

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

**LEA Name: Sela PCS**

**LEA Head of School Name: Mr. Joshua Bork**

**LEA Type: Pre-K;Elementary**

**Date Generated: 08/24/2021**

### Background and Purpose

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

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

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

## Application Questions

### Safe Reopening

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

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
  - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
  - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
  - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
    - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
    - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

Based on the current physical space guidance from OSSE that students should maintain 3ft. of distance between each other at all times, Sela will be able to safely accommodate all of its students in its current facilities.

Sela is not planning on hiring any additional staff to accommodate all students in person five days per week. Additional staff were hired during the 2020-2021 school year to accommodate the need to run simultaneous remote and in-person programs, and the staff needed to meet the continuing needs of the school will be retained.

Sela will continue the use of weekly surveillance COVID-19 testing for the first part of the 2021-2022 school year. As with the 2020-2021 school year, Sela will be performing a weekly pooled test for each designated cohort of students/staff within the school to determine if within any cohort, there is any presence of COVID-19. Any cohort that tests positive for COVID-19 will go into a mandatory one-week quarantine where they will receive remote instruction. During that week, all members of the cohort will be required to join their cohort in instruction remotely, through a school-loaned device. Through coordination with our testing vendor, Sela will ensure that the results of weekly testing will be available before the end of the last day of school each week so that devices for accessing remote classes can be distributed to students if needed. During the week of quarantine, all students and staff who are part of the quarantining cohort will be asked to take an individual COVID-19 test and present negative results to the school before the end of the week. All students and staff who present negative results will be allowed to return for instruction the week following their quarantine week of remote instruction. Any students who are unable or unwilling to submit the results of an individual COVID-19 test will remain remote for an additional week and be allowed to return for instruction on-site after a full, two-week quarantine. During the second week following a positive pooled test, students will participate with their class remotely via a classroom camera for lessons, and via Google

Classroom for assignments. Students or staff who test positively for COVID-19 from their individual test, will follow the procedures outlined by OSSE in that situation, and as long as their symptoms allow it, students will participate remotely in their classes as outlined above.

In the event of a campus-wide COVID-19 outbreak or public health decree requiring the closure of its single campus, Sela will shift all students and staff to a fully remote posture. In this event, Sela would follow the procedures outlined in its previous School Reopening and Continuous Education Plan for SY2020-2021.

For students or staff excluded from school to confirmed or suspected COVID-19 exposure or any other exclusionary criteria in DC Health and OSSE guidance, Sela would have those affected students and staff members pivot to a remote posture. Students and staff in a remote posture would follow a schedule very similar to the one used for our remote instruction during the 2020-2021 school year. [That schedule can be found linked to here](#). Sela was able to begin the 2020-2021 school year with enough iPads for each student in grades PK3-2<sup>nd</sup> and enough Chromebooks for each student in grades 3-5 for a 1:1 correspondence. Depending on the initial conditions of exclusion (whether it was anticipated due to testing results or unanticipated due to a novel notice from DC Health or OSSE) Sela would reach out to individual students' families either via classroom teachers or the administrative team to determine which students have access to school technology. Based on that outreach, the school would be able to have families come to the school to pick up devices, or work to drop devices off to families unable to come to the school to retrieve them.

For students or staff excluded from school to confirmed or suspected COVID-19 exposure or any other exclusionary criteria in DC Health and OSSE guidance, Sela would have those affected students and staff members pivot to a remote posture. Students and staff in a remote posture would follow a schedule very similar to the one used for our remote instruction during the 2020-2021 school year. [That schedule can be found linked to here](#). Sela was able to begin the 2020-2021 school year with enough iPads for each student in grades PK3-2<sup>nd</sup> and enough Chromebooks for each student in grades 3-5 for a 1:1 correspondence. Depending on the initial conditions of exclusion (whether it was anticipated due to testing results or unanticipated due to a novel notice from DC Health or OSSE) Sela would reach out to individual students families either via classroom teachers or the administrative team to determine which students have access to school technology. Based on that outreach, the school would be able to have families come to the school to pick up devices, or work to drop devices off to families unable to come to the school to retrieve them.

