



Application Questions for School Year 2022-23 Continuous Education Plans (CEPs) and 2022-23 Health and Safety Plans

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being, and accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs will also satisfy US Department of Education (USED) requirements for updating 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 CEP application, as well as the health and safety plan, are closely aligned to OSSE's [Guiding Principles for Continuous Education](#).¹ These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, 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. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2022-23 school year, including for in-person learning and situational distance learning under limited circumstances. We strongly encourage you to review these guiding principles closely before drafting your CEP application

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon review and approval by OSSE.

For public and public charter LEAs, the deadline to submit 2022-23 school year CEPs is **July 29, 2022 at 12 p.m.**

LEAs may submit their applications via OSSE's [Quickbase portal](#). Additional information on the application submission process can be found on OSSE's [Guiding Principles for Continuous Education webpage](#).

¹ Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and situational distance learning settings.

**Carlos Rosario International
Public Charter School
Continuous Education Plan SY 2022-23**

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Continuous Education Plan Questions

Situational Preparedness

Support Across Learning Environments

I. **To be prepared for situational distance learning, the LEA has a plan for:**

The provision of situational distance learning through either:

Option 1: Provision of 1:1 learning devices.

- As of the submission of this plan, the LEA has **2400** learning devices.
 - a. Distribution Strategy:**
 - The Wi-Fi enabled devices will be distributed to all students at the beginning of the school year.
 - b. Approximately __% of our students have access to broadband internet/WIFI at their situational distance place of learning.**
 - Approximately 50% of our students have access to wifi at home, though the speed and amount of data available is largely unknown.
 - c. In the space below, please describe the LEA's plan to provide internet access to students who do not currently have it in the event of the need to move to situational distance learning.**
 - All student learning devices are wifi enabled, through the use of data cards. Each laptop has 3 gigs of data a month included for the explicit use of accessing digital learning platforms and materials.
 - d. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.**
 - We will distribute our laptops and materials to students the during the first week of each semester.
- II. **Method for family engagement (including communication) during situational distance learning.**
 - a) Describe the LEA's method for family engagement during situational distance learning in the space below.

Over the course of SY 2021-22, the School solicited feedback from students regarding class schedules, health and safety, and their learning. Our community of staff will continue this trend and incorporate our adult student feedback. The solicitation of feedback has occurred through the use of surveys and inviting feedback from Student Government representatives.

During the 2022-2023 school year, we will conduct at least one survey per semester in a similar timeline with the focus groups as a way to reach out to the whole student community and focus groups with the Student Government Representatives at both campuses. The surveys will be conducted in English, Spanish, Amharic, and French to cover our most dominant language groups within our school population. Feedback from the surveys will continue to influence changes and plans for the school and will be communicated to the school community.

- b) **Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.** Describe the LEA's communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

The school will communicate the campus closure with students via Remind or Student Information System (SIS) messaging system and students will continue their learning virtually. We have used Remind as our community communication platform while our new SIS is being created and rolled out simultaneously. Once the messaging system (email and SMS text) is complete and tested for accuracy, we will migrate from Remind. We will notify students through text messages and emails. Teachers will help reinforce these messages through Schoology. If students have questions, they will be able to call the school phone number or reach out to their teacher.

- c) **Family training and support.** Describe the LEA's situational distance learning training and support for families in the space below.

Our adult students will all be given a laptop to support them in accessing their educational materials. Our general hybrid schedule, where students attend 3 days in person and the remaining day virtually, will ensure that students have the familiarity necessary to seamlessly transition to distance learning if the occasion arises.

- d) **Teacher training on technology, tools and remote instruction models before the school year.** Describe the training for teachers on the LEA's technology, tools and remote instruction model in the space below.

