

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: St. Coletta Special Education PCS
LEA Head of School Name: Christie Mandeville
LEA Type: Pre-K;Elementary;Middle School;High School;Adult
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Background and Purpose

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

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

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

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.

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;

St. Coletta School will reopen with a full-time, 5 days per week, in-person program. We are restructuring current space within our school building and are not looking to secure additional space.

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;

Our staffing levels are adequate to accommodate all students in-person five days per week. We will continue with our recruitment efforts and will adjust our hiring practices to anticipate the need for additional staff for the new school year.

Our program will be designed to provide a full in-person program. We will be hiring teachers to support virtual classrooms as the need arises given medical exemptions.

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

For Students:

All students will be assigned a Chromebook at the beginning of the school year to use in the event of a COVID related quarantine. Students who report absent due to illness or quarantine will be provided a letter with procedures to follow and directions for accessing asynchronous on-line instruction *if they are available for learning.*

Instructional leaders will check in if they are absent more than 2 days to discuss options for distance learning. They will then log onto virtual lessons designated for their age group and/or be provided

with work packets and scheduled times for 1:1 instruction in addition to asynchronous lessons.

After a 10-day absence, instructional leaders will reach out to discuss scheduling a meeting to see if the student requires additional accommodations for distance learning. Physical work packets will be created to send home as needed.

For Staff:

The COVID vaccine will be required of all staff, so as CDC guidance for fully vaccinated individuals indicates they do not need to quarantine and would be able to remain in the building. See our section on distance learning for students with medical exemptions.

As we are providing a separate virtual classroom for students with a medical exemption, staff working in-person would not work virtually unless it was a school-wide, or city mandated closure (see next section.)

ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

For a full school closure, we would revert back to our distance learning program using virtual lessons, telehealth related services, on-line curriculum supports, and physical materials. A distance learning schedule with information on classroom links and resources would be provided. Materials and Chromebooks will be provided at the beginning of the school year.

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.**

i. Students who obtain a medical certification to receive distance learning will receive 6 hours of Live virtual instruction. Students will receive a combination of group and individual instruction presented by the classroom teacher and specials teacher, with support from classroom staff and therapists as indicated per the student's individualized education plan. Students Individual Education Program will be implemented through virtual instruction and through individualized learning materials sent to families on a weekly basis.

- **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;**

- **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**

i. St. Coletta will continue to provide multiple opportunities to support parents throughout Distance Learning process. Parents will continue to receive training on accessing the Zoom platform for lessons, and will be provided with support from St. Coletta Information Technology Department via requests made by e-mail. Parents whose student receives distance learning services will be provided daily communications from teaching staff via e-mail and teachers will continue to check-in weekly by phone to discuss instruction and individual progress. St. Coletta's school website will continue to be updated with various resources available within the community setting as well as updates on St. Coletta's instructional program. School leadership will continue to offer "family office hours" as well virtual Town Halls to update the St. Coletta community on program updates. These meetings will be held virtually and parents will be informed via

e-mail and text alert of any scheduled meetings and topics. Parents will continue to receive training and support from St. Coletta teaching and behavior support staff on how to set up the home space for instruction as well as how to navigate and complete assignments using Unique Learning System. Parent/Teacher conferences and Individual Education Plan meetings will continue to be offered virtually.

- **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.**

i. Students who obtain a medical certification to receive distance learning using a combination of live virtual instruction and digital Unique Learning System work packets sent home weekly. Live virtual instruction will be delivered by classroom teacher via the Zoom platform. Students will receive a combination of group and individual instruction presented by the classroom teacher and specials teacher, with support from classroom staff and therapists as indicated per the student's individualized education plan. Students will participate in whole/small group morning meeting, literacy, numeracy, social studies and science lessons as well as specials (art, music, horticulture and adapted physical education). During individual IEP goal instruction, students will receive Individualized learning materials through the Unique Learning System to be completed and reviewed by teaching staff. If the student has a one-to-one on their IEP, that individual will use Zoom to provide live individual support to the child in order to complete assignments using the Unique Learning System program.

