

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Carlos Rosario International PCS

LEA Head of School Name: Ms. Allison R. Kokkoros

LEA Type: 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.

2400

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.

50%

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.

All student learning devices are wifi enabled, through the use of data cards. Each laptop has 3 gigs of data a month included for the explicit use of accessing digital learning platforms and materials.

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

We will distribute our laptops and materials to students during the first week of each semester.

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.

Over the course of SY 2021-22, the School solicited feedback from students regarding class schedules, health and safety, and their learning. Our community of staff will continue this trend and incorporate our adult student feedback. The solicitation of feedback has occurred through the use of surveys and inviting feedback from Student Government representatives.

During the 2022-2023 school year, we will conduct at least one survey per semester in a similar timeline with the focus groups as a way to reach out the whole student community and focus groups with the Student Government Representatives at both campuses. The surveys will be conducted in English, Spanish, Amharic, and French to cover our most dominant language groups within our school population. Feedback from the surveys will continue to influence changes and plans for the school and will be communicated to the school community.

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.

The school will communicate the campus closure with students via Remind or Student Information System (SIS) messaging system and students will continue their learning virtually. We have used Remind as our community communication platform while our new SIS is being created and rolled out simultaneously. Once the messaging system (email and SMS text) is complete and tested for accuracy, we will migrate from Remind. We will notify students through text messages and emails. Teachers will help reinforce these messages through Schoology. If students have questions, they will be able to call the school phone number or reach out to their teacher.

c. Additional Considerations

i. Family training and support.

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

Our adult students will all be given a laptop to support them in accessing their educational materials. Our general hybrid schedule, where students attend 3 days in person and the remaining day virtually, will ensure that students have the familiarity necessary to seamlessly transition to distance learning if the occasion arises.

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 are in the process of creating our staff professional learning plan to account for and accommodate our new hybrid schedule. As well as, build skills for staff to meet new and emerging student needs for accelerated learning. The process is being led by professional development specialists, in partnership with academic administrators and faculty. All plans will be informed by stakeholder feedback and classroom evaluation data. We are identifying what would work well by looking at a variety of factors. Using information gleaned from school year 2021-22, we are planning on supporting teachers through two weeks of in service prior at the start of the school year with continued bimonthly professional development for all faculty. Strategies will continue to be added to our repertoire as we gain more understanding of students' actual needs after the start of the

year. As the year continues, we will revise our plans to ensure they meet our teams' needs. Additionally, we will leverage data cycles of the start of semester, mid semester and end of semester each fall and spring and ensure our professional development planning is informed by the most current student achievement needs.

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

Describe the LEA's expectations in the space below.

Remind has been the School's messaging tool where students, teachers, or other team members engage. Remind is an option for students to also receive instructional support and submit assignments. As our new SIS continues to be built out, messaging via email and text will come from this system and Remind will be phased out.

If our hybrid classes must switch to full remote learning due to a situational change, students would simply implement the same strategies used on virtual days to continue learning remotely until we are able to return to our normal schedule. Having a hybrid schedule will make this change seamless for our learners and we do not anticipate any challenges. Hybrid students transitioned well to situational distance learning in SY 21-22 during the Omicron surge.

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.

*Some programs vary slightly from the schedule below.

	M	T	W	TH	F
AM (9:00-11:30)					
Hybrid	In building	In building	In building	Via Zoom	Via Zoom
PM (12:00-2:30)					

Hybrid	In building	In building	In building	Via Zoom	Via Zoom
EVE (6:00-8:30)					
Hybrid	In building	In building	In building	Via Zoom	
Virtual Pilot	Via Zoom	Via Zoom	Via Zoom	Via Zoom	

Schoology is the LMS for the Carlos Rosario School. Classroom teachers will monitor a combination of students' synchronous class participation and engagement via Schoology or Remind for daily submission of daily asynchronous work, such as discussion boards, assignment submission (could be a photo of work, engagement in a document, etc.) on virtual instruction days.

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The Carlos Rosario School will implement the following steps to address absences:

- Teachers, support staff and administrators will collaboratively follow-up with absent students.
- Teachers will contact absent students via Remind, email, and phone to determine reason for absence and determine support needs for student future attendance.

