

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Bridges PCS

LEA Head of School Name: Olivia Smith

LEA Type: Elementary

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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.

623

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.

85%

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.

In the case of an advanced and planned school closure, an established time two weeks prior to closure will be established for parents to pick up devices. Parents will be able to pick up devices (computers and hot spots) from 8:30 a.m.-2:00 p.m. each day for two weeks leading up to the advanced school closure. Parents will be able to sign out the devices during school pick up hours. Students whose parents do not have any transportation, would notify the school at the start of the two week window and identified staff members will deliver the devices to their homes.

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

In the case of an advanced and planned school closure, an established time two weeks prior to closure will be established for parents to pick up devices. Parents will be able to pick up devices (computers and tablets) from 8:30 a.m.-2:00 p.m. each day for two weeks leading up to the advanced school closure. Parents will be able to sign out the devices during school pick up hours. Students whose parents do not have any transportation, would notify the school at the start of the two week window and identified staff members will deliver the devices to their homes.

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 a planned closure, two weeks ahead of time the school would have time to prepare any materials such as paper packets, manipulatives, etc. that students would need while they are engaged in situational distance learning. We would identify specific days and communicate to parents that these materials will be sent home with the students in their bookbags.

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.

During situational distance learning Bridges' Family Engagement Specialist would have a virtual meeting with parents to discuss concerns. Additionally, teachers would be required to communicate each day with parents to summarize the learning and provide parents with an opportunity to ask questions and gain clarity around what is being instructed.

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.

We will provide information on a situational distance learning situation to our stakeholders in the following manner: School monthly newsletter, principal letter, placed on our website, handouts during arrival and dismissal, text messages, phone calls and sharing during the principal monthly parent coffee. We would share this information as early as possible when we are able to move to a situational distance learning situation in a timely manner.

c. Additional Considerations

i. Family training and support.

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

Prior to any situational distance learning we would orientate our parents during Back To School Night to our online distance learning platform. The teachers will share how to access their Google Classroom and Google Sites pages in order to access online learning. Additionally, this information can be reviewed as needed during Parent Teacher Conferences. Homework and classroom assignments will be posted regularly on Google Sites and Google Classrooms so that new parents are able to become acclimated to the platform.

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.

New teachers will receive professional development on how to use the Google Classroom and Sites platform for remote instruction. Returning teachers will receive a review. All Teachers also have access to the school's Technology support and Learning staff for 1-on-1 support and review.

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

Describe the LEA's expectations in the space below.

During situational distance learning it will be expected that teachers submit their lesson plan and presentations to their coaches for feedback. This will be communicated in a general staff meeting and during the curriculum planning meetings. Staff will be expected to adhere to the daily schedule, which will include an opportunity for lunch and recess. Students will be expected to adhere to the school's technology requirements. Additionally, students will be expected to participate each day. This includes having on your camera, engaging in lessons and discussions and formative assessments.

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.

Attendance will be taken daily using our current attendance program. Engagement will be measured by the number of students that participate each day as well as the work that is submitted.

Time	Instructional Schedule
8:50 am - 9:10 am	Morning Meeting
9:10 am - 9:45 am	INTERVENTION
9:45 am - 11:10 am	Math
11:10 am - 11:40 am	ELA
11:40 am - 12:20 pm	Specials (Art, Music, PE, Spanish, Gardening / Life Sciences)
12:20 pm - 12:30 pm	Transtion Time
12:30 pm - 12:55 pm	RECESS
12:55 pm - 1:05 pm	Independant Work
1:05 pm - 1:30 pm	LUNCH
1:30 pm - 2:25 pm	ELA
2:25 pm - 3:10 pm	Social Studies / Science
3:10 pm - 3:15 pm	Closing Circle

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://docs.google.com/document/d/16hGCsbgAuhX7QDNhvaJuBcXkmrHe53bSIMC1PC5nccE/edit?usp=sharing>
Accelerated Learning - Senior Leadership

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

iii. Longer school day ; v. Summer programming ; vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

New curriculum purchase

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.

