

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: BASIS DC PCS

LEA Head of School Name: Alexander Rose-Henig

LEA Type: Elementary ; Middle School ; High School

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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.

680

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.

98%

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.

Parents will be invited to the building to pick up additional technology including internet hotspots should that be necessary for the family. If it is unsafe for the family to pick up the supplies, the school will deliver the supplies to the affected family's home

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

Parents will be invited to the building to pick up technology for their student including laptops or tablets should that be necessary for the family. If it is unsafe for the family to pick up the supplies, the school will deliver the supplies to the affected family's home

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.

3. Other

Please describe, Other

The school is situated with a nearly 1-to-1 device ratio from the start of the school year. All students will have access to virtual materials via the BASIS proprietary online curriculum management platform, SPORK. If individual students need to quarantine, they will be directed to the SPORK website which includes guidance and curricular materials for all classes.

In the case of any complete or partial long-term closure / emergency switch to distance learning the following transition will occur:

- Student accounts in the virtual learning platform Microsoft TEAMS will be activated;
- Parents and students will receive a library of training videos on how to use the virtual learning platform;
- Families will be provided with the timeline for the necessary transition;
- Students will be assigned to one of the school's dedicated staff members for support in the virtual learning environment;
- Parents will be invited to the building to pick up additional technology (hotspot, laptops, etc.) should that be necessary for the family. If it is unsafe for the family to pick up the supplies, the school will deliver the supplies to the affected family's home;
- The student will immediately begin to follow their normal bell schedule of classes in the virtual environment. All classes will be synchronous and hybrid with the in-person students

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.

In the event of an unexpected closure or partial closure, BASIS DC will communicate with families using the following methods and timeline: As soon as quarantining of a portion or entirety of the school is determined to be necessary the school will contact all families through multiple modalities including text, email, and the digital school-wide parent notification system, ParentSquare. In addition, the group(s) requiring emergency quarantine will be invited to a virtual town hall to explain the concern resulting in the quarantining measures and to address any additional questions. Additionally, families can contact various school officials through the existing communication policies as outlined in our parent/student handbook.

During the situational closure, as BASIS DC has done for the past several years, the school will assign each family to a single point of contact who will reach out to call the family weekly to ensure that the family is keeping up with the schoolwork and is aware of the school's operating status. These weekly calls will also allow the school to provide support as needed for internet access, food security, and other vital family services.

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 an unexpected closure or partial closure, BASIS DC will communicate with families using the following methods and timeline: As soon as quarantining of a portion or entirety of the school is determined to be necessary the school will contact all families through multiple modalities including text, email, and the digital school-wide parent notification system, ParentSquare. In addition, the group(s) requiring emergency quarantine will be invited to a virtual town hall to explain the concern resulting in the quarantining measures and to address any additional questions. Additionally, families can contact various school officials through the existing communication policies as outlined in our parent/student handbook.

c. Additional Considerations

i. Family training and support.

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

The parent and student will receive a library of training videos on how to use the virtual learning platform. Families will receive a single emergency closure POC to help ensure that they are able to access materials and understand how to use the systems.

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.

Teachers will receive a library of training videos on using the SPORK system. Teachers will also receive training during the Summer Institute (the BASIS network-wide summer training) and two weeks of on-site training.

Training includes instructions on uploading resources, navigating the system, and understanding the curriculum. In addition, each teacher receives a network mentor and a network model teacher who uploads resources for each lesson. Each BASIS DC teacher can also see all content materials that other teachers in the BASIS network providing instruction in the same course have added to the system.

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

Describe the LEA's expectations in the space below.

In the unlikely event of a school-wide pivot to distance learning, materials will be delivered via a combination of asynchronous and hybrid instruction (e.g., learning in conjunction with their in-person peers) as appropriate based on lesson topic and planned classroom activities. The asynchronous components of instruction will be comprised of pre-recorded instructional videos, assignments, assigned readings, and activities (e.g., labs, projects, etc.).

Students will be expected to sign into the digital systems and begin working at the start of the regularly scheduled school day, which will encompass the same number of instructional hours as during a typical, in-person model. Students learning virtually will be provided with a specific distance learning schedule. The school will communicate to parents and students an attendance process that must be followed each day. Whenever possible, internal high-stakes assessments (Baseline/Benchmark Exams, Pre-comprehensive and Comprehensive exams) for these students will be administered in person.

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.

While students will be expected to be in present and engaged in distance learning at set times during the day, course content is structured to allow for students to watch pre-recorded instruction (e.g., short lecture, demonstrated practice problems) and subsequently work on independent practice activities while possibly away from the computer.

- Grades 5–8: Core courses, at minimum, will have daily pre-recorded content, daily assignments, and regular assessments with weekly live interactions. While the course schedule will list a standard duration, the entire time may not need to be spent in front of a device. Specials will have reduced frequency of active structured time (for teacher check-ins, assignment distribution, discussion, etc.) with an expectation for independent work. For example, this will allow families to determine what time of day is best to complete art projects, music assignments, and PE exercises.
- Grades 9–12: All courses will preserve their daily schedule, with set instructional times when students are required to participate. Opportunities for simultaneous sessions dependent on lesson content, activity type, and scheduling constraints will be made available. Teachers in both core and elective courses will post lecture recordings and assignments.

Attendance for distance learning students will be taken during courses via SPORK, which will be used during distance learning to deliver lessons, provide supporting materials, and support communication with students. Live, remote check-ins will be conducted via Microsoft Teams.