We are in the process of creating our staff professional learning plan to account for and accommodate our new hybrid schedule. As well as, build skills for staff to meet new and emerging student needs for accelerated learning. The process is being led by professional development specialists, in partnership with academic administrators and faculty. All plans will be informed by stakeholder feedback and classroom evaluation data. We are identifying what would work well by looking at a variety of factors. Using information gleaned from school year 2021-22, we are planning on supporting teachers through two weeks of in service prior at the start of the school year with continued bimonthly professional development for all faculty. Strategies will continue to be added to our repertoire as we gain more understanding of students'

actual needs after the start of the year. As the year continues, we will revise our plans to ensure they meet our teams’ needs. Additionally, we will leverage data cycles of the start of semester, mid semester and end of semester each fall and spring and ensure our professional development planning is informed by the most current student achievement needs.

- e) **Articulation of clearly communicated student, teacher and family situational distance learning expectations.** Describe the LEA’s expectations in the space below.

Remind has been the School’s messaging tool where students, teachers, or other team members engage. Remind is an option for students to also receive instructional support and submit assignments. As our new SIS continues to be built out, messaging via email and text will come from this system and Remind will be phased out.

If our hybrid classes must switch to full remote learning due to a situational change, students would simply implement the same strategies used on virtual days to continue learning remotely until we are able to return to our normal schedule. Having a hybrid schedule will make this change seamless for our learners and we do not anticipate any challenges. Hybrid students transitioned well to situational distance learning in SY 21-22 during the Omicron surge.

- f) **Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.** Describe the LEA’s schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

School Class Schedule

*Some programs vary slightly from the schedule below.

	M	T	W	TH	F
AM (9:00-11:30)					
Hybrid	In building	In building	In building	Via Zoom	Via Zoom
PM (12:00-2:30)					
Hybrid	In building	In building	In building	Via Zoom	Via Zoom
EVE (6:00-8:30)					
Hybrid	In building	In building	In building	Via Zoom	
Virtual	Via Zoom	Via Zoom	Via Zoom	Via Zoom	

Schoology is the LMS for the Carlos Rosario School. Classroom teachers will monitor a combination of students' synchronous class participation and engagement via Schoology or Remind for daily submission of daily asynchronous work, such as discussion boards, assignment submission (could be a photo of work, engagement in a document, etc.) on virtual instruction days.

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The Carlos Rosario School will implement the following steps to address absences:

- Teachers, support staff and administrators will collaboratively follow-up with absent students.
- Teachers will contact absent students via Remind, email, and phone to determine reason for absence and determine support needs for student future attendance.

Adult learners have many competing priorities that can make attendance difficult at times. We seek to maintain high levels of engagement with each learner by maintaining constant communication with our learners at the classroom level. In alignment with our adult learner goals and present needs, students will be marked present for active participation in synchronous class session via the established instructional mode (virtual, hybrid, or in-person). Marking a student present with sufficient engagement requires the student to attend synchronous class sessions and actively participate. Teachers are required to enter attendance by the end of the day.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in the 2022-23 school year. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see OSSE's [2022-23 Guiding Principles for Continuous Education](#). If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help respond to and reduce the risk of coronavirus (COVID-19) transmission among students, staff and visitors in the 2022-23 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools is available [here](#). The school policies and procedures are designed to be flexible and responsive to new guidelines that may be issued by CDC, OSSE, and DC Health.

Health and Safety Plans for SY 2022-23

1. Everyday Prevention Measures (Regardless of COVID-19 Community Level):

a. COVID-19 Vaccination

i. COVID-19 Vaccination Requirement:

The school has a policy of vaccination requirement as a condition for employment that includes medical or religious exemptions. Beginning SY 2022-23, all students will be required to be vaccinated for COVID-19 unless there is medical or religious exemption. The School will clearly communicate this requirement in advance and provide an appropriate process for medical and religious exemptions.

ii. School COVID-19 Vaccination Advocacy & Support Plans:

The School is strongly encouraging all School community members to get vaccinated and be up-to-date with recommended doses as soon as they are clinically permitted to do so. As an adult school, all School community members are eligible for the vaccine based on age, although a small number of individuals may have contraindications for getting the vaccine. Additional advocacy and support measures include:

