

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

**LEA Name: Capital City PCS**

**LEA Head of School Name: Karen Dresden**

**LEA Type: Pre-K ; Elementary ; Middle School ; High School**

**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.**

2981

### **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.**

71%

**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.**

Capital City will continue to provide support for families who need enhanced internet access by providing access to Capital City-owned internet hotspots.

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

All returning students already have access to a school-issued laptop or tablet for use at home, which was provided at the start of SY2021-22. Newly enrolled students will be provided with a Chrometab (PK - 1st) or Chromebook (2nd - 12th) at the start of the school year, ensuring that everyone has access to the technology needed for instruction.

## **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**

## **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.**

Capital City PCS will continue to communicate relevant information with families through our weekly e-newsletter and website. More urgent or timely messages will be sent to families via robo texts and emails. Notifications on our website and/or social media are also used to disseminate information. In the event of a move or potential move to situational distance learning, more frequent communication will be sent to families to keep them abreast of the situation. All materials will be translated to Spanish, which is the primary second language for our school community. Our Family Engagement team and instructional technology coordinators will be available to support families over email, text or phone with questions about situational distance learning and all materials will be available to families through email, Remind or our educational software systems for each campus. We also have a dedicated email address, [homehelp@ccpcs.org](mailto:homehelp@ccpcs.org), set up to support families with any technology issues.

**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, families will be notified through email, text and our Remind communication software. The affected campus(es) will transition to a distance learning posture, which should be relatively seamless given student access to a computer at home and staff maintaining online Learning Management Systems (LMS) throughout the year. It may be necessary to adjust schedules, to limit screen time in an age-appropriate way. Shifts to schedules will be communicated with families through email, text and Remind. Necessary instructional materials will be available online, through the relevant LMS. Families can communicate any questions to their child's teacher/crew leader/advisor, or by contacting our bilingual (Spanish/English) Family Engagement team via [families@ccpcs.org](mailto:families@ccpcs.org). Families can also contact [homehelp@ccpcs.org](mailto:homehelp@ccpcs.org) for technical assistance related to computers and/or our distance learning portals.

**c. Additional Considerations**

**i. Family training and support.**

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

We will provide written handouts to support families in how to use technology tools for learning at home. We will also update videos that will be accessible on our website, for how families can use these tools for learning. The Instructional Technology Coordinators will work with our Family Engagement team to schedule and host training sessions as needs arrive. Families will also be able to reach out to our [homehelp@ccpcs.org](mailto:homehelp@ccpcs.org) email address in order to receive support.

**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.**

We will continue to build on the work we have done in the previous years to ensure that teachers are prepared to teach with digital tools, not just as part of remote instruction, but as part of our in-person modes of learning. We will provide teachers access to a knowledge base where they can search for help guides on how to use instructional tools for remote learning; we will also host office hours and provide coaching for teachers who want support with improving their use of technology for instruction.

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

**Describe the LEA's expectations in the space below.**

In the event of situational distance learning, teachers will be supported in adapting lesson plans to allow for any adjustments to schedules to limit screen time in an age-appropriate way. Teachers will be expected to provide direct instruction, support to students in completing learning tasks, and opportunities for asynchronous engagement. Synchronous learning will be managed via Zoom and the learning management systems that students will use consistently, even during in-person instruction (Clever, SeeSaw, Google Classroom and/or Canvas).

Students will be expected to attend all scheduled synchronous sessions via Zoom, and participate as they would during

in-person learning. Expectations for any asynchronous activities will be explicitly shared by teachers.

Families will be expected to support their students with logging into Zoom, attending all scheduled synchronous activities, and completing any asynchronous work throughout the period of situational distance learning. We also ask families to stay in communication with their students' teacher/crew leader/advisor to share any struggles or difficulties they are having in participating during this time.

Campus engagement teams will reach out to families and students who are not attending or are disengaged to support these students during situational distance learning. As noted above, families can also contact [families@ccpcs.org](mailto:families@ccpcs.org) with questions or email [homehelp@ccpcs.org](mailto:homehelp@ccpcs.org) for technical assistance.

