

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Statesmen College Preparatory Academy for Boys PCS

LEA Head of School Name: Shawn Hardnett

LEA Type: Elementary;Middle School

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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.

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.**

Operation Plan for Statesmen allows for in-person learning, 5 days a week, from 8:15-4:30. We have enough space on both of our floors to accommodate all students and staff while also complying with CDC and DOH guidelines. In addition to adding 105 scholars this year, we have added roughly 20 new staff members to our team to support the number of new scholars who joined us. Since we are not offering a hybrid or virtual option, all school supplies were given out over the summer and during the beginning of the school year. We distributed additional supplies at the beginning of the 2nd semester of instruction.

All students received a device that they can keep at home to support a potential move to distance learning. In the event of an unexpected closure or partial closure, we will communicate with families using the following methods;

- E-mail
- Phone calls from advisors
- Town Hall

In the event that we need to move to a virtual schedule, it will closely mirror the virtual schedule that was implemented for SY20-21.

For students or staff excluded from school due to confirmed or unconfirmed COVID exposure, instruction and school information has been delivered through an online platform. All scholars received a laptop and email address to ensure they and their families are also connected to the school. Laptop dissemination occurred at the beginning of the school year, and tech support has been ongoing.

As an LEA with a considerable amount of staff who receive the same training whether you are a teacher or IA, there has been coverage for teachers or staff who have needed to quarantine. We still plan to use our Kings 101 teachers to support ELA and our STEM teachers to support math, if this becomes necessary.

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.**

Two of our scholars currently hold a medical certification, and have been supported virtually by staff in the building using Zoom, Google Classroom, Nearpod, ST Math, Reading Plus and Gmail supported by the Chromebook they received at the beginning of the year. Similar to our schedule last year, these students receive 90 minutes of ELA and 90 minutes of math, each day, delivered synchronously with an additional hour of either Kings 101 or STEM, each day. They also participate in advisory, morning meeting, and sunset meeting for relational touch points throughout the day.

- **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;**

Our school is 2:1, so each scholar will receive a laptop for home and a laptop for school. Scholars who may have to participate in distance learning will pick up a laptop, charger, and headphones from the building.

- **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**

Materials are given out on a quarterly and by needs basis. Distanced scholars received a bag of materials at the start of the year to support their learning and will receive more throughout the year. We have a tech night for training purposes as well as weekly town halls to keep parents up to date with information and updates.

- **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.**

We use staff in the building to support online learning while using Zoom, Google Classroom, Nearpod, ST Math, Reading Plus and Gmail supported by the Chromebook each student receives. Much like we did last year, we follow a similar schedule where scholars receive 90 minutes of ELA and 90 minutes of math, each day, delivered synchronously with an additional hour of either Kings 101 or STEM, each day. Scholars will also participate in advisory, morning meeting, and sunset meeting for relational touch points throughout the day.

Student and Staff Well-Being

2.A: Whole Child Supports

3. **Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
 - **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
 - **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
 - **c. How the LEA will provide direct mental and behavioral health services for students in need.**

Every day the scholars begin with mindfulness and a relational contact in their North Star advisories. During morning meetings, scholars revisit relational contact within a larger group setting. Scholars also utilize mindfulness strategies through reading, mindful breathing, and mindful movement. Scholars are universally screened through referrals from parents and staff members. Depending on their need, scholars also participate in restorative circles to rectify conflicts and help to manage behavioral health needs. Scholars have access to individual and group sessions led by our school counselor. Sound Mind Associates, a therapeutic agency, also provides therapy sessions for scholars.

The LEA communicates the mental health referral process to all stakeholders through Town Halls led by our CEO, during Back to School Night, through North Star advisors, and directly through the school counselor.

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.

Distance learning during COVID was difficult for most schools, however we have been able to build, maintain, and leverage relationships through relational contact. For every six scholars, there is one adult that is a part of their North Star advisory. The North Star advisory helps scholars allow for a strong sense of support and belonging. With this measure in place, the scholars have relational points of contact that continued as we transitioned back to in-person learning in the school building. The North Star advisor serves as their first point of contact in times of distress and discomfort. We will continue to implement restorative practices, when needed throughout the school year.

In support of **Relationships** and **Resilience**, Statesmen is deeply committed to the practices of Restorative Justice as a frame for building relationships, maintaining a safe school environment, keeping young males scholars connected to their community and maximizing opportunities for students to learn from the impact of their choices – leading to the permanent change in their behavior. *We do not have a mandated OSS or Expulsion requirement, but will consider them when this condition is present.*

- keeping the scholar at the school is an immediate threat to the scholar, his peers or the staff

Additionally, it is our further contention that Restorative Justice is complementary to the work of Social Emotional Learning for Academic. Through RJ, young males scholars are supported in coming to appreciate how their behavior choices impact others and the community as a whole. Through SEAL, they are further supported with access to and practice of behaviors that can be used to replace those that are unaligned. As students have greater opportunities to pick up and practice these skills, they will naturally trade out other behavior patterns that are less setting appropriate.

