

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Cesar Chavez PCS for Public Policy

LEA Head of School Name: Kourtney Miller

LEA Type: Middle School ; High School

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

- 1. Provision of 1:1 learning devices.
- 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___ learning devices.

900

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.

85%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

Eighty-five to ninety percent of students have access to broadband internet at home. All scholars will be informed of the availability of hotspots and they will be available in the main office upon request.

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

Chavez will distribute Chromebooks to all enrolled scholars at the beginning of the school year to be kept at home for instructional purposes and also assign learning devices for in-school use (Chromebooks, calculators, etc.) Chromebook distribution will occur during the second week of school during their advisory periods. Any scholars who are not present during distribution will be addressed within the coming week. Newly enrolling scholars after the second week of school will be issued a computer within the first week of their enrollment.

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.

We communicate to our staff around extended absences for scholars in advance and keep them informed of scholars that will require access to materials online. Once scholars are assigned to distance learning, the appropriate Assistant Principal will send an email to the family, scholar, and teachers regarding the distance learning procedures. Teachers are then expected to also communicate with families using our DeansList system on how to access materials in Schoology. Additionally, staff members hold office hours for their

content to make sure that scholars have access to teaching and educators during situational distance learning.

Families are informed through emails and phone calls when scholars are able to return back to campus and the parameters they must meet. This helps make sure that all individuals are informed and can readily engage upon their return to campus.

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.

Cesar Chavez PCS will communicate with all stakeholders via our behavior management software, Dean's List, which enables us to communicate through text message, email and voice (robo) calls.

Due to the nature of in-school testing, we are able to quickly identify scholars that are either positive or are considered a close contact and will require a quarantine. In the event that a scholar tests positive, their family is immediately notified via phone call. Within the next 24 business hours, families will receive a notification around situational distance learning and accessing materials online. These messages go out to scholars and families, and teachers also follow-up with their class information.

c. Additional Considerations

i. Family training and support.

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

Onboarding sessions will be held during the month of August for scholars and families. In the event that situational distance learning is needed, there will also be a help desk available for those requiring additional support or training.

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 August professional development, teachers will be briefed on our situational remote learning plan. During this time we will train teachers on the use of our distance learning platform (Schoology), that will also be used for the duration of the school year as a means for continuity irregardless of in-person or remote learning. Teachers will also be trained to deliver synchronous instruction through Zoom and other educational platforms (i.e., padlet, nearpod, etc.). Each curriculum includes a technology component, as to allow for ease in vacillation between various modalities.

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, we will communicate with families using the following methods and timeline:

- Families and scholars will be notified electronically through email and/or our Deanslist platform as soon as possible. Parents and scholars will be provided with direct contact and time periods to address questions and concerns.
- Our leadership can be reached at slt@chavezschools.org and will respond within 48 hours. In the event of an emergency closure, the school will shift to a virtual version of the school day schedule within 48 hours.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

- Attendance will be taken live via PowerSchool for each period.
- Engagement will be gauged through our Learning Management Software (LMS), Schoology through scholar submissions, and minutes of engagement in the content.
- Students and families will be notified that students are expected to be logged into synchronous instruction within 5 minutes of the period start time, and daily expectations for asynchronous work will be communicated by the teacher of record each day.

Virtual High School Schedule			Virtual Middle School Schedule	
8:30 - 9:58	Period 1		8:30 - 8:40	Townhall

9:58 - 10:05	Break		8:40 - 9:20	Intervention
10:05 - 11:37	Period 2		9:20 - 9:25	Break
11:37 - 12:15	Lunch		9:25 - 10:25	Period 1
12:15 - 1:43	Period 3		10:25 - 11:25	Period 2
1:43 - 1:55	Break		11:25 - 12:05	Lunch
1:55 - 3:23	Period 5		12:05 - 12:45	Intervention
3:25 - 3:55	Period 5		12:45 - 1:45	Period 3
			1:45 - 2:00	Break
			2:00 - 3:00	Period 4
			3:00 - 3:25	Advisory

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://drive.google.com/file/d/1-udmC3b-koZL9XR6Cki1nOIyQH3p1wJ/view>

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 uses of staff planning time for accelerated learning

c. Staffing and Related Support

Additional staffing ; Additional vendor and/or community partner support

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.