1. Sharing information about COVID-19 vaccinations from trusted resources, such as DC Health, and CDC.
2. Publicizing community vaccination events and informational programs.
3. Providing vaccine information to the school community in multiple languages, including English, Spanish and Amharic.
4. Providing employees with paid time off to get vaccinated. Ensuring there is no penalty for students who are absent from class due to getting vaccinated.
5. Hosting vaccination information webinar for School community with trusted community health organizations (e.g., Mary's Center) and representatives from the healthcare field.
6. Hosting vaccine clinics on-site with language support in English, Spanish and Amharic, including evening hours that will be critical to support our school community members who work or have other responsibilities during the day.
7. Sharing information about how people who are not up-to-date with their COVID vaccination, if exposed, will be required to quarantine for at least 5 days while those who are up-to-date will not need to quarantine unless they develop symptoms (see masking and quarantine policy below).

b. Staying Home When Sick

The School strongly advocates the need to stay home when sick as an important everyday COVID prevention measure. The School uses various methods, including signage in the

school building, to remind students and employees of symptoms that should make them consider staying home.

c. **Physical Distancing**

Six feet distancing is recommended in school buildings whenever possible. Masking is required when closer than 6-ft apart, including but not limited to hallways, classrooms, offices/work areas, bathrooms, and during all other activities except as expressly permitted, such as when actively eating or drinking. There is no limit to the number of people who may be in a room or area, so long as health & safety protocols for masking are followed. Just as with indoor activities, there are no limits to the number of individuals who may participate in outdoor activities so long as distance is maintained.

d. **Face Masks When Persons are Unable to Maintain 6-ft Distance**

Everyone will be required to wear a face mask in situations where they are unable to maintain 6-ft distance such as in the kitchen, nursing lab, classrooms, and all other indoor areas, except when actively eating or drinking. In spaces where 6-ft distancing can be maintained, masking will be optional. When community levels are high, everyone will be required to wear a face mask at all times.

e. **Isolation**

Individuals who test positive and/or are symptomatic for COVID-19 should self-isolate, monitor their symptoms, and consult healthcare professionals. The school will communicate with them regarding:

- i. When they are allowed to return to campus consistent with CDC guidelines:
 1. Regardless of vaccination status if symptomatic, isolate *for at least 5 days*. To calculate the 5-day isolation period, day 0 is the first day of symptoms. Day 1 is the first full day after symptoms developed.
 2. You can end isolation after 5 full days **IF** you are fever-free for 24 hours without the use of fever-reducing medication **AND** your other symptoms have improved (loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation).
 3. You are required to continue to wear a well-fitting mask around others while at school for 5 additional days (day 6 through day 10) after the end of your 5-day isolation period. CDC also recommends wearing a mask at home and in public during this period.
- ii. How they can be connected with school resources if needed:
 1. Students will be connected with Student Services for assistance if needed.
 2. Students will be provided information on how to continue their virtual learning remotely (if they don't already have that information).
 3. Staff will be connected with HR for assistance if needed.

f. **Quarantine**

Following [CDC guidelines](#):

Whether vaccinated or unvaccinated, individuals who are exposed to a COVID positive person are no longer required to quarantine and may continue to work and attend school. **HOWEVER**, exposed individuals will be required to wear a well-fitting mask at all times for 10 days, monitor for symptoms of COVID for 10 days, and test for COVID on day 5. If test results are positive, individuals need to notify the school and follow isolation protocols.