When a young male scholar engages in unaligned behavior, the leaders and teachers may respond to the behavior in the following ways:

- In support of **Resilience**:
 - Reduce stress for the young male scholar
 - Isolate for safety if necessary
 - Provide time to cool down
 - Create an opportunity to move, walk
 - Provide water
- In support of **Relevance**:
 - Determine the needs of the young male scholar
 - Walk and talk
 - Side by side discussion
 - Write a reflection
 - Provide an opportunity to be heard, to describe what the need is
 - Resolve the problem for the young male scholar
 - Brainstorm ways to fulfill the need, list options
 - Engage autonomy/choice in utilizing an option
- In support of **Relationships**:
 - Engage the Crew System for support
 - Restore relationships for the young male scholar
 - Engage the circles process for Restorative Justice
 - Outline actions, impact, intent
 - Outline impact to groups and individuals (parents, teachers, students engaged)
 - Brainstorm actions to restore, replace, re-engage, list options
 - Engage autonomy/choice in restitution
- In support of **Rigor**:
 - Include appropriate disciplinary action
 - Reteach, skill-building and practice session, reflection writing and conversation, simple restitution (accept responsibility, apologize, repair), natural consequence model, demerits/deductions, loss of privilege, parental contact, temporarily removed from proximity of issue, community service, Crew instituted consequences, lunch or after school detention, behavior intervention plan/contract, daily school/home log, ISS, OSS, expulsion
 - Assign action implementation to Crew

To ensure that the behavior policies are equitable and do not lead to any subgroup experiencing disproportionate impact, we will monitor for fair and consistent implementation across all subgroups. We believe that the use of our PBIS system with Crew Credits

and StarCard Demerits will create relevant sources of data with which to analyze the impact of our overall approach to discipline. As a data driven organization, our School Psychologist and/or School Counselor will work with Compass Fellows to track student Credits, Crew contributions, Demerits, attendance as well as referral and discipline data. That will allow us to immediately uncover disproportionality and design mitigating action. While the school will employ a general practice of avoiding out of school suspensions and other harsh disciplinary policy, when serious infractions take place that might lead to a more severe disciplinary response on the part of the school, the school leadership will consult with teachers, counselors and special education coordinators and make a final decision.

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.

All scholars will be offered breakfast, lunch, and snacks throughout the school day provided by Revolution Foods. All food accessed by our scholars will be free. Scholars are served breakfast in their classrooms in the morning and lunch in the cafeteria in the afternoon. Lunch is broken up into 2 sessions; lower school and upper school to accommodate size. Scholars are given a healthy snack in the mid-morning to hold them over to lunch. In the case of a scholar who is learning from home due to COVID, meals are provided through community pick-up sites.

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.**

Every morning we will begin the day with mindfulness. It is important that the staff begins the day on a positive note. The day will begin with calm, quiet, and mindful breathing. Then, the staff will transition into relational activities that will focus on creating an environment of connectedness, then closing out with deep breathing and focus. Through mindfulness the staff will be taught daily how to manage their emotions, and taught how to balance, stabilize, and regulate themselves. Additionally, staff will receive professional development based on mindfulness and trauma informed practices through the school and through our partnership with Medstar WISE. Through our partnership with Wise therapeutic services we will provide individual and group therapy for staff members throughout the entire school year, along with the hosting of various professional development sessions on trauma informed care for themselves and the scholars that they teach.

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.

As an LEA, we have several touch points with our families. Each scholar/family is assigned to an advisor who speaks with the scholar, each day and the family at least twice a week. Not only is this relational for both the scholar and family, but it is a way to get important information directly to those who need it. Additionally, we send emails out on a weekly basis to families with updates and news as well as hold a town hall each Friday to do the same. We will use advisors, town halls, and surveys to solicit feedback from our families and share the information gathered as well as share the CEP information with our families using the same types of systems and platforms. In addition to the platforms stated above, families will receive student NWEA MAP scores through email and contact with their scholars advisors between the last week of school and the first week of summer break and then again after each assessment throughout the year. In addition to NWEA, the LEA uses in class exit tickets as a daily assessment tool to provide in-time data that informs next day instruction. This data also informs small group and intervention instruction based on seen unfinished learning. All information about student data is shared with families via e-mail, conferences, and through the scholars North Star advisor. With no families registered as speaking any other language than English, all correspondence will be provided in English.