Student completion of the assigned work will be monitored directly by school personnel; distance learning

students will have scheduled weekly check-ins with a member of school staff to review grades, missing assignments, and assess progress toward course learning objectives. Additionally, students will have small-group access to teachers during Student Hours (accessible virtually), parents will have the opportunity to meet with teachers regularly during Parent Hours, and student progress will be monitored through progress reports sent home every 5 or 6 weeks dependent upon grade level

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://basised.com/washington-dc/>

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

- v. Summer programming

b. Instructional Changes

New intervention program or support

c. Staffing and Related Support

Additional staffing

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.

In general, BASIS DC saw substantial student growth in the 2021-2022 school year. BASIS DC does not anticipate a substantial need to “accelerate” student learning beyond the additional supports and instruction that occurred in the last school year.

However, BASIS DC continues to have an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, the school will continue to use a variety of data systems including the school SIS, and several universal screener methods to collect, analyze and support our staff in addressing student learning needs. The plan includes regular meetings at a variety of levels of the Student Support Team. The data the team reviews include:

- Teacher reports
- Attendance data
- Engagement in clubs and extracurricular activities
- Engagement in the school’s PBIS program
- Rates of classroom behaviors
- Nationally normed screeners
- Teacher and student behavior rating scales
- Vision and hearing health data
- Overall test and quiz averages
- Missing homework rate
- Performance and growth on international assessments
- Parent/guardian referral

In addition, BASIS DC will continue to offer summer programming. BASIS DC offered multiple summer opportunities to accelerate student learning during the summer of 2022 and plans to continue to do so in the summer of 2023:

- 2022 Summer interventions – over 100 students were invited to attend 4 weeks' worth of summer intervention learning to help students who fell below grade level on nationally normed universal screeners
- 2022 Summer bridge – all students in grades 5-8 were invited to attend a program focused on accelerating learning around Math, English, Science, and Social Science. Students received 6 hours of targeted instruction for four weeks with each day devoted to a single subject.

· 2022 Summer enrichment– students were able join for summer programing around a variety of accelerated topics such as computer science, arts, and athletics in fun summer camps led by content experts

Lastly, using COVID relief funding, BASIS DC has substantially expanded its student support staff by including one Dean per grade level to provide targeted academic and family support.

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

There have been a few barriers in meeting timeline requirements. Including monitoring of timelines and ensuring that there is sufficient staffing to conduct evaluations (outside evaluators).

ii. The LEA's plan to address those barriers

BASIS DC is committed to meeting its obligation to make a free appropriate public education (FAPE) available to students with disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), as well as ensuring students with disabling conditions as described in Section 504 of the Rehabilitation Act have available the related aids and services described in their 504 plans.

Procedures are in place to ensure students' IEPs and 504 plans are reviewed in a timely manner and revised as appropriate. Evaluation timelines are closely monitored to ensure students are evaluated in accordance with IDEA and DC requirements. Special education staff will continue to work with families to hold meetings at the start of the school year to review the students' schedule of services, challenges from the previous year, and to make introductions to new staff. These and all other parent meetings will continue to be held virtually.

Evaluation and IEP timelines are tracked by the Director of Student Support Services as are related services delivery rates. Additionally, procedural compliance is monitored through periodic reviews of student files in the Special Education Data System (SEDS) as conducted by the BASIS Central Office Compliance Team. Conducting periodic compliance reviews has proven to be a helpful method for the special education team and school leadership to understand any issues and concerns that may require skills coaching or programmatic updates to correct, and the internal, closed system process allows personnel to get the support and training they need to make necessary improvements. School-based Case Managers are responsible for the implementation of students' IEPs and ensuring all regulatory requirements are adhered to. Case Managers are supervised by the BASIS DC Director of Student Support Services and the BASIS Central Office Compliance Team provides additional oversight to this internal monitoring system.

In addition, BASIS DC has a full-time school psychologist on staff, and has additionally contracted with two new external partners through the RFP process to ensure that there is always sufficient staffing to conduct evaluations in a timely manner.

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

Support staff are in regular communication with family members of students with disabilities who have already been identified. Staff email the families weekly with updates about their student's services, timeline, goal progress, and academic outcomes. During these email conversations the school seeks to check in with the families and ensure the school is meeting families' needs in ensuring their student can access their services and the general curriculum.

For students who have been referred for an evaluation, the school remains proactive in engaging families throughout the evaluation process. This includes regular communication with families via email and phone calls to explain the evaluation process, and regular reminders regarding upcoming meetings.

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.

BASIS DC will review the following data over the summer to determine if any students with disabilities are in need of accelerated learning due to interrupted instruction:

- All service minutes to review if any students have a pattern of disengagement in either related services or specially designed instruction;
- If the school determines there was a pattern of disengagement for a student, determine the level of parent communication and response
- Determine if any students demonstrated a notable lack of appropriate progress towards meeting IEP goals
- Identify students who demonstrated a marked change in performance in the general education setting during SY2020-2021
- Identify students who performed below grade level on BASIS DC's nationally normed universal screeners
- Identify any large discrepancies between a particular student's growth on internal assessments, and the general education students in the same course(s) or exam.

The school staff will compile this data in September and will reflect on each student individually. The school will use a uniform template for all students with disabilities to determine individual needs for any compensatory education.

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 school team may reach out to families to share the data collected and reviewed by the school team, and make recommendations regarding the provision of additional service hours or maintaining the current services. For most families, these conversations will take place during the annual IEP review. For students where the team feels that compensatory education is urgent and critical the school will invite the parents to IEP meetings in September outside of the annual review process. Parents will be included in the discussions and will have the opportunity to provide input addressing the nature and extent of interrupted instruction and the need for any targeted Compensatory Education.

During the meeting the IEP team will reach a consensus whether the student requires intervention or support through the RTI program, or if the student's needs necessitate individualized accelerated learning options. Accelerated learning may include additional specially designed instruction, additional related service hours, or outside tutoring as needed.

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.