Staff should contact HR. Students should contact the principal of their respective campus. Contractors/visitors should contact the School COVID Point of Contact.

g. Hand Hygiene and Respiratory Etiquette

- i. Wash hands often with soap and water for at least 20 seconds. If not able and hands are not visibly dirty, use alcohol-based hand sanitizer. It should be alcohol-based hand sanitizer that contains at least 60 percent alcohol.
- ii. Avoid touching eyes, nose, mouth with your hands.
- iii. Cover coughs and sneezes with tissue or elbow/shoulder. Used tissues should be thrown in the trash, and then wash hands or use hand sanitizer immediately after.
- iv. Use hand protection when touching surfaces or door handles, or make sure to clean hands immediately after. The same goes when using shared equipment such as printers or copiers.
- v. When entering or leaving a room, use hand sanitizer.
- vi. When using a desk, workspace, or area to eat in (e.g., in the cafeteria), use hand sanitizer and use an alcohol wipe to clean the immediate desk or area you are using.
- vii. Limit sharing of equipment and supplies to the greatest extent possible.
- viii. The School expects everyone to perform hand hygiene at the following key times:
 1. Before and after eating food.
 2. Before and after group activities.
 3. After using the restroom.
 4. Before and after putting on, touching, or removing face masks or touching face;
 5. After removing gloves; and
 6. After blowing one's nose, coughing or sneezing.
- ix. Encourage everyone to bring their own water bottle and use touchless water dispensers. During this time, the water fountains remain shut off and not in use.

h. Optimizing Indoor Ventilation and Air Quality

- i. On an ongoing basis, the School will maintain ventilation systems by, among other things:
 1. Ensure ventilation systems are operating properly.
 2. Use MERV 13 filters on interior and exterior air vents at both campuses and replace them on a quarterly basis.
 3. Quarterly servicing of air handlers including cleaning and sanitizing.
 4. In conjunction with the quarterly cleaning and sanitizing maintenance cycle, the air intakes at both campuses are set to circulate the maximum amount of outdoor air subject to other conditions, such as heat and humidity.
- ii. Interior and exterior doors may not be opened to the extent they are fire-rated or based on other safety and operational requirements. This means that they are not allowed to be propped open or otherwise left open. Leaving doors open would also circumvent the School's security and emergency response system, and would cause the ventilation to not work as properly.
- iii. The School has very few windows that are able to open, and based on its review of the ventilation system and other health & safety considerations, the School has determined these windows should remain closed at this time.

i. Cleaning and Disinfection

- i. The School's cleaning contractor supplies its own cleaning, disinfection and sanitization supplies to ensure it complies with the School's contract for the provision

of those cleaning services on a regular, and special as-needed basis (such as in the event of COVID-19 infection or spread on campus).

- ii. The School requires anyone cleaning and disinfecting on campus following infection or outbreak on-campus to wear gloves due to the COVID-19 health and safety risks. This requirement is extended to all contractors. The School periodically conducts random checks to ensure that its employees and contractors are complying with all health & safety requirements, including but not limited to the cleaning and disinfecting schedule. While these obligations are not expressly mandated in the School's existing cleaning contracts, the contractors are obligated to comply with applicable laws and school requirements.

2. Enhanced Prevention Measures:

a. For Medium or High COVID-19 Community Levels (or Facility-Specific-Needs)

i. Masks:

The school requires masking when individuals are unable to maintain 6-ft distancing and will require masking at all times (other than when actively eating or drinking), during High COVID-19 Community Levels.

Details on face mask requirements:

1. Everyone is expected to bring multiple face masks with them to school each day. If they do not have a face mask, a face mask will be provided that may be disposable.
2. Face coverings should be two to three layers of tightly woven fabric, cover the nose and mouth, and fit snugly against the sides of the face. Alternative face coverings that do not meet these requirements will not be permitted.
3. Face masks with vents or valves are not permitted. Face gaiters or bandanas are not permitted.
4. Clear face masks (not face shields) may be considered such as for communicating with students who are deaf or hard of hearing.
5. Clear face shields may not be used instead of a face mask.

As an adult school, we expect that everyone should be able to wear masks unless there is a contraindication, medical or other, for doing so.

ii. COVID-19 Screening Testing:

The school practices test-to-return screening following semester breaks and long weekends using rapid test antigen kits contingent upon supply from OSSE.

b. For High COVID-19 Community Levels (or facility-specific needs)

i. Avoiding Crowding in the Facility:

Common areas, including hallways, stairwells, and elevators, have been marked with physical distancing signs on the floors and walls to remind everyone to maintain 6-ft distancing, and to stay to the right side in hallways and stairwells to allow for 6-ft distanced two-way traffic if needed. The school will **require** masking at all times (other than when actively eating or drinking), during High COVID-19 Community Levels.

