 1. On-site (following social distancing guidelines and CASAS testing/proctoring guidelines) 2. Remote (following CASAS remote testing/proctoring guidelines) - only if needed |
| ESL | TABE-E/CASAS | <p>Pre-Test At Enrollment (for new students) - or all students if required by PCSB</p> <p>Post-Test - between 40-</p> | <ol style="list-style-type: none"> 1. On-site (following social distancing guidelines and CASAS testing/proctoring guidelines) 2. Remote (following CASAS remote testing/proctoring guidelines) - only if needed |

| | | | |
|--|---|---|---|
| | | 100 hours of instruction | |
| Math, Science, Reasoning through Language Arts (RLA), Social Studies | GED Ready | If testing at a high enough CASAS level and with teacher recommendation | <ol style="list-style-type: none"> 1. On-site (following social distancing guidelines and GED Ready testing/proctoring guidelines) 2. Remotely, with GED Proctor - only if needed - following GED Ready Remote Testing Guidelines |
| Construction | <ol style="list-style-type: none"> 1. SAR - (skills assessment review) 2. Subject Test (e.g. Tools) | Upon completion of each unit of instruction; timing varies by student progress and unit completion timing | <ol style="list-style-type: none"> 3. SARS and Subject Tests - On-site (following social distancing guidelines) 4. Subject Tests can also be completed remotely, via the online platform |

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

N/A - As explained above, YouthBuild PCS will use our standard CASAS tests, GED Ready and Construction Tests to assess students' growth and achievement over the course of the year. Goals are aligned to our Charter Goals and Achievement Expectations and to the Adult Public Charter Schools Performance Management Framework.

Again, this does not really apply to YouthBuild DC PCS, since we continue to administer state-recognized growth (CASAS) and achievement (GED Ready and HBI Construction) tests.

As always, since our students enter YouthBuild DC PCS after dropping out, aging out, or recently immigrating to the US, their education is almost always interrupted. Our model is designed to meet students where they are, and to create a personalized learning path for each student that enables them to catch up, and often make rapid progress. Each student participates in comprehensive learning assessments (including the CASAS assessments) at the time of enrollment to determine their math, reading, and if applicable, English proficiency skills.

- **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**

As explained elsewhere in this plan, this does not really apply to YouthBuild DC PCS, since we serve young adults. YouthBuild PCS will continue to use CASAS, GED Ready, HBI data, and other data (e.g. Achieve 3000, IXL, and Steck-Vaughn (Paxen)) to monitor students' growth and progress throughout the school year. We build PD days into our calendar throughout the year to ensure that teachers have protected time to work together to review and assess students' progress data, reassign student cohorts (based on interim assessment data), and update students' personalized learning plans approximately every six weeks throughout the year.

- **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.**

When students attending non-public special education schools enroll at YouthBuild, we meet with the student, student's family (for minors), and nonpublic staff to assess the extent of interrupted instruction for students and ensure that students' Individualized Education Plan goals reflect this disruption.

If a YouthBuild PCS student requires nonpublic placement, we monitor placement to ensure that the student receives a free and appropriate public education in the least restrictive environment by implementing OSSE's placement policies and procedures with fidelity.

This includes: (1) Providing FAPE to the student before, during, and after placement in a nonpublic school; (2) Formally developing a transition plan that will assist the student in adjusting and succeeding in the new educational setting; (3) Regularly monitoring the student's progress as required by IDEA, through the IEP process, in order to formally develop, revise as appropriate, and, if appropriate, implement a reintegration plan that ensures the student's timely return to the LEA; (4) Taking the appropriate steps to allow the nonpublic staff access to the student's file in SEDs; and (5) Monitoring student progress monthly by phone or email and through quarterly visits to the nonpublic placement.

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.

YouthBuild's personalized learning model, already in place before the pandemic, is designed to best serve students who have experienced interrupted instruction. During orientation, we administer diagnostic assessments to evaluate students' reading and math skills and then assign them to a learning cohort where

they receive instruction at the appropriate level. In addition to administering CASAS post-tests to assess students' growth at regular intervals throughout the year, teachers also use in-class assessments from Achieve3000, IXL, and Steck-Vaughan (Paxen) to monitor student growth and readiness for more advanced material. As students make academic gains throughout the year, they progress to more advanced cohorts as quickly as possible, with the highest level cohort actively taking GED exams.

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.**

Adjusted Scheduling - We plan to adapt our Friday weekly community meeting to bring students together in-person and virtually, from their classrooms (if they are in-person) or from home, if they are participating in our distance learning cohort. Additionally, we have adapted our Friday schedule to offer life skills classes as well as individual and small group tutoring, so that students can focus on rapid skill acceleration.

