

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

**LEA Name: The Family Place PCS**  
**LEA Head of School Name: Haley Wiggins**  
**LEA Type: Adult**  
**Date Generated: 08/09/2021**

### Background and Purpose

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

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

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

## **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.**

The Family Place recognizes that without addressing the social-emotional, mental health, and basic needs of students, they will have a difficult time participating and succeeding at our school. By helping meet these needs, participants can reach their full potential as parents and educators for their children and be more active members of the community.

- The Family Place PCS offers a wide range of case management services to ensure an individual's or a family's well-being and stability. TFP staff takes the time to assist participants in basic, everyday needs such as setting up doctor's appointments or understanding a letter from their child's school. TFP staff and volunteers are also available for more in-depth case management with participants, such as finding transitional housing opportunities, child support, custody, or civil protection orders, or applying for public benefits like food stamps, health insurance, and unemployment.
- TFPPCS in partnership with The Family Place, Inc also provides parent support groups and individual follow-ups to assist adult students with their personal and emotional stress. The parent support sessions focus on topics relevant to students' lives and interests. TFP also refers students to other community-based organizations to meet student's needs. As many participants may not understand where to find services, TFP staff may accompany participants in order to provide language assistance, support, and confidence in obtaining necessary services. The Family Place recognizes that without meeting these basic needs, students have a difficult time participating in the classes offered at our center.
- Early Childhood support is offered for children of parents at TFPPCS when classes are in person. While classes are virtual, ECE staff will continue to support families with young children by providing daily circle time via Zoom as well as virtual homework support for children 5-12 as needed.
- Virtual Home Visits: The home visiting program is accredited by Home Instruction for Parents of Preschool Youngsters (HIPPI) USA. Staff conducts weekly home visits with families of children ages 2-4 in order to create stronger school-family relationships. During home visits, teachers communicate about educational activities with the family, as well as answer any questions that the student might have regarding the class, their children's progress, and other topics. The home visit is a valuable opportunity to strengthen relationships and partner on approaches, services, and strategies that may be of assistance to the family.

#### **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.**

In general, as an adult school we do not face the same disciplinary issues that K-12 schools experience. TFPPCS student issues deal more with life circumstances and responsibilities that may preclude students from fully participating in classes. TFPPCS will follow the protocols outlined in our discipline policy in the Student and Family Handbook as well as provide additional support to students as possible.

- Case managers and support staff will conference with families and if necessary, refer students to mental health services for students displaying needs for support.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- Teachers and support staff will provide ongoing reminders for students about classroom expectations.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Teachers will communicate concerns with families by phone, email, and text.

The Family Place Public Charter School will implement disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students that are age-appropriate and consistent with applicable law including, but not limited to, IDEA, Section 504 and the Americans with Disabilities Act. If TFPPCS disciplines an adult learner 18 years or older who is eligible as a student with disabilities, we will ensure IDEA requirements governing the discipline and placement of students with disabilities are followed. We will conduct a Manifestation Determination Review during the disciplinary process if such a review would result in a change of placement.

The Chief Academic Officer is the responsible administrative officer for ensuring staff's compliance and training in the use of the Code of Conduct and Discipline Policy. Infractions leading to suspension and/or expulsion at TFPPCS.

## **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.**

Through training and briefings, we will support staff to cope with social and emotional, as well as health and safety concerns. We will provide information about DC health Department resources and partnership with DC organizations.

TFP cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. At times it is possible for employees to solve their problems either on their own or with the help of family and friends. However, it is sometimes essential for employees to seek professional assistance and advice.

Through its EAP, TFP provides confidential access to professional counseling for help in confronting such personal problems such as substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. The EAP is available to all employees and their immediate family members offering problem assessment, short-term counseling, and referral to appropriate community and private services.

The EAP is strictly confidential and is designed to safeguard the employee's privacy and rights. Information given to the counselors may be released only if requested by the employee in writing. All counselors are guided by a Professional Code of Ethics.