1. Staff lounges: 6-ft distancing is encouraged whenever possible and masking is required except when actively eating or drinking. Employees should also use provided alcohol wipes when touching common touch surfaces and wash their hands or use hand sanitizer immediately after.

2. Cafeteria: we will revisit protocols regarding the use of cafeteria when community levels are high.
3. Water dispensers: Touch water dispensers and water fountains have been removed or disabled; both campuses now have touchless water dispensers for all community members to use, and people are encouraged to bring their own water bottle to use.
4. Restrooms: Individuals who use bathrooms are required to wear a mask at all times.
5. Computer station in Harvard front office & SG staff lounge: These computer stations are usually used for non-exempt staff to clock in and out. During the pandemic the School shifted to using an app for clocking in and out, therefore this computer station should not be needed for that purpose. If still in use, staff who use the computer should clean the surfaces they touch with the cleaning product provided at the computer station.
6. Photocopiers, printers, paper cutting boards: To the greatest extent possible, these and other community use items will be limited for use by individuals working on that floor and in that department, classroom, or office. Staff who use the equipment should immediately clean the surfaces they touch with the cleaning product provided beside the equipment.
7. Lockers: Individuals who use lockers are required to wear a mask at all times.
8. Hallways & Stairwells: There will be hallway traffic flow direction markings on the floor and walls with two-way traffic separated by 6-ft or maximum possible where space is not sufficient. Hallways will not be used for sitting or congregating. All furniture for sitting during breaks has been removed or closed off for use. Instead of having students stand or sit in line in the hallway, school departments such as Registration, Assessment, and Student Services will try to use other methods for scheduling appointments with students that need to be done in person, and always maintain 6-ft distancing during necessary meetings or use a plexiglass barrier if not feasible to distance. As much as possible, the School will arrange virtual appointments with students.
9. Entrances: Separate designated entrances introduced to mitigate COVID will no longer be required.
- ii. Prioritizing Outdoor Activities:
During high community level outdoor activities will be encouraged.

3. Additional Facility Responsibilities:

- a. Contact Identification and Communication
 - i. Contact Identification/Contact Tracing:
 1. When a case of COVID-19 is identified at a school, contact identification will be carried out by designated staff (HR for employees, and COVID team for students) to identify and advise potential close contacts. Close contacts will be advised to wear a well-fitting mask and monitor for symptoms for 10 days and test for COVID on day 5 (refer to 1. F above)
 2. The school has a process in place to notify individuals who may have been exposed to COVID-19 at the school (e.g., a letter, an email, a phone call).
 3. Contact identification focuses on COVID-19 cases who started having symptoms or tested positive for COVID-19 in the last 5 days. Contact notification should focus on those who were exposed in the last 5 days.

4. The School requires anyone (employees, students, visitors, contractors, etc.) visiting campus who later learns they are COVID-19 positive and they were on campus during their infection period to inform the School's COVID Points of Contact. (The infectious period starts 2 days before symptom onset date (or positive test date for people who do not have symptoms) and typically ends 10 days after symptom onset date (or positive test date for people who do not have symptoms).
- ii. School Health and Safety Communication
 1. The School will follow CDC and DC Health guidelines regarding communication with COVID positive or exposed individuals in the school. As an adult school that will be offering virtual, hybrid, and in-person learning for SY 2022-23, students will have an opportunity to continue their learning remotely during any isolation or quarantine period due to COVID-19.
 2. The school will share the following with potentially exposed staff and students:
 - a. Education about COVID-19, including the signs and symptoms of COVID-19.
 - b. Referral to Guidance for Close Contacts of a Person Confirmed to have COVID-19: Quarantine and Testing, available at: <https://coronavirus.dc.gov/healthguidance>
 - c. Information on options for COVID-19 testing in the District of Columbia, available at <https://coronavirus.dc.gov/testing>
 - d. The privacy of the staff or student will be maintained.

