

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: AppleTree Early Learning PCS
LEA Head of School Name: Mrs. Jamie Miles
LEA Type: Pre-K
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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is 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 situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

- ☒ 1. Provision of 1:1 learning devices.
- ☒ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- ☐ 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ____ learning devices.

450

a2. Distribution Strategy:

The devices are:

Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).

a3. An accurate assessment of current student access to broadband internet/WIFI.

☐

a4. Approximately ____% of our students have access to broadband internet/WIFI at their situational distance place of learning.

80%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

AppleTree has invested in mobile hotspots that can be activated and distributed to families who need internet access.

a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.

At the start of the school year, each family will complete a survey identifying their technology needs. This will allow the tech team to adequately prepare the equipment in advance and distribute it quickly in the event of a move to situational distance learning. If a family needs technology, they will be instructed to pick up their equipment from their child's school at a designated time.

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

In the event of situational distance learning, Home Learning packages will be prepared and distributed to families on a designated day and time. The packages will include: construction/copy paper, crayons, dry erase markers, dry erase board, unifix cubes, and other unit-specific items.

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

i. Method for family engagement (including communication) during situational distance learning.

Describe the LEA's method for family engagement during situational distance learning in the space below.

AppleTree Schools uses Class Dojo to communicate with families. Daily/Weekly schedules, assignments, and activities will be posted through Class Dojo. Families will also be asked to submit assignments and pictures of their child's work through Dojo.

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.

Describe the LEA's communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

In the event of a move to situational distance learning, AppleTree will use a variety of communication methods. A robocall and text message will be sent to parents via school messengers. Individual campuses will send additional communication through their individual campus Class Dojo account and email.

c. Additional Considerations

i. Family training and support.

Describe the LEA's situational distance learning training and support for families in the space below.

An outline of network-wide distance learning expectations will be shared with families via the school's handbook. The handbook will outline situational distance learning expectations such as attendance requirements, sample daily schedules, the process for accessing technology, and home learning kits. Each campus will communicate campus-specific situational distance learning information via Class Dojo and email as needed.

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

All teachers are trained on the Every Child Ready (ECR) Curriculum and ECR app at the start of the school year. This training is applicable and transferable to distance learning. Principals will review additional situational distance learning expectations with teachers during campus week in August. During this training, teachers will receive information about the distance learning schedule, instructional expectations, expectations of families, and the technology and material distribution plan.

iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.

Describe the LEA's expectations in the space below.

Monday through Friday, students will participate in a synchronous Community Connection meeting that will last 20-30 minutes and Read Alouds. Students will also participate in daily one-on-one/small group lessons with their teacher, each lasting approximately 15 -20 minutes, daily gross motor activities, and weekly STEM lessons. These lessons will include various content areas, including social-emotional learning, language, literacy, and math. In addition to synchronous learning, there will also be asynchronous lessons and activities provided to students. While these lessons will not be live, there will be opportunities for students to answer questions, read along with stories, etc. as they are watching teacher-created content.

Finally, students will be provided with daily activities that they can do with the support of a family member or caregiver. These activities will range from Journaling to independent play to additional Read Alouds.

AppleTree designed the instructional day to allow some flexibility for families who will be expected to serve as their student co-teacher. Students are expected to spend approximately 60 minutes a day receiving live instruction, 15-20 minutes viewing pre-recorded lessons and 60-90 minutes engaging in guided at-home activities with a caregiver, and 20-30 minutes using the Noggin subscription for supplemental activities and skill-building opportunities. Additionally, families will receive a daily schedule that will provide suggestions on building in other early childhood routines such as nap, shared mealtimes, etc.

Platforms: Class Dojo, Sparkler, Noggin, and Zoom.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

Students must participate in at least 60 minutes of live instruction to be counted as present for the day. In rare situations, a student may not be able to engage in live instruction. In these instances, families can submit evidence of the completion of asynchronous activities to be marked as present for the day.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#).

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

☐ The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#).

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found.

The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://www.appletreeinstitute.org/appletree-school-safety-updates>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. 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

ii. After-school programming ; v. Summer programming

b. Instructional Changes

c. Staffing and Related Support

d. Any Other, Please Describe

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

AppleTree will utilize Summer School 2022 and extended day program programming throughout the year to support student learning for the 2022-2023 school year. Data will be collected throughout the summer and into the school year through our ongoing checks for understanding and our traditional, Every Child Ready assessment. Data from these sources will help to inform our instruction, particularly any needs for differentiation and additional intervention. Additional summer programming will be provided in the Summer of 23.

Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

Identify:

i. Any barriers that the LEA has in meeting these requirements

Attendance is a potential barrier. It can be hard to assess and evaluate students and provide them with required services if they are not in school.

ii. The LEA's plan to address those barriers

Each campus has an attendance team comprised of the school principal, school social worker, and at least one other staff member. This team actively monitors attendance and truancy, and when a student is flagged for an attendance meeting, the team works collaboratively with families to develop plans to improve attendance. Students placed on attendance plans are actively monitored, and the plan is adjusted if attendance continues to be a concern. Our school social worker/counselors are also available to provide additional wrap-around support for families who continue to have attendance issues after an attendance plan is put into place.

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

AppleTree's Director of Special Education will work closely with families to keep them aware and involved in the eligibility process. The school's IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30-day IEP review meeting.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

Specialized instruction will be provided to students with disabilities through the itinerant consultation model, where the special education teacher serves as a consultant to the general education teacher. Also, direct intervention services will be provided to students whose IEP has outside of general education services. Special Education Teachers will meet with the General Education Teachers to review collected data and determine if any adjustments are needed to the IEP and services.

New and Returning students will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect observational data. In the IEP meeting, the team will review observational and ECR data to determine if changes and modifications need to be made.

General Education Students assessed with ECR and placed into Tier II intervention groups that are not making expected progress will be referred to the Special Education Team to go through the eligibility process.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

The IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30-

day IEP review meeting. Information will be communicated to families verbally and in writing. The Special Education Coordinator will take the lead in communicating with families.

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

The LEA attests to the following statements regarding delivery of instruction :

- ☒ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA s approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding 2022-23 school year attendance:

- ☒ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2022-23.

The LEA attests to the following statement regarding graduation and promotion for 2022-23

- ☒ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statement regarding serving students with disabilities including students in non-public special education school settings (please check all boxes):

- ☒ Students with disabilities have equitable access to situational distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- ☒ LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both situational distance and in-person learning models.
- ☒ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- ☒ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

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 situational 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 (please check all boxes):

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

The LEA attests to the following statement regarding family, stakeholder and public engagement (please check all boxes):

- ☒ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- ☒ The LEA has taken comments of the above-named groups into account in the revision of the CEP.
- ☒ The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.
- ☒ The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- ☒ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:
- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
 - An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- ☒ Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

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