Student and Staff Well-Being

2.A: Whole Child Supports

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

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

a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;

Social emotional learning is embedded in the curriculum, including topics such as sharing, feeling recognition, coping skills, and following the rules. Relationship building is also addressed in class, as well as formal and informal group sessions run by the social work department. The social work department also runs a peer mediation program, run by trained students who help resolve minor disagreements peacefully. Family Life Education is our health awareness program for students ages 13-22 which includes lessons on drug and alcohol use, peer pressure, and health living (physical, emotional and social). The social work department also provides weekly lessons to each classroom which include topics such as emotions, coping skills, stress management, problem solving, relationship building, conflict management, and general mental health check-ins. The social work department also provides mindfulness exercises (brief 2-5 minute recorded sessions) to each classroom at the start of each day to assist with staff and student stress management.

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

A referral form will be posted in each house, to be used by any staff or student who feels mental health and behavioral services are needed for a student. Verbal referrals are also acceptable, such as a staff speaking to the social work department and/or behavior department to identify a student. Parents may also refer students who they feel need more individualized support. Social workers will then follow up with the identified student to perform observations, interviews with the teacher, student and parent, review of behavioral data, and other various means. Students will then be referred for formal testing, via IEP process as necessary with social work. Students in need of a behavioral intervention plan (BIP) will be referred to the behavior department. The behavior department may then complete a functional behavior assessment (FBA) using observations, interviews with parents, staff and the student, and collected data. The FBA may then be used to create a BIP as necessary.

c. How the LEA will provide direct mental and behavioral health services for students in need.

Direct mental health and behavioral health services will be provided in the form of formal and informal counseling sessions. Formal counseling sessions are noted on each student's IEP and are ongoing, whereas informal sessions are not listed on the IEP and may be time limited. Formal and informal group sessions are also run by the social work department to address a variety of social-emotional topics. Students in need of a behavior intervention plan (BIP) are referred to the behavior department. The behavior department then develops a BIP, trains staff, and collects data on the implemented plan. Counseling goals, BIPs, and overall progress are monitored and reviewed on a yearly basis. For students in need of more intensive support outside of school, the family may be referred to the community mental health liaison through the Department of Behavioral Health.

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.

St. Coletta School serves students with significant disabilities, which may include students that present with behavior challenges. All students are managed on an individual basis to determine the level of supports and/or consequences required to address severe behaviors that may disrupt the classroom environment or put themselves and/or others at risk of harm. Behaviors exhibited by students are typically a manifestation of their disability and are addressed in behavior support plans within their IEPs. It is St. Coletta's policy to only employ positive behavior interventions (positive reinforcement as opposed to punishment or cost-response programming) when addressing behaviors of concern. Suspension is very rarely used (for the ages where it is permissible) as we feel that this is not an effective way to support positive behavior change. Additionally, the school also utilizes a peer mediation program (when appropriate) under the supervision of the social work department. This program uses trained peer mediators to resolve minor conflicts. Social workers utilize restorative justice practices to address more significant and chronic behavior challenges on an individual basis if determined appropriate based on student need.

For student transition back to the school environment after the extended school closure, our behavior team will provide supports to classrooms on creating structure and routine, social stories on mask wearing and social distancing, and additional strategies to alleviate difficulties with transition. We will continue to provide supports and strategies following Positive Behavior Supports and individual student behavior support plans. In the fall, social workers plan to promote wellness through weekly drop-ins and daily mindfulness exercises.

Also see section 2.A: Whole Child Supports.

- 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.**

While St. Coletta does not currently participate in the NSLP, meals are provided free of charge to all students as part of our program. We will continue to communicate community resources for meals to those students participating in distance learning on a medical exemption.

2.B: Educator Wellness

- 6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**
- a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
 - b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

a. 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

A series of professional development will focus on educator wellness to include loss & grief, trauma-informed practices, self-care/mindfulness, mental wellness/resources, and strategies for relieving stress/anxiety.

We will also institute Wellness Wednesday's and provide different tips, resources, seminars, and activities to support educator health & mental wellness.

b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

We are currently revisiting our EAP resources to make them more robust and in keeping with the needs of our educators/staff. We are partnered with the Department of Behavioral Health and will develop a educator/staff wellness referral program.

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.**

Throughout the pandemic, St. Coletta has communicated its plans to parents and families primarily through school-wide emails from the Principal. Letters emailed home with information regarding the school's plans were also posted to the school's website in designated "Distance Learning" section of the site. The school's plans incorporated parent information and feedback that was gathered from on-line surveys sent to families, as well as through virtual Principal's Office Hours and through periodic virtual Town Hall Meetings. To enhance communication, St. Coletta employs a School Messenger text/email alert system to send reminders and links to families for Office Hours and Town Hall Meetings, as well as to important documents or surveys.