4. Reporting:

The School will notify DC Health if:

- i. There are 25 or more confirmed COVID-19 cases tied to a single event that occurred at or was hosted/sponsored by the facility.
- ii. Notify DC Health by submitting an online form on the DC Health COVID-19 reporting requirements website: <https://dchealth.dc.gov/page/covid-19-reportingrequirements>
 1. By submitting a Non-Healthcare Facility COVID-19 Consult Form. When unable to access the Non-Healthcare Facility COVID19 Consult Form, the cases will be submitted via email to covid19.epita@dc.gov.
 2. DC Health will be notified on the same day the outbreak is reported to the facility, as soon as possible after the facility is notified.

2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of COVID-19 in its facilities.

Website link: <https://www.carlosrosario.org/public-information/>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

3. 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**
 - i. Adjusted class/block/bell schedules**
 - ii. After-school programming
 - iii. Longer school day**
 - iv. Longer school year
 - v. Summer programming
 - vi. School break/holiday programming
 - vii. Weekend programming (e.g., Saturday school)
- b. **Instructional Changes**
 - i. High-impact tutoring²**
 - ii. New curriculum purchase
 - iii. New intervention program or support**
 - iv. New uses of staff planning time for accelerated learning
 - v. New professional development for staff on accelerated learning
- c. **Staffing and Related Supports**
 - i. Additional staffing
 - ii. Additional vendor and/or community partner support
 - iii. New hardware purchase
 - iv. New software purchase**
- d. **Other**
 - i. Please describe.
- 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.

Schedule Adjustments/Longer Day

As an adult education school, we have sought ways to support our students to persist in their studies despite the many challenges they face in their lives. Our new school hybrid model gives students flexibility so they do not have to choose between working to provide for their families and studying to ensure greater financial opportunities for their future. The new model and schedule was designed in consultation with all stakeholders in our community and ensures that we have considered multiple factors to keep our community safe, ensure academic rigor, and help staff balance the stressors of the pandemic. We have adjusted the afternoon class schedule to accommodate parents who need to pick up young children and hospitality workers who begin work in the late afternoon. We have also reduced the amount of time that all students spend in class and have structured independent work to support a wide range of work schedules. This has resulted in an ability to extend learning for our students, without adding to the number of hours they spend physically in class.

In addition to our new hybrid model, we have also created a Virtual Demonstration Pilot (VDP). The VDP aims to take the lessons learned during the pandemic to intentionally create a virtual class experience for our ESL learners. One class from each of our ESL level will participate with students who are re-enrolling. The purpose of this pilot is to pressure test our ability to re-create our in-person model for a virtual environment. The end goal is to expand learning options for adult learners and make education even more accessible and equitable.

² Please see OSSE's guide, [High-Impact Tutoring: A Proven Strategy to Accelerate Student Learning](#), released March 15, 2021.

High Impact Tutoring/Program Support and Interventions

We support our students' academic needs in a variety of ways. We have added tutor and paraeducator positions to support students with developing the necessary digital literacy skills for our new 1:1 device structure. We have also used grant funds to design solutions to increase capacity for device maintenance and tech on-boarding support for our learners.

Our Tutoring and Student Academic Resource Team programs are designed to funnel resources to the students in the most need. As an adult education school, we are not required to provide SPED services, but these programs ensure that students with unique learning needs are well supported. Using the four tier system of support the student support team develop students' academic support plans which would include appropriate goals, setting, accommodations, and interventions for students. The team meet on a weekly basis to review incoming referrals. SST members: (relevant members attend each meeting)

- **SST Coordinator/Specialist** (*manages referrals, process, plans, data, outside services*)
- **SART** (*individual specialized support, tier 4**)
- **Tutors** (*individual support, tier 3**)
- **TRIG** (*reading support in groups, tier 3**)
- **Paraeducators** (*in class support, tier 2**)
- **Referring Teacher** (*whole class, differentiation, tier 1**)
- **Counselor/Staff/Outside Agency Representative/Specialist as needed**



New Software Purchase

In an effort to target the literacy needs and learning loss of our students, we piloted a new reading software with our ESL learners in SY21-22. This year we will be increasing the number of licenses to expand access to more of our learners and to determine if it will use it school wide. We have also added additional servsafe certifications to our Culinary Arts program curriculum and will be utilizing the online platforms to support skill attainment.