New Curriculum Purchase - We also plan to use Achieve 3000, an adaptive learning platform that allows students to master skills, accelerate learning, and move at their own pace. This platform will be used, along with IXL and Paxen learning, to help students make rapid learning progress in literacy and math.

Additional Staffing - Finally, we have also reorganized our school culture team and added staff to provide more comprehensive and coordinated supports for students. The team will be led by a new Director of Student Supports, who will oversee our Dean and Restorative Practices coordinator, along with a Counselor and two Student Success Coaches (formerly Case Managers) who will provide individualized coaching to students. Together this team will work in concert to ensure that students have the counseling and wrap-around supports and services they need to attend school, be ready to learn, and be positioned for success.

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.

During late spring and over the summer, YouthBuild's leadership team has been working with staff and students to gather feedback, identify lessons learned, and re-think professional development. This effort has been designed to ensure that all staff have the training, tools, and the resources they need to anticipate and address student needs around safe re-opening, well-being, and accelerated learning. We will focus much of our pre-service PD, held in early August, on: 1) preparing staff to address students' social and emotional needs (participating in training with our new Director of Student Supports, along with others who have expertise in positive youth development and trauma informed support for students); 2) strengthening teachers' abilities to use new adaptive learning platforms, such as Achieve 3000, along with IXL, Paxen and others to meet the needs of new and returning students; and 3) preparing all staff to work in the building

again in a safe, welcoming and secure learning environment.

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

During distance learning, YouthBuild dramatically increased digital literacy instruction and supports for students, which proved effective not only for students' academic growth but also for their career readiness development. For example, through direct and ongoing instruction in how to use email (from the most basic steps of navigating Gmail and managing incoming emails and calendar invitations to more complex email communication tasks) students practiced essential writing skills while learning the norms of professional communication. This practice will continue when we return to in-person instruction, along with increased use of Chromebooks for all written assignments in-class, which better aligns with the administration of the GED assessment.

Likewise, during distance learning YouthBuild began holding weekly Community Meetings, during which students and staff came together to build relationships, celebrate successes, develop life skills through ongoing nutrition and cooking demos, yoga and meditation exercises, and explore important themes of inclusion and diversity. These meetings helped strengthen the bonds in our school community, as well as introduced our students to outside partners and resources. We will absolutely continue these when we return in-person.

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

N/A- YouthBuild DC PCS is an Adult Public Charter Cchool

3.C: Special Populations

Students with Disabilities

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

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

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how**

LEAs will communicate those instructional approaches to families;

- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

As an adult public charter school/alternative school with a mission of serving students disengaged from traditional school settings, even prior to the pandemic it was typical for students to enroll with us after extended disruptions to their education. Each year, the majority of new students with disabilities enroll with IEPs that have expired, often years prior to their enrollment at YouthBuild.

a. With this in mind, we conduct a thorough intake process for every student, including a one-on-one interview with a student success coach during which we inquire about prior educational experiences, last school attended, last date of attendance, and last grade completed.

During intake we also conduct the Washington State Division of Employment and Social Services Learning Disabilities Initiative Learning Needs Screening (per guidance from OSSE's Adult and Family Education division), career interest surveys, social-emotional assessments (such as the Social Problem-Solving Inventory-Revised and Coping Inventory for Stressful Situations).

b and c. Using these assessments, along with CASAS pre-test and in-class assessment data, as well as any additional psycho-educational assessments conducted for triennial eligibility reviews, we determine the nature and extent of interrupted instruction and update students' IEPs and personalized learning plans accordingly. We will continue to ensure that students are receiving access to a free and appropriate public education in the least restrictive environment possible as we work to address interrupted instruction and accelerate learning.

d and e. YouthBuild maintains frequent, consistent, and transparent communication between school team members and students (and parents, if students are minors). In addition to frequent phone calls to check in and regular online classes, YouthBuild will provide the following:

- Workshops and videos for students/parents/families on how to access and use technology for remote learning
- "Office hours" of availability of all members of the special education team so that students (and parents, if applicable) can call and ask individual questions, ask for individual support, etc.
- A variety of technologies - such as video, audio, etc. to provide supports to students and families of students who may have disabilities (e.g. a visual impairment) can access and use materials effectively.

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

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**

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

N/A

Effective Use of Funds in the 2021-22 School Year

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

N/A

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

N/A

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

N/A

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

N/A

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.