**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.**

Sela PCS will be encouraging all families of students to opt for in-person instruction during the 2021-2022 school year. The school's unique program of one-way dual language immersion in Hebrew creates unique challenges to students' ability to develop their second language proficiency remotely. With that being said, if families do opt for remote instruction for the first semester of the school year, Sela PCS will attempt to continue to offer a robust and rigorous remote program for those students. Assuming a relatively high barrier for remote instruction waivers via a doctor's note, Sela plans on operating a more limited set of offerings for remote instruction for the 2021-2022 school year.

For students who provide a medical excuse note to exempt them from in-person instruction and requiring them to participate remotely in instruction, Sela will provide access to the in-person classroom the student is assigned to via a live feed through the Zoom application. This will allow the student to participate in and interact with their class while remote.

Remote student assignments and school-based assessments can be administered using the Google Classroom portal, which can be linked to other programs such as the Saavas Learning portal, Kahoot, etc. Using these programs in conjunction with Google Classroom will allow classroom teachers to collect written and typed assignments and assessments from remote students. More formal scheduled assessments can also be conducted online.

- **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;**

Sela PCS will be encouraging all families of students to opt for in-person instruction during the 2021-2022 school year. The school's unique program of one-way dual language immersion in Hebrew creates unique challenges to students' ability to develop their second language proficiency remotely. With that being said, if families do opt for remote instruction for the first semester of the school year, Sela PCS will attempt to continue to offer a robust and rigorous remote program for those students. Assuming a relatively high barrier for remote instruction waivers via a doctor's note, Sela plans on operating a more limited set of offerings for remote instruction for the 2021-2022 school year.

For any student who opts for remote instruction, Sela will provide an appropriate device for use to access any online content including live lessons via Zoom and assignments via the Google Classroom platform. For students in grades PK3-2<sup>nd</sup>, this device will be an iPad. For any student in grades 3<sup>rd</sup>-5<sup>th</sup>, this device will be a Chromebook. Sela has been able to provide individual devices for student use since the beginning of the pandemic in March 2020, and will continue to do so.

- **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**

Sela will continue to provide resources for distance learning families as it has done since the beginning of the pandemic in March of 2020. Materials for distance learning students is provided to families either to pick up from the school or via a home drop off if needed. New materials are provided every month to follow units of study. Sela will also continue to offer weekly tech support hours to all families in English and Spanish through its IT contractor to assist with any technical issues around loaned devices.

- **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.**

Distance learning students will join their in-person classmates via Zoom for live instruction using a loaned device from Sela. By using live-streaming software, students will be able to participate in the school day without needing a separate cohort of remote students. Students will be able to engage academically with their teacher and in-person classmates via the Google Classroom platform. Physical materials needed for learning can either be picked up

from the school on a monthly basis or dropped off by school staff for families unable to come to pick materials up from the building.

## **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.**

Sela PCS is considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: Panorama Education Well-Being Survey, the Wellbeing Measurement Framework for Primary Schools, and potentially a school-designed assessment. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means:

- Second Step Social-Emotional Learning Curriculum used in all PK3-5<sup>th</sup> Grade classrooms
- Collaboration with DBH to provide counseling for students and staff
- Retention of Art Therapy Intern from SY2020-2021 for practicum year
- Robust RTI process to identify and support students' academic and social-emotional development

Sela PCS will use three tools for screening students to determine their mental and behavioral health needs. All families of students entering PK3, PK4, and kindergarten in SY2021-2022 complete the ASQ-3 evaluation. These will be submitted to the Special Education Coordinator for review. Teachers of students in grades 1-5 will participate in a wellness survey in early September from the Primary Project to determine if they qualify for referrals either to the non-IEP counseling services offered by the Primary Project, for non-IEP counseling services offered by the school's DBH counselor, or for further evaluation for potential IEP services around counseling. Sela will also use its existing RTI referral process to determine if students require additional services for their mental and social well-being.

Students with a demonstrated need for direct mental and behavioral services from the screening processes outlined in the previous question will have those services provided by either: a DBH counselor, a Primary Project counselor, or a contracted related service provider if the student qualifies for IEP services.