St. Coletta will continue to use these methods to communicate the elements of the Continuing Education Plan to families. In addition to the Town Hall Meetings, there will be an information session during the orientation week, right before school starts for the 2021-2022 school year. The school will dedicate a portion of the annual Open House to address the Continuing Education Plan, reiterating the policies and procedures guiding the school's approach to safe opening and will also address the topics of interrupted instruction and accelerating learning. Documents will be translated into languages other than English for those families who need them. Parents and families will have the opportunity to provide information throughout the school year during School-wide Town Hall Meetings, administrative outreach events (such as Coffee With The Principals) and through

surveys as needed. Parents can also contact their child's teacher or assistant principal at any time.

Students' IEP progress will continue to be communicated to parents by way of quarterly progress reports. Once recovery learning has begun and data probes taken and analyzed, any services requiring changes to a student's IEP will be communicated to the family following the meetings by way of providing a copy of the finalized IEP, meeting notes from the meeting and a letter of Prior Written Notice.

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.

There will be a focus on having students return to in-person learning. Student engagement with distance learning during the 2020-21 school year often was impacted by either families' access to technology, including proper use of the devices and/or access to Internet service, and the mode of virtual learning not being conducive to our students' style of learning. Since our partial re-opening in March, which was expanded in May, we have noticed that some of the students who were not able to engage virtually were some of the first to return in person. We have been able to accommodate more in-person students, particularly our students 12 and older, as they have become fully-vaccinated. In-person attendance also enhanced the quality of engagement for the vast majority of the student population given needs associated with their disabilities.

In SY 2021-2022, St. Coletta will continue to promote high levels of engagement through the provision of in-person instruction to all students (unless participation in virtual instruction is necessitated by completion of OSSE's medical exemption form). This ensures that students receive instruction in the most appropriate learning environment. As in years prior, St. Coletta will once again use daily attendance (virtual and in-person) as a primary measure of engagement. When concerning patterns regarding attendance arise (5 unexcused absences), the family will be notified via letter. A meeting with a social worker, teacher, and often school administrators will also be scheduled, the objective of which is to identify any obstacles or challenges the family may be facing to attending in-person or (if appropriate) virtually. Beyond this initial step, school teams will complete home visits and submit reports consistent with truancy reporting regulations.

Additionally, St. Coletta will use individual progress reports as yet another measure of engagement. Progress reporting is provided to parents/guardians/students on a quarterly basis and school Student Accommodation teams analyze student data monthly and make programming adjustments or hold IEP meetings if warranted.

While student engagement with the educational program is seen as critical to the successful return to learning, parental engagement is also viewed by the school as essential. St. Coletta will continue to use the school's website, text alert system and emails to continue to promote parental engagement in the form of town hall meetings and parent training opportunities.

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;

In Fall 2020, St. Coletta implemented the Student Annual Needs Inventory (SANDI), an assessment tool specifically designed to track progress on individualized instruction for students who have significant cognitive disabilities, such as those served at St. Coletta. The assessment tracks progress in English/Language

Arts, Mathematics, Writing, Social Studies, Science, Motor Skills and Transition. For the purpose of accelerated learning, St. Coletta is focusing on assessment of English/Language Art, Mathematics, Communication and Writing. The assessment was updated at during Spring 2021. The assessment will be administered again at the start of the 2021/2022 school year and updated again at the end of the school year to track progress on academics and communication skills. In addition, St. Coletta plans to introduce new benchmark assessments tools for literacy, numeracy and learning skills at the start of the 2021/2022 school year and then reassess using those same assessment tools at the end of the 2021/2022 school year. Students will be assessed using the Bridge Assessment (Literacy), Touch Math Placement Test (Numeracy) and the Essential Skills Assessment (designed by St. Coletta behavior analysts to track learner readiness behaviors). In addition students may receive assessment on academics, adaptive skills, therapeutic services and behavior throughout the year as part of the IEP process. This is determined on an individual bases through a decision made by the IEP team. Data collected on IEP goal progress will also be collected and analyzed through the year to determine individual progress

- **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);**
 - i. The Bridge, Touch Math Placement Test and Essential Skills Assessment will be administered between August 30 and September 10 2021 and again in June 2022.
 - ii. The SANDI assessment will be delivered between October 2021 and December 2021 and then again May 2022-July 2022.
 - iii. In addition students may receive assessment on academics, therapeutic services and behavior throughout the year as part of the IEP process. This is determined on an individual bases through a decision made by the IEP team.
 - iv. Data collected on IEP goal progress will also be collected and analyzed through the year to determine individual progress.