We continue to build out our new SIS and will be adding new components, such as Tutoring and SART services, where we will be able to capture more data and provide students with services faster. We have completed digitizing our school-wide assessments and will be rolling out the new software for all internal school-wide assessments.

Students with Disabilities

4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.
 - a. Identify:
 - i. Any barriers the LEA has in meeting these requirements; and

- ii. The LEA's plan to address those barriers; and
- iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

As an adult education center, the School does not receive IDEA funds or provide special education services using IEPs.

However, we do have a Student Academic Resource Team (SART) that gives support to students that are having learning difficulties whether due to social-emotional impacts, limited or interrupted education in their home countries, or physical challenges. The SART program follows these steps:

1. Faculty, counselors, or students themselves, submit referrals for academic support related to one of the needs listed above.
2. Once a referral is submitted, the SART staff gather data specific to the academic need stated.
3. SART staff meet with an academic support team such as the teacher, tutor, counselor, and the student, to make an academic support plan to address the student's need. The academic support plan may include any of the following:
 1. tutoring (in class or out of class)
 2. modified materials
 3. modified in-class assessments
 4. social-emotional support
 5. physical modifications to the classroom materials/tools
2. During the semester, the teacher submits notes on the plan's implementation and on the student's progress.
3. When the student changes class the following semester, the SART staff meet with the new teacher to share the academic support plan.
4. Notes and monitoring continue to the end of the school year when a final meeting is held to discuss the progress of the student and if academic support needs to be continued or revised.
5. SART and Student Services staff are in touch with students in the care of the District of Columbia or who are experiencing homelessness.

For SY22/23, students who have been supported by SART or Tutoring during SY21/22 will continue to be supported through the process described above. As SY 21/22 wrapped up, SART staff have met with each teacher, tutor, and counselor that works with students supported by SART and have made notes on the progress students have made during SY21/22 by looking at test data, student work, and teacher and tutor progress notes, as well as classroom observations and have made recommendations to what supports to continue in SY22/23. Consequently, any necessary accommodations to instruction, materials or assessments will be continued. In addition, the SART staff will continue to ensure that students have the digital literacy skills they need to continue to access their education in a variety of ways by using the school's LMS and being able to follow directions, complete tasks, and submit assignments. This will be accomplished by specialized tutoring and support in learning the tech skills needed.

5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.
 - a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families and how the LEA plans to ensure the delivery of these services to students.

N/A

Assurance Statement for Continuous Education Plans (CEPs)

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.
- Not Applicable

The LEA attests to the following statement regarding **2022-23 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 the 2022-23 school year.
- Not Applicable

The LEA attests to the following statement regarding **graduation and promotion** for the 2022-23 school year:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.
- Not 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 situational 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 situational 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 situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery and other educational opportunities.
- 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.

Not Applicable

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

The LEA will ensure that EL 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 EL program and services to all EL students across both situational distance and in-person learning environments,

The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

Not Applicable

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

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

Not Applicable

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 revision 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 2022-23 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
- An accessible, family-facing description of their health and safety plan for the 2022-23 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.

Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education during potential situational distance learning and accelerate learning for the 2022-23 school year.

LEA Name: _____
LEA Leader Name: _____
LEA Leader Signature: _____
Date: _____

Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with applicable **DC Health and OSSE COVID-19 guidance**:

The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.

LEA Name: _____
LEA Leader Name: _____
LEA Leader Signature: _____
Date: _____