A parent or guardian referral for student services should be made through the student's classroom teacher. A parent or guardian may make this request either via phone, email, or in-

person discussion with the child's teacher. Once the teacher has been asked to refer the student by the parent or guardian, the teacher would make the referral to the Director of Culture and Student Support Services. Once this step is completed, the student will be considered as having been referred to the Student Support Team and all appropriate steps outlined in the Student and Family Handbook will be taken.

- 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.**

Sela PCS anticipates that its existing Positive Behavioral Interventions and Supports system and Response to Intervention Process as outlined in the SY2021-2022 Family Handbook will be utilized to properly support students transitioning back to in-person instruction. [Sela's disciplinary practices can be found linked to here.](#)

- 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.**

Sela PCS contracts with Top Spanish. Until new guidance has been provided by OSSE and DC Health, students attending Sela PCS in-person will eat both breakfast and lunch, and any snacks associated with Aftercare, in their classrooms. Students will be served these meals in their class at scheduled time ([see Daily In-Person Schedule](#)) by the school's Food Service worker.

For our students who access our school through remote learning options, meals will be available for pick daily from the front lobby of the school from 11am-1pm. This will be communicated to families in the orientation materials sent out to school families, and in the weekly Tuesday Folder communication that goes out to all families.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be available for pick daily from the front lobby of the school from 11am-1pm. This will be communicated to families in the orientation materials sent out to school families, and in the weekly Tuesday Folder communication that goes out to all families.

In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our LEA will distribute meals by making them available for pick daily from the front lobby of the school from 11am-1pm. This will be communicated to families in the orientation materials sent out to school families, in the weekly Tuesday Folder communication that goes out to all families, and in special notices that will out specifically to families of any cohort of students who need to learn remotely due to temporary quarantine restrictions

In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through distribution via a daily pick-up from the front lobby of the school from 11am-1pm. This will be communicated to families in the orientation materials sent out to school families, in the weekly Tuesday Folder communication that goes out to all families, and in special notices that will out specifically to families of any cohort of students who need to learn remotely due to temporary quarantine restrictions

## **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.**

Sela PCS plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: weekly post-student-dismissal staff workout sessions facilitated by the school's physical education and health teacher; access to the school's assigned DBH counselor; school health care provider, Care First.

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

Sela has an existing partnership with the DC Department of Behavioral Health (DBH). Our assigned counselor has provided intervention for staff as well as students.

Sela PCS has contracted to work with Kickboard to provide a beginning of year, day-long professional development on Trauma-Informed Practices to all staff. This will be the first part of an ongoing professional development series around Trauma-Informed Practices and other social-emotional and mental health topics for this school year.

## **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.**

Our community of staff will solicit and incorporate student and family feedback on these plans through the use of 1:1 conversations, surveys, and virtual town hall meetings held

throughout the school year. Our team will solicit, review and incorporate feedback so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning.

Sela plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through website updates, social media postings, weekly bulletins, re-enrollment/ enrollment events, and a family orientation. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys.

In order to monitor student progress and adjust supports, Sela PCS will provide quarterly progress reports, scheduled biannual teacher/family conferences, 1:1 communication between families and teachers, and regular updates to classroom websites.

## **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, Sela identified students as being consistently less engaged with distance learning based on the following behaviors: student attendance; student work completion rate; student/family responsiveness to outreach; activity on-line. All students had access to school-provided equipment by the first day of the school year, and technology issues were addressed on an on-going basis. In August 2020, Sela PCS began optional in-person instructional hours for students with IEPs. In November 2020, Sela PCS first began offering in-person learning options to all students in PK3 and PK4, and in January 2021, for all students in grades PK3-5th.

During this time, Sela continued to run a simultaneous rigorous remote program. Students who were identified with as exhibiting the above behaviors were monitored by the Student Support Team, and individualized strategies such as modified schedules, recorded lessons, etc. were tried.

Sela is looking forward to having those students who were disengaged in remote learning return to the building for in-person instruction in SY21-22. Those students who were disengaged will be immediately referred to the SST at the start of SY21-22 so their progress can be monitored and the additional supports planned for the upcoming school year can be accessible to them.