- **d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and
 - 1. Given that each student has an Individualized Education Plan and different learning needs, for performance are determined based on the individual needs of student. Learning goals will be determined at the LEA level by the IEP team, including the teacher, guardian and therapeutic services as indicated by the needs of the student. Goals for progress will be individual to the student.

- ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and
 - 1. Given that each student has an Individualized Education Plan and different learning needs, for performance are determined based on the individual needs of student. Data will be tracked individually and student progress analyzed and discussed at weekly meetings of instructional teams. Individual instruction and goals will be updated as needed based on individual student progress. Progress will be tracked formerly using a quarterly progress report tool as well as within the IEP document, which is updated yearly at minimum.

- **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**

Given that each student has an Individualized Education Plan and different learning needs, progress is determined based on the individual goals of student. Data will be tracked individually and student progress analyzed and discussed at weekly meetings of instructional teams. Individual instruction and goals will be updated as needed based on individual student progress. Progress will be tracked formerly using a quarterly progress report tool as well as within the IEP document, which is updated yearly at minimum.

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

n/a

3.B: Employing Intentional Strategies for Accelerating Learning

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

In Fall 2020, St. Coletta implemented the Student Annual Needs Inventory (SANDI), an assessment tool specifically designed to track progress on individualized instruction for students who have significant cognitive disabilities, such as those served at St. Coletta. The assessment tracks progress in English/Language Arts, Mathematics, Writing, Social Studies, Science, Motor Skills and Transition. For the purpose of accelerated learning, St.

Coletta is focusing on assessment of English/Language Art, Mathematics, Communication and Writing. The assessment was updated at during Spring 2021. The assessment will be administered again at the start of the 2021/2022 school year and updated again at the end of the school year to track progress on academics and communication skills. In addition, St. Coletta plans to introduce new benchmark assessments tools for literacy, numeracy and learning skills at the start of the 2021/2022 school year and then reassess using those same assessment tools at the end of the 2021/2022 school year. Students will be assessed using the Bridge Assessment (Literacy), Touch Math Placement Test (Numeracy) and the Essential Skills Assessment (designed by St. Coletta behavior analysts to track learner readiness behaviors). In addition students may receive assessment on academics, adaptive skills, therapeutic services and behavior throughout the year as part of the IEP process. This is determined on an individual bases through a decision made by the IEP team. Data collected on IEP goal progress will also be collected and analyzed through the year to determine individual progress. At weekly Student Accommodations Team meetings, individual student progress data is analyzed and decisions made by the team to adjust instruction and goals based on student progress. These team meetings will continue into the 2021/2022 school year. Data from the new informal assessments will be used to determine student grouping for instruction and will allow for more targeted individual instruction on literacy and numeracy goals within more structured literacy and numeracy programs that will implemented during the 2021/2022 school year (Readtopia, Touch Math, First Author Writing, ALL program, Foundations). Each program is specifically designed to meet the needs of student who have cognitive disabilities and will be implemented in conjunction with the students Individualized Education Plan. In addition, each student will received an iPad to allow access to the new curriculum as well as other applications that will support learning in across domains.

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**

n/a

- **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.**

St. Coletta invested in resources throughout the pandemic to enhance literacy and numeracy instruction (specifically for students with cognitive disabilities), as well as resources to more accurately assess students' present levels and progress in these areas. The Readtopia program was piloted with a teacher from four different age groups in the school and based on the results of that pilot, the program will be launched in the 2021-2022 school year for all students aged 8 and older. The TouchMath program, which also included professional development sessions for teachers and therapists, was also purchased to enhance instruction in numeracy skills. These newly purchased curricula will assist teachers in focusing lessons to aide in the acceleration of student learning. Data from the school's IEP progress reports, as well as data gleaned from the assessments described earlier (SANDI, The Bridge, TouchMath Placement Test and Essential Skills Assessment will drive decisions about the efficacy of the accelerated learning and any changes to instruction that may be needed. In addition to the professional development already completed for the curricula and assessment tools, there will be opportunities for professional development at both the professional and paraprofessional levels built into the school calendar.