Response:

During School year 20-21, TFPPCS offered three staff professional development sessions facilitated by a licensed social worker experienced in trauma-informed care. The main purpose of these sessions was anti-racism and anti-bias training. However, because of the sensitive nature of the topics, the facilitator included self-care techniques for staff to use during these sessions. For the upcoming SY 21-20, TFPPCS has tentatively scheduled additional sessions in this professional development series.

TFPPCS also works with a licensed psychologist to conduct self-care and wellness sessions for staff and will continue to do so throughout SY 2021-22.

## **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.**

TFPPCS will communicate with students and families at registration and upon enrollment in individual classes. Information will also be shared through its website, Facebook, Instagram, and Twitter feeds. We will make available information about reopening school –mask wearing, disinfection, vaccinations, and outbreaks; having class and virtual discussions with our adult learners; and making available our case managers for on-demand information. We have student representatives on our Board who will share information with our students and families. All communication will be available in the home languages of our students. With respect to assessment results, this information will be shared by classroom teachers and support staff as part of individual student goal setting and monitoring process.

Response:

Our Spanish speaking adult learners are also parents and members of multigenerational families. Most are new immigrants to this country and are working hard to learn English to improve their employment future and the quality of life. For most, Spanish language is identity affirming as well as strong family values and relationships. Our students have adopted social media and are highly reliant on Smartphone technology to stay in touch with family and friends both here and in their home country.

Our students have heard conflicting information from media and politicians about the coronavirus, wearing masks and getting vaccinated. We have found that our students rely on trusted and personalized sources for information. Our approach to sharing information about TFPPCS's plan for reopening will be through face-to-face and use of social media strategies.

### **Getting Feedback on the Plan**

- Our adult students have participated in 2 surveys soliciting their feedback on school year 20-21 and asking for their input on SY 21-22.
- We are also gathering input from students throughout our registration process in July-August in preparations for classes to begin on August 30<sup>th</sup>.
- Near the end of the first month of class we will conduct a written survey in Spanish, to solicit comments and suggestions about the plan.
- Following class discussions, we will ask for comments and feedback about the plan In Spanish and English as part of the instruction for the day.
- Case managers and registrars will record feedback about the plan.

## 2.D: Attendance and Re-Engagement

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

Re-engagement for adult schools looks different than for K-12 schools. There is no mandatory enrollment/attendance and students who enroll do so voluntarily. Case Managers and teachers regularly reach out to students with attendance and retention issues with a focus on supporting them to return to school. The majority of our student from SY20-21 plan to re-enroll in SY21-22.

Response:

TFPPCS will use best practices for fostering and enhancing adult learner engagement and goal achievement during remote learning and school reopening. We have found through our survey that our adult learners suffered from the COVID-19 pandemic chiefly from the loss or sickness of family members to the virus; loss of jobs or irregular employment, food insecurities and the threat of eviction because of non-payment of rent. We were surprised to see that our students did not suffer the loss of learning nor chronic absences or disengagement due to remote learning as much as anticipated. These traumatic occurrences were exacerbated by our adult's not being eligible for unemployment and other federal government benefits—and so a frayed safety net.

Through the dedicated efforts of all of our staff to upgrade instructional approaches and TFP serving as a community school to meet economic and employment as well as other health, safety and nutritional needs, our students maintained a 78% average attendance and retention rate and 48% made educational gains. TFPPCS staff provided 65 Chromebooks and 41 WIFI's to our adult learners; a bilingual help desk responded to 396 calls; and in-person CASAS testing to 85 % of students learning online. We hired a new instructional coach and math instructor for targeting in-class and asynchronous tutoring; implementing Google in the Classroom; and conducting in-person CDA and ServSafe training.

Our theory is that TFPPCS must address the traumatic events impacting social and emotional challenges that our adult learners faced and will continue to face if we are to maintain their pursuit of learning English and acquiring marketable skills while providing a consistent instructional approach. As traumatic events negatively impact students' sense of well-being, TFPPCS will re-engage students by utilizing trauma-informed practices that focus on routines, relationships, and social-emotional support.