Sela will monitor progress quarterly through formal assessments such as MAP, and more frequently through classroom assessments both formal and informal that inform the SST process. Families will be notified of any SST referrals by the Director of Culture and Student Support Services and classroom teachers making the referral.

## **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;**

Sela PCS will be using NWEA MAP as the primary tool to measure student learning and the potential impact of interrupted instruction for grades KG-5<sup>th</sup> for SY21-22. NWEA MAP is conducted quarterly. Sela PCS also uses Running Records/Fountas & Pinnell to track student progress in reading level. Results from these assessments will be used internally to inform instruction and shared with families, but will not be part of school accountability.

- **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);**

The following table provides an overview of our LEA’s assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: Students will attain at least grade-level proficiency in reading	Meet individual achievement and growth goals at midyear and end of year assessments	K-5	NWEA MAP	August 30 - September 17; January 10 - 21; May 23 - June 10
ELA: Student will progress toward grade-level benchmarks	Students will demonstrate continuous growth in reading level throughout the year	K-5	Fountas & Pinnell Reading Record	August 30 - September 24; November 1 - November 29; February 15 - March 11; May 9 - June 10
Math: Students will attain at least grade-level proficiency in math	Meet individual achievement and growth goals at midyear and end of year assessments	K-5	NWEA MAP	August 30 - September 17; January 10 - 21; May 23 - June 10

- **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:**
  - Whether these goals are set by the assessment provider or are determined by the LEA; and**
  - 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**

NWEA MAP and Fountas & Pinnell Reading Record are normed assessments in which the goals are set by the assessment provider. For NWEA MAP, individual student goals are set by NWEA based on nationally normed data and individual student assessment history. Fountas and Pinnell Reading Record goals are nationally normed goals by grade level.

Progress toward goals is monitored during weekly data check-ins that are held between the teachers and the Director of Elementary School. At those weekly check-ins student progress is monitored through an examination of data by the teacher and the Director of Elementary School, either formal assessment data from scheduled standardized or class-based assessments, or more informal data such as classwork or exit tickets.

- **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**

Student progress is monitored during weekly teacher check-ins with their supervisor and less frequently in a larger group setting (professional development) for the whole elementary school staff. Standardized testing data from Fountas & Pinnell reading assessments and NWEA MAP testing is examined and analyzed to inform instructional planning following the administration of those assessments. For F&P this is roughly twice per quarter, and for NWEA MAP this is done after the Fall, Winter and Spring administrations of that assessment. As part of the data review teachers and their supervisor evaluate the data for class-wide trends to inform areas that require reteaching or adjustment to unit planning calendars, and individual student data to inform placement in small instructional groups and on a higher-tier, individual supports for students with gaps not present in their classmates.

- **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.**

Sela PCS currently has 1 student enrolled in a non-public school. The student is enrolled in the Lt. Kennedy School, per OSSE's placement process. We collaborated and will continue to collaborate with the Lt. Kennedy School regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: holding meetings to determine appropriate evaluations to determine learning loss; attending all IEP meetings to provide appropriate mandated services to the student; monitor progress through SEDS of student

growth and achievement toward IEP goals. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption by maintaining frequent communication with those families and participating in all IEP matters relating to the student.

### **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.**

Sela PCS has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support for school staff to address student learning needs. The plan includes quarterly report cards and progress reports, frequent formal and informal assessment, and regular meetings and professional development opportunities (e.g. daily common prep time for data review and co-planning, grade level meetings, department meetings, whole staff meetings) and teacher support through individualized coaching.