Adult learners have many competing priorities that can make attendance difficult at times. We seek to maintain high levels of engagement with each learner by maintaining constant communication

with our learners at the classroom level. In alignment with our adult learner goals and present needs, students will be marked present for active participation in synchronous class session via the established instructional mode (virtual, hybrid, or in-person). Marking a student present with sufficient engagement requires the student to attend synchronous class sessions and actively participate. Teachers are required to enter attendance by the end of the day.

Student and Staff Well-Being

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

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

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

2022-23 Health and Safety Plans

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

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://www.carlosrosario.org/wp-content/uploads/2022/08/Carlos-Rosario-2022-23-Health-and-Safety-Plan.pdf>

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 ; iii. Longer school day

b. Instructional Changes

High-impact tutoring ; New intervention program or support

c. Staffing and Related 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.

Schedule Adjustments/Longer Day

As an adult education school, we have sought ways to support our students to persist in their studies despite the many challenges they face in their lives. Our new school hybrid model gives students flexibility so they do not have to choose between working to provide for their families and studying to ensure greater financial opportunities for their future. The new model and schedule were designed in consultation with all stakeholders in our community and ensure that we have considered multiple factors to keep our community safe, ensure academic rigor, and help staff balance the stressors of the pandemic. We have adjusted the afternoon class schedule to accommodate parents who need to pick up young children and hospitality workers who begin work in the late afternoon. We have also reduced the amount of time that all students spend in class and have structured independent work to support a wide range of work schedules. This had resulted in an ability to extend learning for our students, without adding to the number of hours they spend physically in class.

In addition to our new hybrid model, we have also created a Virtual Demonstration Pilot (VDP) . The VDP aims to take the lessons learned during the pandemic to intentional created a virtual class experience for our ESL learners. One class from each of our ESL level will participate with students who are re-enrolling. The purpose of this pilot is pressure test our ability to re-create our in-person model for a virtual environment. The end goal is to expand learning options for adult learners and make education even more accessible and equitable.

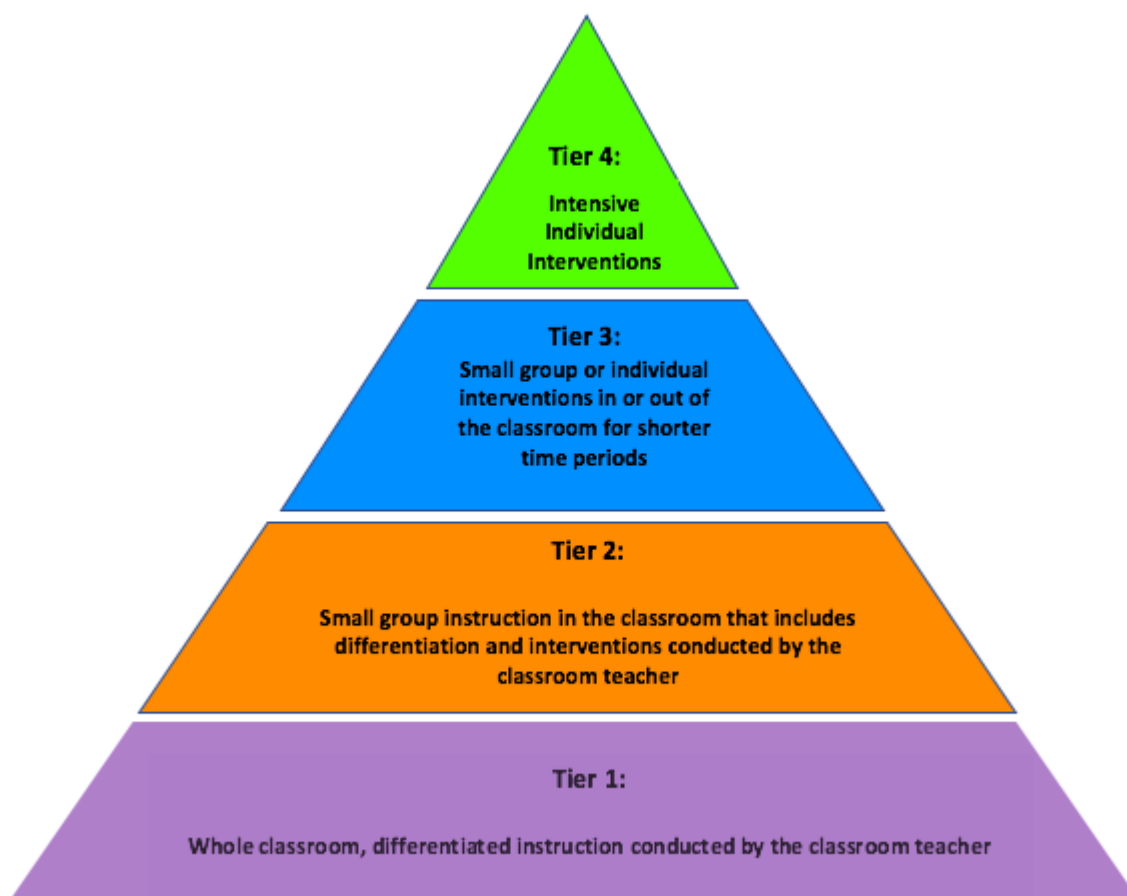
High Impact Tutoring/Program Support and Interventions