The school day on Friday, has been extended one hour in order to allow for school clubs. The clubs are designed to address the social/emotional needs of the students. We will have Summer School for students that qualify based upon their NWEA, WIDA, and internal formative and summative assessment data. As well as students with special needs who qualify for Extended School Year (ESY) services. We will have Saturday School twice per month for students that qualify based upon their NWEA, WIDA, and internal formative and summative assessment data. We will be utilizing Wilson Foundations for grades K-2 to support students with phonetics. We will hire additional Staff , co-teachers in grade 3.

The purpose of accelerated student learning is to provide in-time supports for students Because we will not be speeding along in order to get students "caught up", please see below how we will be implementing our intentional strategies:

Adjusted Scheduling:

We will be dismissing students at 2:00 p.m. versus 1:00 p.m. in order for students to engage in Friday Clubs. This will allow students the opportunity to build relationships with other students as well as explore a skill and learn and share information with their school community.

Instructional Changes:

We are purchasing Wilson Foundations to provide a foundation of phonological skills. Wilson Foundations provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Our data showed that our students were struggling with phonological awareness and needed a more comprehensive program to address these deficits.

Staff and Related Supports:

We are hiring an additional co-teacher to provide support in grade three. Our data indicates that there are increased hours for students in grade three. These students were kindergarteners when the schools shut down due to the Coronavirus. They missed basic skills and this data is evident in the increased hours for instruction needed for students with IEPs.

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

Contract psychologists have experienced a backlog in conducting psychoeducational evaluations due to the COVID-19 pandemic, as evaluations must be conducted in person. The backlog from the 2019-2020 school year impacted the timeliness of evaluations in the 2021-2022 school year as well. Additional backlog from the 2021-2022 school year may be a barrier to meeting the identified requirements.

ii. The LEA's plan to address those barriers

The LEA will communicate with the contract psychologists 150 days in advance of an AED meeting to confirm the attendance of a psychologist at the AED, tentatively hold time for any possible evaluations, and to ensure timeliness of reports. Once the AED meeting date is set, the LEA will alert the contractor of the due date for evaluation reports in SEDS. The LEA will request a status report 10 days in advance of the due date in order to communicate timeliness to families. Students requiring an initial evaluation will be prioritized and provided with an educational evaluation at the school level to lessen the number of assessments to be conducted by the psychologist to ensure timeliness of psycho-educational reporting. The LEA will schedule the final eligibility determination meeting at the AED meeting to adhere to the 60 day timeline for evaluations and review before the Final Eligibility Meeting.

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

LEA will notify caregivers of the date the evaluator will conduct the assessments with their student. Notifications will be made in the caregiver's native language. LEA will contact caretakers to schedule interviews with the psychologist and to provide assistance for any rating scales to be completed. Notifications and any assistance will be provided in the caregiver's native language. Families will receive a reminder for the Eligibility Determination meeting 30 days prior to the meeting, 15 days prior to the meeting, and the day before the meeting. Notifications will be made in the caregiver's native language. LEA will notify families 10 days prior to the due date for evaluations on the status of the reporting. Families will receive a copy of all evaluations and the Evaluation Summary 15 days prior to the Eligibility Determination meeting. All paperwork and notifications will be made available in the family's home language.

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.

LEA will use assessment data from the first 30 days of school, in conjunction with convergent data from the 2021-2022 school year, to complete a qualitative analysis of what services and supports the student received, what

progress or regression the student experienced as a result, and what is needed to address recovery of lost learning and mitigate student regression. All analyses are completed by the IEP team on an individual basis, using individual data to make determinations regarding the necessity of compensatory education services.

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 LEA will hold individual meetings with families to analyze the data collected within the first 30 days of school, IEP progress data, and rates of progress or regression the student may have experienced. LEA is monitoring the delivery of service in SEDS, for related services, with providers selecting Compensatory Services for the service logs when those services are delivered. LEA is monitoring delivery of compensatory specialized instruction via Specialized Instruction service log in SEDS. LEA provided some students with compensatory education and services during ESY 2021-2022. LEA will provide compensatory services during the 2022-2023 school year for individuals as determined by the IEP team's qualitative analysis.

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.