Adjusted Scheduling: Chavez has implemented multiple scheduling, instructional, and staffing-related supports. Specifically, we have introduced block scheduling for our 8th-grade scholars and also double-blocked English courses for grades 8 through 10 and math courses in grades 8 through 11. These extended blocks of instruction include intervention and extension, practice through new online platforms that individualize the practice for scholars and provide real-time feedback to scholars, along with small group instruction.

Chavez has also increased opportunities for remediation, recovery, extension, and advancement through after-school tutoring, weekend and extended holiday programming, along with our traditional summer school programming for high school scholars, and enrichment programming that includes high-impact tutoring to create more individualized support.

After School Programming: MS scholars will have the opportunity to engage in after-school programming with a local CBO, The Fishing School. The Fishing School will provide academic instruction, social skills development, technology access, and scholar clubs. Additionally, all scholars will have access to after-school office hours in order to continue acceleration and ensure grade level readiness.

Summer Programming: MS scholars who have not met projected growth and achievement targets will receive extra support in summer school enrichment. Additionally, high school scholars will engage in recovery and original credit opportunities during summer School. SPED scholars will engage in ESY and compensatory education. It is expected that scholars are able to recover credit and gain original credit in order to allow for more accelerated learning opportunities the following school year and keep them on track for graduation.

Middle School Intervention will consist of small-group, high dosage tutoring. This intervention will take place daily for scholars, which will also include accelerated academics for scholars that are on or above grade level. It is expected that scholars who receive the suggested minimum of 50 hours over an extended period of time will show increased mastery.

New Curricula: We are excited about our new Springboard curriculum purchases that will now span grades 6 through 12 and the Houghton Mifflin Harcourt Learning Science and Social Studies curriculum (6-12). These standards-aligned and highly engaging curricula will be used to increase rigor and alignment across the LEA. Additionally, MS will engage in Writing Workshop through the use of “The Writing Revolution” as a means to improve scholar writing skills through the sentence, paragraph, and essay writing strategies. These robust curricula now include high-quality assessments to monitor scholar mastery along with detailed lesson plans and narratives that include misconceptions, guiding questions, essential questions, enduring understandings, and guided and independent practice that allows teachers to maximize time spent on delivery and practice versus lesson creation and design.

New Intervention and support: The middle school schedule is designed to include small group instruction and built-in intervention for both Math and Humanities. This includes acceleration for scholars. In non-core content classes, teachers will continue to utilize High Impact Tutoring (HIT) models for small group instruction as a means to continue support and acceleration for scholars.

Double blocks of ELA for grades 8 through 10 and math grades 8 through 11 have been scheduled for scholars to include intervention and extension, practice through new online platforms that individualize the practice for scholars and provide real-time feedback to scholars, along with small group instruction.

New uses of staff planning time for accelerated learning: Daily Schedule allows for common planning time across content. Each week teachers will also meet with their coach to review data and plan for

instruction. It is expected that teachers are able to practice instructional delivery and co-plan to ensure key misconceptions are being addressed and effective strategies are shared and practiced in order to generate better outcomes for scholars. Teachers will also be using the collaborative time to review their course scope and sequences to identify essential/priority standards that correlate to what scholars should be currently learning to provide rigorous content that will challenge scholars and promote higher-order thinking.

Professional Development: Each Wednesday, teachers will engage in a half-day of professional development. This will focus on teacher skill development and incorporates practice. It is expected that strategic professional development will equip teachers with the necessary tools and develop their knowledge and skills in order to address scholars' learning challenges and increase their understanding and mastery of key concepts, standards, and skills.