#### **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.**

Sela PCS is planning additional supports for instruction to strengthen its ability to address learning loss. Sela has created and hired for three new positions at the school to assist students and teachers:

1. Math Specialist - the math specialist will (1) assess and reconfigure math curriculum for grades KG-5<sup>th</sup> to allow teachers to spiral standards from the previous year into this year's curriculum, (2) provide coaching to teachers around highly effective math instruction, (3) directly intervene with students by performing small-group or individual pull-out of push in assistance.
2. Reading Specialist - the reading specialist will provide small-group or individual reading interventions for students
3. ELL Teacher Assistants - two ELL teacher assistants will provide direct assistance in the classroom and through pull-out instruction to ELL students under the supervision of the Director of Culture and Student Support Services

**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 school academic leadership (Head of School, Director of Elementary School, Director of Early Childhood, Director of Hebrew, Director of Culture and Student Support Services). We are identifying what would well by looking at a variety of factors gathered through assessment data and surveys of staff and families. Using information gleaned from school year 2020-21, we are planning on supporting teachers through structured professional development beginning with a summer institute in the two weeks prior to students’ returning for instruction and weekly professional development opportunities throughout the school year. 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 continue to analyze assessment data both formal and informal, survey staff and families, and collect data on a broad range of metrics of student growth and success.

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

Over the course of the past year and a half, Sela PCS, like most school in DC, was forced to adapt instruction to a remote posture. For those students who have participated remotely for the entire period from March of 2020 to end of SY20-21, there has been a paucity of accurate data to track academic growth and achievement. Despite the challenges of incomplete or potentially inaccurate data around students learning remotely, some practices were found to be useful and measurable so through informal assessment performed by teachers. Overwhelmingly, these were instructional practices already in place at Sela for in-person instruction. For example, instruction via small skills-based groups provided targeted instruction for students. This was already used extensively at the school and will continue to be utilized as a main conduit for direct instruction. One effective practice that will be retained from this time is a frequent family check-in performed by the classroom teacher directly to the students’ families. Teachers had provided generalized weekly feedback in the past for their classes, and then more personalized feedback during progress report and ends of marking periods. This will be extended as a result of the success teachers had in building stronger relationships with their families during the pandemic period of remote instruction.

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

n/a

**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.**

Sela will take the following steps 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: (1) review of all current IEPs by the Special Education Coordinator, (2) review of general academic testing data, specifically Spring 2021 NWEA MAP (May 2021) testing and Fall 2021 NWEA MAP Testing (September 2021), (3) call IEP meeting for students determined to have sustained learning loss within 30 days of the start of the school year. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: (1) provide access to new academic supports available to all students for SY21-22 (Tier 1), (2) Special Education Coordinator and Special Education Teachers to meet with Student Support Services to determine Tier 2 supports available for students with IEPs, (3) reconvening IEP meetings if additional services are deemed appropriate and additional Tier 3 services or further evaluation to determine need is deemed necessary.

Sela will ensure equitable access to educational opportunities across learning environments by making Tier 1 and Tier 2 interventions available for all Sela students. The LEA will ensure that students with disabilities receive equal access to interventions by maintaining open communication and holding regular meetings between classroom teachers, academic supervisors, the student support team, and the Special Education Coordinator. 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 following all regulations around least restrictive environment as per IDEA rules. Families of students with IEPs will receive a biweekly report from their child's special education teacher either via phone or email in which their progress will be discussed both in terms of specific IEP goals and general academics.

Sela will continue to support parent training for students receiving related services through distance learning by maintaining frequent contact with families to ensure that services are being provided, and maintaining direct contact with service providers to ensure compliance with all IEP mandates.

Sela will take the following steps to ensure that family members with disabilities can access content to support their students' learning by providing appropriate opportunities for engagement either through translation services, or service providers able to assist with visual, hearing, or motor impairments.

**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.**

Students found eligible for English Language Learner services will take an OSSE-approved proficiency screener for their appropriate age/grade level within the first 30 days of enrollment to determine their level of English proficiency. Returning students who were not previously classified as English Language Learners and new students who were not previously classified as English Language Learners who indicate that a language other than English is primarily spoken at home will be screened through the Student Support Team with an English Language Learner Support teacher within the first 30 days of the school year. Returning or new students who were previously classified as English Language Learners will continue to be classified as such, and will be assessed on their English proficiency levels within the first 60 days of the school year as a benchmark to determine their needed level of language support. During that 60 day window, students will be receiving EL services based on prior assessments, and upon the completion of the benchmark, their proficiency goals will be reassessed.