We support our students' academic needs in a variety of ways. We have added tutor and paraeducator positions to support students with developing the necessary digital literacy skills for our new 1:1 device structure. We have also used grant funds to design solutions to increase capacity for device maintenance and tech on-boarding support for our learners.

Our Tutoring and Student Academic Resource Team programs are designed to funnel resources to the students in the most need. As an adult education school, we are not required to provide SPED services, but these programs ensure that students with unique learning needs are well supported. Using the four tier system of support the student support team develop students' academic support plans

which would include appropriate goals, setting, accommodations, and interventions for students. The team meet on a weekly basis to review incoming referrals. SST members: (relevant members attend each meeting)

- **SST Coordinator/Specialist** (*manages referrals, process, plans, data, outside services*)
- **SART** (*individual specialized support, tier 4**)
- **Tutors** (*individual support, tier 3**)
- **TRIG** (*reading support in groups, tier 3**)
- **Paraeducators** (*in class support, tier 2**)
- **Referring Teacher** (*whole class, differentiation, tier 1**)
- **Counselor/Staff/Outside Agency Representative/Specialist as needed**



New Software Purchase

In an effort to target the literacy needs and learning loss of our students, we piloted a new reading software with our ESL learners in SY21-22. This year we will be increasing the number of licenses to expand access to more of our learners and to determine if it will be used school wide. We have also added additional servsafe certifications to our Culinary Arts program curriculum and will be utilizing the online platforms to support skill attainment.

We continue to build out our new SIS and will be adding new components, such as Tutoring and SART services, where we will be able to capture more data and provide students with services faster. We have completed digitizing our school-wide assessments and will rolling out the new software for all internal school-wide assessments.

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

As an adult education center, the School does not receive IDEA funds or provide special education services using IEPs.

ii. The LEA's plan to address those barriers

However, we do have a Student Academic Resource Team (SART) that gives support to students that are having learning difficulties whether due to social-emotional impacts, limited or interrupted education in their home countries, or physical challenges. The SART program follows these steps:

1. Faculty, counselors, or students themselves, submit referrals for academic support related to one of the needs listed above.
2. Once a referral is submitted, the SART staff gather data specific to the academic need stated.
3. SART staff meet with an academic support team such as the teacher, tutor, counselor, and the student, to make an academic support plan to address the student's need. The academic support plan may include any of the following:
 1. tutoring (in class or out of class)
 2. modified materials
 3. modified in-class assessments
 4. social-emotional support
 5. physical modifications to the classroom materials/tools
2. During the semester, the teacher submits notes on the plan's implementation and on the student's progress.
3. When the student changes class the following semester, the SART staff meet with the new teacher to share the academic support plan.
4. Notes and monitoring continue to the end of the school year when a final meeting is held to discuss the progress of the student and if academic support needs to be continued or revised.
5. SART and Student Services staff are in touch with students in the care of the District of

Columbia or who are experiencing homelessness.

For SY22/23, students who have been supported by SART or Tutoring during SY21/22 will continue to be supported through the process described above. As SY 21/22 wrapped up, SART staff have met with each teacher, tutor, and counselor that works with students supported by SART and have made notes on the progress students have made during SY21/22 by looking at test data, student work, and teacher and tutor progress notes, as well as classroom observations and have made recommendations to what supports to continue in SY22/23. Consequently, any necessary accommodations to instruction, materials or assessments will be continued. In addition, the SART staff will continue to ensure that students have the digital literacy skills they need to continue to access their education in a variety of ways by using the school's LMS and being able to follow directions, complete tasks, and submit assignments. This will be accomplished by specialized tutoring and support in learning the tech skills needed.

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

N/A

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.

N/A

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.

N/A

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.