**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.**

In the event of situational distance learning, students will be expected to log into the correct Zoom link by 8:30a each day. We do not expect class schedules to change in most cases, but there may be a need for adjustments to limit screen time in an age-appropriate way. Teachers will share any schedule changes for the situational distance learning period during the first class (Homeroom in Lower and Middle Schools; 1st period in High School). Students will attend all synchronous classes/activities via Zoom. Class links will be available in Learning Management Systems (Clever, Google Classroom and/or Canvas). Students and families will be directed to these links throughout the school year, and links will be included in all communications that go out about the switch to situational distance learning.

Daily attendance will be recorded following the same policies as in-person instruction. Teachers will monitor student engagement during synchronous activities; engagement for any asynchronous activities will be determined via submitted work.

**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.ccpcs.org/re-entry>

### **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**

i. Adjusted class/block/bell schedules ; ii. After-school programming ; v. Summer programming

##### **b. Instructional Changes**

High-impact tutoring ; New curriculum purchase ; New intervention program or support ; New professional development for staff -accelerated learning

##### **c. Staffing and Related Support**

Additional staffing ; Additional vendor and/or community partner support ; New software purchase

##### **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.**

Capital City will maximize accelerated learning opportunities for students by employing the following strategies across our schools. All of these programs are offered at no-cost to families:

- **Adjusted Scheduling**

- Lower School is not making any significant scheduling changes from SY 2021-22. They will continue to offer four days of Intensives during the school year.
- Middle School's schedule will shift slightly to include a social-emotional learning "Crew" block at the start of the school day, to help prepare students for learning. Students will continue to have two "X Blocks" during which every student has at least one academic support block in addition to arts, Spanish, and fitness classes. Staff will continue to host Math Lab and Literacy Lab after school, providing targeted support for students.
- High School will return to a 7-period rotating schedule. This schedule allows students to earn more credits than required to graduate, as well as take courses in subjects about which they are passionate. Students also have the opportunity to earn dual enrollment credits and take multiple AP or Honors courses. High school will offer after school programming that increases students' logic, problem-solving, and academic skill sets in academic and extracurricular settings.

- **Summer Programming**

- Our hope is to be able to continue our summer offerings moving forward, as well as investigate additional programming to enhance the opportunities available to our students. Our Summer 2022 programming included:
  - A Lower School Summer Intensive program, which served approximately 100 students in grades PK - 4 who needed additional academic support.
  - A Middle School Summer STEM program, which served approximately 50 rising Middle School students, focusing on enrichment in the field of Science, Technology, Engineering and Math (STEM).
  - Eagle Camp, a 3-day introductory program offered to all new-to-Capital City middle school students, aimed at orienting students to Capital City culture, and each other.
  - A High School Credit Recovery program that served students who needed to recover credits in core classes, including English, Algebra and Spanish. High School students also had the opportunity to participate in dual enrollment classes, or in the Summer Youth Employment Program (SYEP).
  - New Student Orientation (NSO), a 4-week program offered to all incoming High School students. This program gives students the opportunity to get a head start in Math, English, and CCPCS culture before the new school year begins.
  - All three campuses also provided Extended School Year services to qualifying students with disabilities.

- **Instructional Changes**

- Lower School is on the waitlist for a partnership with [Springboard](#), a high dosage literacy tutoring program for students in Kindergarten through 2nd grade, in the area of foundational skills. They will continue to dedicate time in the daily schedule for intensive academic support in literacy (using Lexia Core5) and math (using Dreambox) in grades K - 4.
- Middle School will leverage its continued partnership with City Year to provide high-impact tutoring during X blocks and instructional support during academic classes. Additionally, Middle School will begin implementation of the EL Education Language Arts curriculum modules in all grades.
- High School will maintain its partnerships with DC-CAP's STEM Ready programming, Georgetown tutors, as well as continuing to provide homework centers to students. They will reintroduce the Writing Center this school year.
- Professional development, both in August 2022, and throughout the year, will reflect our re-commitment to effective co-teaching models. Staff will engage with a variety of content, including co-teaching and the Universal Design for Learning framework (UDL), to support their work of maximizing learning opportunities for all learners through evidence-based approaches.