Our approach consists of the following:

1. Raising awareness of students by integrating their experiences due to COVID-19 into the ESL instructional program—including information about resources for help in the DC community.
2. Case managers identifying and working with targeted students with the greatest needs and conducting Protective Factors Surveys.
3. Inviting DC representatives from agencies to participate in class discussions about available resources to create an environment of trust so students could seek help.
4. Reinforce during the year the importance of consistent attendance and engagement to raise expectations of all adult learners.
5. Case managers to conduct mini-sessions with the neediest students to help them develop coping and self-regulation skills.
6. Connect and make referrals to community partners who can provide additional support, particularly The Family Place.

## 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;**

During the pandemic we implemented most of the ESL curriculum as planned but because of the shorten virtual sessions we did not spend enough time on the new math, Foundations and CDA programs as desired.

For the upcoming school year, TFPPCS will focus on the reading and math content areas and administer CASAS assessments as well as teacher-made tests and workbook quizzes.

TFPPCS will administer CASAS pretests to all learners enrolled in ESL and CDA classes. For ESL classes we will use CASAS Appraisals and Individual Competency Skills, reading and math assessments; for the CDA class we will also use CASAS as well as the completion of a professional portfolio; and for Foundations of Literacy classes we will use the standardized INEA Module tests.

Pre-assessments will allow us to assess which class students should attend based on their score. Teachers will use information from individual and class CASAS profiles to structure the classes based on learner needs.

- **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);**

Preassessments will be administered before the first day of class for each student. Summative assessments will be administered according to the following: ESL –after 50 contact hours; Foundation—upon module completion; and CDA—upon completion of course modules and individual portfolios. Teachers will monitor the results of the assessments as completed and share with adult learners.

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

The CAO will be attentive to non-academic performance indicators as well—employment, attendance, and program completion. TFPPCS will carry out the following process and method for identifying and administering assessments during SY 2021-22: Assessment, Monitoring and Reporting Process

- Intake: Collect demographics, goals and needs data
- Screen: Washington State LD Screen
- Locator/Appraisal: Administer to determine appropriate CASAS pre-test
- Pre-test: CASAS ESL Life and Work Reading
- Performance competency: Run Individual Competency Profile to determine instructional focus
- Individual plan: Develop academic and career pathway

- Placement: place in appropriate academic, work preparation and training program
- Monitor progress: Conduct regularly scheduled formative assessments (portfolios, quizzes, chapter and unit tests), Post-test, Core Outcomes and education completion
- Reporting: End of year Outcome and Goal completion

- **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**

TFPPCS will continue to use its standard CASAS and INEA assessments.

TFPPCS **staff's approach to assess** student's basic English language proficiency in-person and by administering the CASAS tests online. We noted:

- How well students communicated and filled out forms
- Number of years of formal schooling and other information
- Other factors affecting student comfort level or anxiety levels.

TFPPCS administered only state sanctioned assessments. Form 80 Appraisal - **a reading appraisal for all learners and a listening appraisal for ESL/ELL learners**

- Reading: 25 test items – 25 minutes
  - For all learners; Accurate through Adult Secondary Level
- Listening: 26 test items – 30 minutes

**For English Language Learners only; Accurate through Advanced ESL Level**

[CASAS Intake Process](#) (recommended)

- Six-Question Oral Screening (optional); For English Language Learners only
- Two-Question Writing Screening (optional); For all learners

English learners will take the CASAS Appraisal, and Pre-test within the first month of enrollment to determine level of English proficiency placement. Once the student's learning needs are understood, the student will receive English language instruction based on their ESL level. Individual teachers continued monitoring of language acquisition through the remainder of the class term.

- **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.**

NA

### **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.**

TFPPCS’s overall approach to **accelerate learning** is to expand operational strategies to include offering extra time for learning thru the use of instructional coaches, digital skills training to better use technology and online education programs; and use of formative assessment tools, including CASAS individual and class Competency Skills profiles; and online learning management systems such as Google Classroom.

**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 class schedule: we are offering both in-person and virtual ESL classes at different times of the day to accommodate student work schedules, health concerns, childcare needs, etc.