Any student who was screened using the Provisional Pre-K-12 English Learner Identification Procedure During Distance Learning during the 2020-21 school year and still has a status of Provisional-EL (PEL) or Provisional-Not EL (PNEL) will complete full screening using a state-approved screener, as described in *Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia*. Within 30 days of stage five enrollment at the start of the school year, or within two weeks of placement if not identified at the beginning of school, LEAs must notify parents of ELs that their child was identified as needing EL services. That notification will be delivered in English and the language indicated as the home language on the Home Language Survey, and will provide the following information:

- The reasons for their child’s identification as an EL and for placement in a language assistance program;
- The child’s level of English proficiency and how it was assessed, and the status of the child’s academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How such programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
  - The rights of parent(s):
  - To remove their child from such programs upon their request;
  - To decline to enroll in the program or choose another program, if available; and
  - To be assisted in selecting from among various programs and methods of instruction, if more than one program or method is offered.

For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening using a virtual screening tool. Once the student’s learning needs are understood, the student can begin to receive English language instruction through an English Language Mainstream Model. Families will be notified by the Director of Culture and Student Support Services of the offer for services in their native language to confirm their desire for services.

EL’s will each be assigned to an EL Teacher, who will work with the Director of Culture and Student Support Services to craft an individualized plan for English Language Acquisition for the student. These plans will be shared with classroom teachers and regular monitoring will occur as the EL teacher collects both formal and informal data around the students’ language acquisition and uses that data to inform instruction under the guidance of the Director of Culture and Student Support Services. ELs will have access to accelerated core content, as delivered to all students. The EL teacher will plan with the Director of Culture and Student Support Services and the classroom teachers of EL-designated, assigned students, to ensure that all classroom materials that are being used in "accelerated learning" are able to be modified appropriately for the benefit of full accessibility for those students. This will be the case for students in-person and in a remote posture if they individually or their class is required to quarantine or shift to a remote posture for any other reason. Just as they would during in-person instruction, students in a remote posture would be provided with services during whole group instruction, small group instruction, and during individual pull-out sessions with their ELL Support Teacher.

Continued monitoring of language acquisition will occur per our plan as described in question 10.

## **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.**

As outlined in previous sections of this document, Sela PCS is planning for the safe return of all students and staff for in-person instruction for SY21-22 barring any legitimate medical excuses requiring continued remote learning. The approach that Sela PCS will be using for its planned ESSER III-ARP expenditures falls into two buckets. The first is for additional staff who will be able to work directly with students to provide instruction. The second is for outside vendors who will be able to provide either goods or services to ensure all students are able to return to school safely and confidently. Sela PCS will be providing details as to its intended expenditures using ESSER III-ARP funding in the formal applicaiton for these funds through the Enterprise Grants Management System (EGMS) to not only ensure all safety guidance is followed by also to ensure that students are able to learn in a safe and healthy environment that addresses anticipated learning losses due to the pandemic while providing the rigorous, grade-level instruction that Sela always has for its students.

**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.**

Sela PCS will use at least 20% of its allocated funds through ESSER II - ARP for evidence-based interventions to address the anticipated learning loss for students due to the pandemic. The planned additional staff and supplmentary resources that they will use will be using or for evidence-based interventions. Sela PCS will be providing details as to its intended expenditures using ESSER III-ARP funding beyond what has already been outlined in this document through the formal applicaiton for these funds through the Enterprise Grants Management System (EGMS).

**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.**

Sela PCS will be providing details as to its intended expenditures using ESSER III-ARP funding beyond what has already been outlined in this document through the formal applicaiton for these funds through the Enterprise Grants Management System (EGMS). As with all grants, Sela PCS will fully comply with the grant program terms to ensure proper use of the funds entrusted to it.

**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.**

Sela PCS will be providing details as to its intended expenditures using ESSER III-ARP funding beyond what has already been outlined in this document through the formal applicaiton for these funds through the Enterprise Grants Management System (EGMS). As with all grants, Sela PCS will fully comply with the grant program terms to ensure proper use of the funds entrusted to it.

## 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.