2.D: Attendance and Re-Engagement

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

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: *student student work completion rate; student/family responsiveness to outreach; summative assessments; activity on-line; participation in class discussions*. All students had access to school-provided equipment by March 2020 and technology issues were addressed on an or when *brought to staff's attention*. In April 2021, the LEA first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified, 90% returned to on-site learning, leaving 10% of students as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, the school is considering the following strategies: *summer school, tutoring, longer school day, direct work with the counselor and social worker, and interventions*.

The LEA will review data on student engagement on the following basis: weekly and monthly.

Parents will be notified through their North Star advisor, e-mail, Town Hall and weekly newsletters.

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;**

We are using NWEA’s MAP to assess the extent of interrupted instruction this year. We assessed new scholars the first few weeks of school to see where they were starting and used returning scholar EOY scores to inform where they began at the start of the year.

We use NWEA MAP for ELA and math in grades 4-7. Additionally, we use the Reading Plus diagnostic to measure student reading levels and compare them to student MAP scores. In the classroom, daily exit tickets inform instruction in all content areas. We will end the year with all scholars, in all grade levels, taking PARCC and the science assessment for students in grade 5.

- **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);**

BOY MAP- Septemeber 6th-September 13th

MOY MAP- January 10th-January 21st

EOY MAP- May 23rd- June 3rd

PARCC- End of May/Beginning of June

- **d. Whether you set goals 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**

We, as an LEA, set goals for each scholar in both ELA and Math. We use the BOY score from MAP as the baseline and expect scholars to grow 10+ points from BOY to EOY. We use an internal excel document to track data and goals overtime. The process is not new and we have been using it since Year 1.

- **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**

We collect daily exit tickets in both ELA and math and input the data into a tracker. We use this data to inform small group instruction, interventions, and lesson preparation for the next day. Additionally, this data is used in PLC's to discuss trends and instructional practices.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

N/A

3.B: Employing Intentional Strategies for Accelerating Learning

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

Due to interrupted instruction, we used summer school to address the social, emotional, and academic needs of scholars. We focused on fluencies and writing in the summer to increase proficiency when scholars returned for this school year. We also restructured our lower and upper schools to address the gaps we saw due to COVID. Lower school intensive incorporates extended ELA and math blocks to support gaps as well as higher level learners. The upper school uses an entirely new, very rigorous curriculum to address their needs. We use MAP, internal assessments, and reading diagnostics to collect data and use it to inform instruction.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

- **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

- **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning

- New professional development for staff on accelerated learning

- c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

- d. Other**

- e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

Our school day is from 8:15-4:30, providing extra instruction for all scholars, each day. In addition to tutoring and intervention that will occur during the school day, scholars in grades 6 and 7 receive a new, rigorous curriculum to continue to close gaps and focus on grade level standards and content. New content, curriculum, intervention, and tutoring are supported by current and new staff that we brought on for this school year. New staff received additional training to become accustomed with Statesmen pedagogy, curriculum, and culture. New staff also attended training over the summer to acclimate themselves with the Lavinia ELA and math curricula. Additionally, all 6th and 7th grade ELA and math teachers received training in the Springboard curriculum over the summer to ensure they were ready to implement high quality teaching and learning.

To address accelerated learning, the LEA will be prioritizing prerequisites with current grade level standards by infusing spiral and fluency work into each class period in math as well as supports for students with foundational skills and building background knowledge in ELA; using student diagnostics to determine appropriate scaffolds; providing appropriate grade level assignments; use data to support all students-all while ensuring students continue to have access to appropriate on grade level content; and being proactive in class and reactive with interventions and high-dosage tutoring.

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 C.E.O., Director and Instruction/Principal, Dean of Instruction, and lead teachers. We are identifying what went well by looking at a variety of factors gathered through parent feedback, assessment results, classroom data such as exit tickets, teacher feedback, teacher observations, and student feedback. Using information gleaned from school year 2020-21, we are

planning on supporting teachers through 3 hours of professional development, Monday- Friday, over the summer, for 4 weeks. Additionally, we will hold PD on Friday afternoons from 2-5 during the school year to support needs that arise during that time. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will respond to student needs through assessment data such as exit tickets, MAP, and benchmarks, student behavior logs, attendance, and engagement.

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

One of our most effective practices introduced during distance learning was our advisory, or better known as, North Star. Scholars participated in 30 minute advisory, each day, with their advisor and a small group of their peers. This was an opportunity for a relational touch point throughout the day, scholars building relationships with their brothers, support in instruction, and a touch point for parents/families. We will continue to use North Star next year as we embed it into our daily schedule. Additionally, we continue to use e-mail, Google Classroom, and Nearpod to support in-person learning and enhance lessons with technology.

