

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Briya PCS**

**LEA Head of School Name: Christie McKay**

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

**Date Generated: 08/22/2022**

### 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.**

1745

### **a2. Distribution Strategy:**

**The devices are:**

Are distributed to all students at the beginning of the school year.

**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.**

100%

**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.**

We will provide all students who claim not to have access to Internet at the time of enrollment with a temporary hotspot. The Student Service Team will then contact the family to get more information about their Internet needs and will help them to apply for low-cost or free Internet service if they qualify. The IT Team will help the students during the Internet Installation and troubleshoot any difficulties, as necessary. If the family does not qualify for low-cost or free Internet but they are unable to pay for it, then the family will be permitted to keep the hotspot for the remainder of the school year.

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

Briya will provide every adult student with a learning device when they attend orientation or on the first day of classes, whichever occurs first. Since all prekindergarten students have a parent who attends Briya, they can also use their parent's device in the event of situational distance learning.

## **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, Briya will employ one of the following for our prekindergarten students and their families: (1) distribute learning materials at school before the transition to distance learning, (2) offer times when families can come onsite to pick up materials, (3) deliver materials directly to families' homes. Decisions will be made according to when the transition to situational distance learning occurs, families' ability to come on site, and staff availability to deliver materials. Since prekindergarten students' parents are also students at Briya, the school can also send electronic materials to parents on their school devices, if needed.

## **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, Briya will use multiple means of communicating with families determined by individual family preference, need, and/or language and literacy abilities. These methods include WhatsApp messages, e-mail, text messages, and/or phone calls. Briya also posts school-wide messages on our internal, student-facing website. Briya also ensures that we communicate with families in their preferred language(s) by employing multilingual staff, using robust translation technology, and/or using Language Line services, as needed.

**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 situational distance learning, Briya will use multiple means of communicating with families, including (1) OneCall text and voice messages, (2) e-mail, (3) WhatsApp, (4) individual phone calls, as needed.

**c. Additional Considerations**

**i. Family training and support.**

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

At Briya, all our adult students attend an orientation session before they start classes. This orientation session includes instruction on how to use their computer and all Apps and websites associated with the school. Additionally, during their adult education classes, students receive additional instruction and practice using each of these technologies. Since Briya's adult students receive instruction in a hybrid format, they will have already experienced distance learning before the need to pivot to situational distance learning.

**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.**

Procedures and processes for situational distance learning will be covered during the professional development weeks before the start of the 2022-2023 school year. These will also include assistance in using technology to deliver distance learning.

**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, Briya expects that families will engage in learning in the same ways that they do during regular periods of instruction. Students will be expected to attend classes as they normally would and if they cannot attend, they are expected to communicate that with the school. Similarly, families can expect to receive the same level of high-quality, two-generation instruction that they do during regular periods of instruction. They can expect to receive communication from the school and from their teachers with the same frequency that they would normally and through the same mechanisms.

**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.**

Since Briya's adult education programs are already delivered in a hybrid format, there will be minimal changes to schedule, expectations, attendance, and engagement during situational distance learning.

Prekindergarten` classes may experience scheduling changes during situational distance learning since young children do not benefit from learning on a device for an extended period of time. However, the normal, daily schedule will stay the same and parents will be equipped to lead additional activities during times when there is not direct instruction from the teacher. Families will receive instruction and support to do this through Briya's two-generation programming.

### **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://briya.org/policies-notice/>

### **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

**b. Instructional Changes**

New uses of staff planning time for accelerated learning

**c. Staffing and Related Support**

New hardware purchase

**d. Any Other, Please Describe**

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.**

Briya will add additional afterschool programming Monday through Thursday that will support prekindergarten children's development and utilize indoor and outdoor materials to support learning.

Briya will implement a new Master Teacher cohort and planning time to support coaching activities that help to leverage areas of expertise across campuses and facilitate teacher-driven instructional goal

Briya is creating new structures to maximize the staff planning time, particularly of its Master Teachers to enable them to participate more fully in coaching activities across campuses with other teachers and assistants

Briya has purchased new Chromebooks to ensure all of our adult learners have their own devices when learning onsite and during distance learning.

**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**

The only barrier that Briya anticipates is a potential need to shift to situational distance learning at the beginning of the school year when initial or reevaluation for special education service eligibility may be occurring.

**ii. The LEA's plan to address those barriers**

Should the need for situational distance learning occur at the start of the school year, Briya staff will work with the family to conduct any needed assessments in virtual or outdoor environments to ensure the safety of all participants.

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

Within the first six weeks of school, all students with individualized education plans (IEPs) will be screened using the ASQ-3 which is a tool that includes considerable parent input. Family input about children's development and progress is always crucial but particularly during this time of school reentry. Parents will inform the assessment process and provide a more holistic and more accurate picture of the student's present abilities, challenges, and need for additional support. The special education teachers will carry out detailed classroom observations of any new students to supplement the information from the screener. The observations will address levels of functioning within the classroom in all four areas of development: cognitive, socio-emotional, physical, and linguistic. By October 22nd, the special education team will analyze all data and make decisions in collaboration with parents to amend IEPs as needed or to obtain parental consent to start the eligibility process for new students who might qualify for special education services.

To provide accelerated learning for students with disabilities who demonstrate abilities that are below their age-level expectations, or a significant delay in critical skills in any of the four developmental areas, the team will design a school-home plan to supplement the IEP and provide targeted learning activities and materials to strengthen skills in the child's areas of need. The multidisciplinary team of special education teachers and general education teachers will work together with the family to implement learning activities at school and at home using the materials provided by the school. Any cases in which IEPs need to be amended to reflect changes in services

(e.g., additional hours, new supports) will be completed by October 31<sup>st</sup>. Any new student who needs further evaluation to determine eligibility will have all data necessary uploaded in SEDS by October 31<sup>st</sup>.

**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.**

The IEP team will gather information from relevant and appropriate sources to be able to make individualized decisions for students who need compensatory services. All Briya students with IEPs are screened during the first six weeks of school. The results will be part of the IEP team's sources of information for decisions on compensatory services. Simultaneously, the special education coordinator will reach out to each family for students who are transferring from another school or program to understand the extent of services during the 2020-2021 and 2021-2022 school year. Based on this information as well as family input on the student's current performance in developmental areas, the special education coordinator will meet with the rest of the educational team (i.e., therapists, general education teachers) to review all data including but not limited to current IEP, periods of time in which student did not receive services, parent input, and teacher input based on classroom observations by October 31, 2022.

**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.**

Parents will be notified of their child's eligibility for compensatory services by November 1, 2022. The special education coordinator will communicate with families regarding how and when the services will be delivered, and if any changes in the IEP should be made to receive those services. Compensatory services will be delivered via one or more of the following methods: sessions with special education teachers in the classroom, home-school plans targeting specific skills identified as areas for improvement based developmental screeners, or hours of related services added to their IEP. If IEP amendments are needed changes will be made by November 10, 2022.

### **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.