- **Staffing and Related Supports**

- The 39 new positions that were created in SY 2021-22 will continue in SY 2022-23. This includes thirty-two (32) new classroom and inclusion teachers; five (5) special education case managers; and two (2) instructional technology coordinators.
- The LEA has invested in a new discipline tracking and reporting system, [BehaviorFlip](#), which will be used in all three schools.
- Lower School has added an additional position, a Social-Emotional Learning (SEL) Specialist. The focus of this role is to support tier 1 implementation of SEL strategies and to provide coaching and support to teachers and students in this area. Lower School will continue to partner with Urban Adventure Squad to reinforce the importance of outdoor learning. They will continue to work with 4th graders.
- As noted above, Middle School is continuing their partnership with City Year; they will be investigating

additional partnerships to provide high-impact math tutoring. Middle School has purchased Lexia Core 5, a program used currently in the Lower School, for use during “X” blocks to support students with core reading skills.

- High School has made some staffing changes to maximize the number of classrooms with a co-teaching team. They will continue to partner with RestoreDC to support staff in developing culturally responsive classroom lessons and discipline responses.

**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**

Capital City ensures that students receive timely assessments by creating the LEA's Evaluation Timeline outlining the evaluation process for identified students. This includes initial referrals through the child find process and re-evaluations for identified students. The timeline provides case managers with internal time requirements designed to accommodate for unexpected delays that could impact timely final eligibility determinations. Potential barriers to providing timely assessments include COVID-related quarantine requirements and bilingual evaluation needs.

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

Capital City has added an additional 30 days to the LEA's Re-evaluation Timeline process to ensure that there is sufficient time for eligibility determinations should COVID quarantine impact the evaluation process. In addition, Capital City will partner with the DC Special Education Cooperative to identify external bilingual evaluators as potential contractors.

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

Capital City partners with families throughout the evaluation process. Families are integral members of the IEP Team. As such, they are notified through each part of the process including the AED meeting to gain consent for evaluation and the evaluation review to aid in eligibility determination. Communication includes prior written notice documenting agreements during the process.

**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.**



All students, including students with disabilities will be assessed at the start of the year to establish baseline performance for progress monitoring throughout the year. This beginning of year data will be analyzed against data collected during SY 2021-22, where there were periods of COVID quarantine for students with disabilities. Special education data will be compared to general education data to determine the rate of impact and the interventions necessary to address it. Capital City will implement Extended Day compensatory services for any student determined to have impact during periods of quarantine.

Additionally, Capital City will take the following steps to update Individual Education Plans (IEPs) as appropriate to guarantee that supports designed to ensure access to general education curriculum are made available to all students with disabilities:

- a. Continue to work with families to schedule IEP-related meetings in accordance with IDEA timelines at mutually agreeable times;
- b. Provide interpretation and translation of IEPs in the family's home language as needed;
- c. Document services through service logs in SEDS;
- d. Report IEP progress quarterly; and
- e. Implement internal progress monitoring systems which will allow IEP teams to determine interventions needed and available to students.

The primary mode of service delivery will be through inclusion in the general education classroom. Special education teachers will, to the greatest extent possible, serve students in general education sessions and provide small group or individual sessions to ensure student access to the general education curriculum and a focus on student IEP goals.

**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.**

Students with disabilities who have been determined to demonstrate impact requiring compensatory education for specialized instruction or related services will receive prior written notice before the end of the first quarter notifying families of their eligibility for Extended Day compensatory services. Extended Day services are taught by Capital City teachers and convene twice per week for an additional hour right after school. Capital City will also partner with an external tutoring provider to offer additional services at the parent's convenience for families who are unable to participate in Extended Day.

**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.