New intervention program or support: provide additional individual and group tutoring support to students, provide additional technology instruction and support.

New uses of staff planning time for accelerated learning: provide additional planning time for teachers who teach the same language level to coordinate instruction and accommodate students with a health concerns or scheduling conflict.

Additional staffing: we will add a part-time multi-level in-person instructor, additional instructional tutors, and other instructors if needed depending on class offerings.

New hardware purchase: purchase additional student chromebooks, hotspots if needed, classroom technology.

New software purchase: purchase language practice programs (My English Lab, ESL English, etc.), other instructional software.

**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.**

Our staff development at the beginning of school and during the year will focus on coordination and case management to accelerate learning for all students and target instruction for struggling students. Staff development over the summer will focus on lessons learned during SY 20-21. Teachers will share effective techniques for remote and post pandemic instruction with each other. Digital literacy and new technology in the classroom will continue to be a focus whether teaching in-person or remotely. We are extremely proud of all the digital literacy gains of adults students this year and want to continue to empower our students to effectively use technology in their daily lives.

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

As of June 2021, of the 124 students, 109 (87%) took CASAS reading Pre/post-test resulting in 80 students (73.3%) making EFL or 4-9 points gains on post-tests. Compared to last year's CASAS results (71% made EFL gains), students did not appear to lose ground during the period of remote learning due to COVID-19. However, only 9 (35%) of 26 Foundations students advanced a module which was lower than the 46% the previous school year. We are concerned that the unusual experience of the pandemic and the novelty of adult learners doing school work at home may distort how students will perform when we are nearly back to a "normal" situation. We did learn that virtual and hybrid learning situations are here to stay and highly preferred by our students. We are amazed at the speed in which most of our staff embraced the usefulness of virtual learning.

Our **takeaways** are that despite the turmoil caused by the pandemic in terms of our students' personal and family lives, their employment risks and failures, economic hardships and uncertainty about the future, our students remained resilient and optimistic. They stuck with the ups and downs of remote learning when the flat screen could not replace the positive touch from their teachers. They took the assessment process seriously and performed greater than expected. We will need to raise expectations before administering the CASAS tests to encourage students to perform well.

**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.**

NA

### **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.**

TFPPCS is an adult school and has opted out of IDEA. That being said, we still do our best to meet the individual needs of students. TFPPCS serves one of the most vulnerable populations in the District—newly arrived, non-English speaking immigrants, many of whom had interrupted formal education in their home country and today are low income and not eligible for most federal safety-net programs.

Although we screen for learning disabilities and make instructional and assessment accommodations, many of our adult learners have not attended US schools; therefore, these students may have undiagnosed special needs and are highly vulnerable to the coronavirus. Twenty-nine percent of our students are ages 50 plus years old and in the high-risk group. Most are currently employed and work in essential occupations such as childcare, food servers and handlers, grocery clerks and construction. Many of these adults are worried that they may not have a job in the future because they are on the bottom of the skills ladder. Approximately, 60 percent have school aged children and have to deal with childcare, K-12 schooling, and working every day.

Although it is rare for TFPPCS to have learners with documented disabilities, we will do our best to accommodate to their learning needs. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. Official learner records such as the Individual Education Plan (IEP) document the need to use accommodations. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on a standardized test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. If no documentation is available, adult agencies can often contact the local division of vocational rehabilitation or the learner's secondary school to request documentation of a disability. For learners with documented disabilities, local assessment staff may provide accommodations in administration procedures, such as allowing extra time, repeating directions, breaking an assessment into two sessions, using a separate room, giving frequent breaks, or providing a sign language interpreter (for test administration directions only). Accommodations in learner response may include using a sound amplification device, using a test reader and scribe, using a simple calculator for math, using a touch-screen monitor, typing on a Braille keyboard, using speech-to-text software, and using screen reader (text-to-speech) software.

**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.**

NA

### 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.**

NA

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

NA

**21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>7</sup> of the funding.**

NA

**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.**

NA

## 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.