Additional Staffing: In addition to new curricula purchases, software purchases, and resources, we have also secured additional human resources to support scholars and staff. These supports extend beyond academic support and extend to support for our advisory and SEL support. We have added an On-Track Coordinator to target our overage and under-credit population along with our scholars as they matriculate through Chavez and earn the required 24 credits needed for graduation from high school. In addition to this coordinator, we are also adding elective teachers, English teachers, and math tutors.

Additional Vendor and/or Community partner: Chavez has entered into a contract with the DC SPED Co-op to provide support for nonpublic scholars who are placed outside of the Chavez building but are still enrolled in our LEA. Also, see the after-school programming Fishing School partner mentioned above.

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

Chavez creates a year-long calendar anticipating the eligibility due dates for all of its currently eligible students with IEPs. Based upon this calendar, Chavez schedules Student Evaluation Planning meetings (SEPs) with each students' Multi-Disciplinary Team (MDT) at least 70-90 days in advance of the eligibility due date. At this meeting, the team analyzes existing data to determine the need for updated evaluations for these students, gets parent consent for the evaluations, and requests evaluations to be performed and reviewed prior to the eligibility due date, so the team can finalize eligibility timely. The Special Education team receives referrals for initial evaluations on an as-needed basis, and holds an SEP within 30 days of receiving the referral. Again, at the SEP, the team analyzes existing data to determine the appropriate course of action,

which may include gaining parent consent for evaluation, and then requesting those evaluations be performed and reviewed within 60 days after parental consent, so that the team can determine eligibility timely.

ii. The LEA's plan to address those barriers

In the past two years, Chavez has relied upon contracted school psychologists and related service providers to perform all of the requested evaluations. This has often put the LEA at the mercy of contractors' availability. While this did not present a challenge for related service evaluations, psychologists were in high demand, and it was a challenge to identify enough school psychologists to perform the needed evaluations. In response, for SY22-23, Chavez has hired a full-time school psychologist to be on staff. This staff member's primary responsibility is to perform evaluations timely. Chavez will continue to contract related service providers for SY22-23.

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

All decisions regarding evaluation and eligibility decisions will be communicated to parents in the SEP and Eligibility meetings, captured in meeting notes and in Prior Written Notices (PWNs), which will be provided to the parent. Parents will be contacted in a variety of ways including phone calls, emails and when appropriate, text messages, to invite them to meetings and provide updates. Meetings will be offered virtually and in-person to meet the diverse needs of of our community and maximize accessibility.

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.

Throughout the 2020-2021 and 2021-22 school years, the progress of each student with an IEP was monitored closely by the special education case manager and special education leadership on a student by student basis, using the following data points: NWEA MAP testing (3 times yearly), grades (quarterly), progress on IEP goals (quarterly). At the beginning of the 2021-22 school year, each student's progress during the 2020-2021 school year (a year of virtual instruction) was reviewed and recommendations for compensatory education were incorporated into a compensatory education plan that was provided to parents within the first 30 days of the 2021-22 school year. When a student showed signs of regression based upon a review of NWEA MAP data, IEP goal mastery and teacher reports, the plans included recommendations for compensatory education, which may have included, but was not limited to, an increase to specialized instruction, a change of service delivery environment, an addition or increase to related services, summer acceleration programming, and/or enrollment in an intervention program or high intensity tutoring. If necessary, IEPs were updated to reflect some of these changes to insure that the student received the services with fidelity.

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.

Throughout the 2021-22 school year, progress continued to be monitored and IEPs were adjusted accordingly if students did not show progress in classroom performance (both formal and informal classroom assessments), NWEA MAP data, and on IEP goal mastery with the current levels of intervention. Upon the return of staff and students for the 2022-23 school year, all special education case managers will undergo a student-by-student review, supported and supervised by the special education leadership team, to identify any students who may be in need of increased supports due to a lack of progress in the 2021-22 school year, which can be attributed to periods of school closure or distance instruction. Parents will be contacted via phone, email and when appropriate, text message, within the first 30 days of the school year to inform them of the plan, which will be provided in writing. Similar to the process used during school year 2021-22, all changes will be memorialized in writing with the parent, and updates to students' IEPs will be made through amendment if necessary.

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.