

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Cedar Tree Academy PCS

LEA Head of School Name: LaTonya Henderson

LEA Type: Pre-K

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.

800

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.

78%

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.

The school will provide each student in need of broadband internet/WIFI with a portable hotspot.

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

In the event of a situational closure, parent/students will come to the school building and pickup learning devices. Parents/students will receive a robo call, text message, and email with instructions on when and where to pick up devices. Pick up information will also be posted on the school's social media indicating the time and date to pick up devices and other supporting instructional materials. All materials will be individually packaged with the student's name and log-in information. All materials will have to be signed out by an adult. Students will be emailed a video reminding them how to log into their distance learning platform as well as their online curriculum.

In addition, every teacher and every instructional assistant has been issued a laptop and can teach remotely if their classroom is closed due to 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.

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.

As part of the school's communication plan, the school will facilitate an open house prior to the start of the school year as well as virtual town halls during each marking period. Throughout the school year the school will send out letters, as well as emails keeping parents informed on the health and safety status of the city and school community. The school will send out quarterly questionnaires to gather information on family's needs as it relates to social emotional well-being, food, technology, and general support that the school can provide. The school will continue this this same communication in the event of a situational distance learning.

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 the school must move to situational distance learning students, educators and families will receive notification through text messages, robo calls and emails. The information will also be posted on the school's social media sites. In addition, the school will post the information on the local news stations.

c. Additional Considerations

i. Family training and support.

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

During our August Open House parents and students will receive a training on how to move to situational distance learning. This training will include how to access their child's online learning platform. How to access their child's online instructional materials. Parents will receive a video as well as written instructions on the process for virtual learning instruction. Parents will be able to reference this training video as needed if a situational distance learning event occurs. Part of the video and written communications will also include how their child's attendance will be taken. Parents will also receive information on the school's technology support hotline in the event a student has problems login into their online instructional platform or have any general problems with the learning device.

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.

During the month of August teachers will receive training on the school's plan for situational learning. All teachers and instructional assistants will receive a school issued laptop and hotspots. All staff will receive training on the virtual learning platform as well as how to access the digital curriculum. Staff will also receive training on the school virtual attendance policy and how to accurately take attendance during situational learning.

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

Describe the LEA's expectations in the space below.

The school expects all teachers and students to fully participate in situational distance learning. Students and teachers will be required to log into their virtual learning platform every day at the designated times. Students and teachers are expected to stay logged into the virtual learning platform and participate during the duration of the class. Parents are expected to ensure that their child is prepared for virtual learning by ensuring that they are well rested the night before class. Parents are expected to ensure that their child is prepared to be an active learner by being properly dressed for class and have all their needed school supplies for learning. Parents are expected to communicate to the school if their child is going to be absent or late for distance learning. Students are expected to make-up and turn in all missing assignments if they miss class during virtual learning. During the virtual class students must have their cameras on and mics muted unless the teacher gives other instructions.

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.

The situational distance learning schedule - Students in Kindergarten through 2nd grade will be required to attend virtual instruction for a total of 6 1/2 hours each day that the school is in a situational closure. Prk3 & Prk4 students will be required to attend virtual instruction for a total of 4 1/2 hours each day that the school is in a situational closure.

Students are counted present each day that they attend virtual instruction. The students must attend at least 80% of the virtual instructional day to be counted present for a full day of instruction.

Students can be counted present for virtual instruction if contact is made with the parent and the student turns in the virtual assignments on the day the student misses class. Completed work assignments must be submitted to the teacher on the day the student misses the virtual class.

Students can be counted present if the student completes work on other platforms (ie Splash learn, Epic, iReady, Savvas Realize, iStation, ABC Mouse) the same day the assignment is given that student will be counted present for that day.

Students can be counted present if the student submits work through Google Classroom, email/text teacher, on the same day the assignment is given they are considered present for that day.

Students will be counted absent when a student does not attend virtual class or fail to turn in assignments if the students do not attend the virtual class.

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.

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

v. Summer programming

b. Instructional Changes

New intervention program or support

c. Staffing and Related Support

Additional staffing

d. Any Other, Please Describe

Summer School Program- Cedar Tree Academy will offer an intensive summer school program in reading and math open to all students attending Cedar Tree. During our summer school program, the school will offer small classroom settings with two adults in each classroom. Students will focus on academic remediation. During the summer program students will engage in hands-on learning that reinforces key academic concepts from the prior year and introduces new concepts for the upcoming year. Students will have an opportunity to engage in familiar content in new ways and practice emerging skills.

New Intervention Program or Support-

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.

Cedar Tree has added five new interventionists to our staff. These highly trained individuals will provide individual and small group intensive targeted instruction for students that are experiencing difficulties mastering the classroom curriculum. Interventionists will use a variety of materials and strategies to meet each student's individual learning styles and needs. They meet with the team to set goals and develop individualized intervention plans that address learning loss. Once a student has shown progress in meeting the goals identified on their intervention plans, they are able to exit the intervention program and are continuously monitored by the classroom teacher.

The school has purchased the following new curriculum materials to support our intervention

program -The Early Phonics Set for Multi-Level Class Set combines the A–Z for Mat Man and Me: Multi-Level Class Set and Phonics, Reading, and Me Core Classroom Kit to introduce an integrated classroom solution for building early literacy skills. This combination includes essential items from two early literacy programs. In A–Z for Mat Man® and Me, students build alphabet knowledge by integrating phonics with connected text across 26 vibrant student letter books. In Phonics, Reading and Me, students master the skills they need to become proficient readers. This new, supplemental program prioritizes the phonics skills that can be difficult to learn but truly make a difference for emerging and developing readers. It's everything needed to seamlessly combine alphabet knowledge with phonics mastery and lead students on the path to reading success!

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

Cedar Tree Academy, PCS will continue to monitor the Early Access to SWD data to provide timely assessments and reevaluations to students with disabilities. Cedar Tree will work with parents and teachers to finalizing all draft IEP's in the required time frame.

Cedar Tree Academy will require special education staff to participate in OSSE turnkey training modules during back-to-school professional developments to stay abreast of policy changes.

Cedar Tree Academy cannot identify any barriers to meeting these requirements.

ii. The LEA's plan to address those barriers

N/A

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

Cedar Tree Academy uses a variety of ways to communicate with parents such as phone calls, letters, email, and text messages to schedule meetings, and give parents vital information regarding their child. Cedar Tree Academy will continue to reach out to parents to obtain consent for needed assessments. All meetings will be held in person, virtually or over the phone based on the situational needs of the parents to meet IDEA and local requirements.

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.

During the school's open house at the start of the school year, parents of students with disabilities will receive written communication on our plan to provide all students with an IEP compensatory services due to situational distance learning. Parents who do not attend the open house will be mailed the same letter. In the letter parents will also be given information on who they can contact if they have additional questions or need additional information.

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.

Cedar Tree Academy will offer all students with disabilities compensatory services necessary to mitigate the impact of instructional learning lost during periods of school situational closures through our summer school program and our after-school program throughout the school year. Cedar Tree will offer students with disabilities two weeks of after school instructional programs to meet the compensatory services needs of students with IEP's. For every one week that the school is in situational distance learning the school will offer two weeks of after school remediation and compensatory services to students with IEP's. Students with disabilities will be able to attend Cedar Tree's extended year program.

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.