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.

We do not serve scholars in grades 9-12.

3.C: Special Populations

Students with Disabilities

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

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

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

The LEA took the following steps to ensure that students with disabilities were assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit: 1. Scholars participated in BOY assessments in both ELA and Math using MAP. 2. Scholars took a benchmark through Reading Plus to help determine their current reading level to determine interventions and supports needed for each individual scholar.

Additionally, the LEA took the following steps to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning are made available to all students with disabilities: 1. Hold annuals for scholars to determine current needs and evaluate past performance. 2. Observations in classroom settings to determine behavioral and academic needs after COVID.

The LEA will ensure equitable access to educational opportunities across learning environments by primarily teaching scholars in their general education setting with the support of student support specialists, Instructional Aides, and Dedicated Aides. Scholars also receive pull out instruction, as dictated by their IEP, to ensure they are accessing grade level standards as well as working towards their IEP goals. In each setting, scholars will receive the accommodation and modifications needed for them to be successful in the classroom. The LEA will ensure that students with disabilities receive equal access to interventions by using MAP and Reading Plus data to determine which intervention is best fit for their needs. There is dedicated time built into the schedule, every day, for intervention, as well as pull out time during core content classes. 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 using their IEP, observations, and assessment data to determine the placement needed and provide it with fidelity. Scholars will receive intervention with other scholars, with students with and without disabilities. Intervention will be mandated, each day, and delivered by a high quality, well-trained staff member to ensure scholars are receiving what they need to continue to close gaps.

The LEA will continue to support parent training for students receiving related services through distance learning by holding bi-weekly, virtual, town halls for parents of scholars with disabilities and 504's.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: 1. Bi-weekly town hall meetings, 2. Virtual and in-person training, 3. Support with graphic organizers to help with work and homework at home, 4. Lists of instructional supports that can be used on a computer.

The LEA will take the following steps to ensure that communication around instructional approaches for accelerated learning is communicated to families by: 1. Weekly town hall meetings, 2. Virtual and in-person training, 3. Lists of instructional supports that can be used on a computer, 4. Communication through North Star advisor

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

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

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

N/A

English Learners

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

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

In order to identify multilingual learners, the LEA provides a home language survey during registration. Once registered, scholars would take the WIDA assessment within the first 30 days of school to determine their proficiency level. Based on the data gathered from the diagnostic, individual plans will be made for each student outlining specific goals, scaffolds and supports, and interventions. Our Student Support Specialists (SSS) in conjunction with the grade level team will develop ELL plans that are heavy on vocabulary and phonemic awareness, delivered in visual, written, and verbal formats. The SSS will provide pullout services in both individual and small group formats based on the need of each student. The SSS will progress monitor individual goals through EdMod, an online tracker and communicate progress with parents, in their native language, quarterly in addition to the scores on the ACCESS assessment through e-mail, in-person meetings, and phone calls.

In order to prepare staff, they will receive in-school training and PD from our Student Support team on how to build out lessons, differentiate, accommodate and support any ELL in their class.

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.

We plan to use ESSER funding specifically for staffing. We plan to use ESSER funding to pay the salaries of several roles that will be instrumental in increasing learning time for students in 2021-2022. Our new Behavior Technicians have supported the return to physical school, addressing any issues that have arisen as students transitioned back to in-person learning so that instructional time can be maximized. We also added a Dean of Students for our upper school, a position that is critical in addressing learning loss for 6th and 7th grade students in SY21-22.

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.

We plan to use ESSER funding specifically for staffing. We plan to use ESSER funding to pay the salaries of several roles that will be instrumental in increasing learning time for students in 2021-2022. Our new Behavior Technicians have supported the return to physical school, addressing any issues that have arisen as students transitioned back to in-person learning so that instructional time can be maximized. We also added a Dean of Students for our upper school, a position that is critical in addressing learning loss for 6th and 7th grade students in SY21-22.

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.

We plan to use all of the ESSER funds to support the positions noted above. If any funds remain, we will use them to pay stipends to teachers and staff for tutoring our highest need students.

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.

All of our students fall within one of the high-need groups noted here.

We will ensure that our use interventions to respond to the academic, social, emotional and mental health needs of our scholars by implementing surveys to students and families that fall in these categories, through classroom observations and feedback with teachers, direct work with our mental health suite and our work with MedStar WISE, and through the use of data collected via internal assessments. We will share this data with our staff during PD, our families through North Star, Town Hall and through newsletters, and with our community and other stakeholders through multiple sets of correspondence.

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.