While Chromebooks were purchased for each student for distance learning, the school is also investing in iPads for each of the students to have in the school building, allowing them better access to the on-line components of the literacy and numeracy curricula purchased.

To allow teachers and therapists to devote more time to in-person students, students for whom the OSSE medical exception forms have been completed will be given an on-line virtual accommodation and those classes will be taught virtually. There will be no virtual component to the in-person instruction. This, as well as the restructured daily school schedule to include more dedicated teacher planning time, is being implemented to allow the teachers and therapist more focused and concentrated instruction time with in-person students to boost accelerated learning.

13. Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

During the 2020/2021 school year, St. Coletta introduced a series of professional development opportunities focused on new, targeted literacy programming for our students based on the work of Karen Erickson and David Koppenhaver (Comprehensive Literacy For All). Teachers also received training in the Foundations Literacy program, as well as the Touch Math program. Caroline Musselwhite provided training on Comprehensive Literacy for All through weekly workshops with our teaching staff. Also incorporated was a series of online modules focused on Comprehensive Literacy for All. These professional development sessions will be continued during the 2021/2022 school year in order to ensure teaching staff is competent and confident in their ability to implement these targeted structured academic programs and can ensure as much individual progress for their students as possible. In addition, staff will receive training on need data collection protocols that will ensure consistent collection implementation of instruction, collection and analyzation of data and opportunities to review and make changes to instruction based on data. Staff will also receive professional development at the start of the year on updated COVID safety protocols

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

During Distance Learning we discovered that a small subset of our students found value in learning via the online platform. They were able to communicate via the chat window and really enjoyed learning with technology. For those students, we plan to continue use of computer based learning in some capacity in order to capture this level of motivation and engagement. In addition, we also plan to continue to use of videos as part of instruction. During the 2020/2021 distance learning program, we implemented our Developing Reading and Writing Skills program based on the work of Karen Erickson and David Koppenhaver (Comprehensive Literacy For All) and found it very effective in developing our student's literacy skills. During the 2021/2022 school year, we plan to structure this program and implement it more extensively across the school program.

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.

Students at St. Coletta exit the school program with a high school certificate so credit recovery for a diploma is not applicable. The students' post-secondary transition plans will continue to be monitored and addressed through the IEP process. Each exiting student has a dedicated social worker to assist with the transition to adult services. This will continue to ensure that the students are on track to make the transition to the next adult placement/program or linkage to RSA services.

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.**

- 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;**

In Fall 2020, St. Coletta implemented the Student Annual Needs Inventory (SANDI), an assessment tool specifically designed to track progress on individualized instruction for students who have significant cognitive disabilities, such as those served at St. Coletta. The assessment tracks progress in English/Language Arts, Mathematics, Writing, Social Studies, Science, Motor Skills and Transition. For the purpose of accelerated learning, St. Coletta is focusing on assessment of English/Language Art, Mathematics, Communication and Writing. The assessment was updated at during Spring 2021. The assessment will be administered again at the start of the 2021/2022 school year and updated again at the end of the school year to track progress on academics and communication skills. In addition, St. Coletta plans to introduce new benchmark assessments tools for literacy, numeracy and learning skills at the start of the 2021/2022 school

year and then reassess using those same assessment tools at the end of the 2021/2022 school year. Students will be assessed using the Bridge Assessment (Literacy), Touch Math Placement Test (Numeracy) and the Essential Skills Assessment (designed by St. Coletta behavior analysts to track learner readiness behaviors). In addition students may receive assessment on academics, adaptive skills, therapeutic services and behavior throughout the year as part of the IEP process. This is determined on an individual bases through a decision made by the IEP team. Data collected on IEP goal progress will also be collected and analyzed through the year to determine individual progress.

- 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;

All students at St. Coletta have an IEP and received Specialized Instruction. A student's IEP team will meet weekly to review and analyze assessment and instructional data. Quarterly Progress reports will be generated to track overall progress or regression on IEP goals. Adjustments will be made to instruction or to the IEP document as needed. IEP meetings will continue to be held yearly at minimum and more often if adjustments are needed.

- 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;

All students at St. Coletta have Individual Education Plans. LRE discussions are determined as part of the IEP process. All supports and services are individualized to the students and based on the needs and goals identified within their IEPs. All services and goals designated within he IEP will be delivered as part of his or her instruction, whether in-person or through a Distance learning model should the student receive a medical exemption. Any changes to services that may be required based on a student's virtual status will be made as part of the IEP process.

- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and

School-based related service providers will continue to provide multimodal resources and training for parents as needed for student learning and participation in IEP goals. Resources and training may include provision of websites with goal related activities, teaching videos, physical worksheets/tip sheets, virtual and/or in-person coaching sessions, and opportunities to observe related service sessions. The LEA may also implement virtual parent group training sessions (e.g. teaching session on modeling core language) as related to student IEP goals.

- 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.

Individual meetings, verbal explanations with adaptations as appropriate, continue IT support line, distribution of city wide resources via email/website/school social workers, targeted multidisciplinary discussions surrounding student performance and instruction (e.g. IEP meetings) that may include collaboration with any outside caseworker/agency currently supporting the parent. Flexibility in format for trainings, school wide events, meetings.

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.**

St. Coletta determines a student's eligibility for EL programming based on results from the Home Language Survey. In addition, we will administer the ACCESS K12 OSSE approved screener. Once we receive the Home Language Survey we will communicate to parents via emailed letter that their child will be provided supports for Sheltered English Instruction. A letter will also be sent home once scores from the WIDA Alternate ACCESS assessments have been obtained.

St. Coletta's strategies for accelerated learning are designed to enhance recovering learning across all domains of instruction. The daily targeted skills sessions will include the SEI components for our students identified as English Learners. Communication goals are developed individually by the multi-disciplinary team (which includes the parent/guardian and student where appropriate) for each of our EL students as a part of the IEP process and monitored throughout the year and reported to parents quarterly. Given our students' cognitive functioning, and significant delays in speech and language, their language may include photographs, icons, objects or other adapted and alternate communication systems (ACC). Students with significant cognitive disabilities such as ours are not able to access or communicate in their home language, whether English or another language without significant communication supports. Therefore, instruction and English Language development is supported using alternate communication systems and goals tailored to develop the child's communication using their individual communication systems. Goals for student language acquisition focus on the use of their individual alternate forms of communication and will allow access to and the development of English Language skills.

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.

Funds will be used to maintain the following mitigation strategies:

- *Upgraded HEPPA filters in our HVAC system as well as mobile filtration systems in each classroom and office space.
- *Isolation tents
- *Health screen app for daily staff health screens
- *PPE- masks, gloves, face shields, disposable gowns, and hand sanitizer systems throughout the school
- *Supplies for individual meal distribution
- *Individual desks for students
- *Divider between desks and student spaces
- *Extra materials for students to decrease sharing of school supplies

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

St. Coletta will be reconfiguring the classroom schedule to implement targeted instruction and address lost instructional time. We are using funds for adapted literacy and math curriculums and professional development to train teachers and support staff. Funds will also be used for the online curriculum platform Unique Learning System, and the SANDI assessment tool. In addition, monies from the ESSER III-ARP grant will be used to fund additional instructional staff and related service providers whose sole responsibility will be to target accelerated learning through additional therapeutic and instructional services as determined by the IEP team.

Given the needs of our students and their varied ability and skill levels, hands-on materials will be purchased to enhance and provide accommodations for all student activities.

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

St. Coletta will use remaining funds to ensure all students have the technology to access their education within the classroom and at home. Additional training will be provided for teachers and support staff to implement instruction. Funds will also be used for contract therapists to support with potential increase in related services as well as contract teachers for distance learning for students with medical exemptions.

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.

100% of students at St. Colette School are considered students in subgroups that could be disproportionately impacted by the COVID-19 pandemic, specifically students with disabilities. All of our strategies are designed to ensure those groups are sufficiently addressed. Students with cognitive disabilities will continue to receive individual planning through the IEP process. New curriculums purchased will target their instructional needs and data tracking tools will allow for educational teams to make informed decisions and track opportunities for accelerated learning. Mental health needs will be addressed by St. Coletta school social workers through counseling services as appropriate to the student and their individual needs. Social workers are also available to support the needed of our low-income families by providing resources for any support needed to meet the needs of their children. Students who are English Learners will continue to receive instructional supports in their native languages using a Sheltered English Approach. Their families will continue to receive translations of documents in their native languages as well as translation of IEP meetings and parent trainings. Students who are homeless will receive support by our appointed homeless liaison and their families will be provided support and resources through our St. Coletta social workers. St. Coletta will continue to maintain close relationships and communication with all outside personal working with our students in foster care and work with the team to ensure that the child's needs are holistically met at school and at home.

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.