SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Community College Preparatory Academy PCS
LEA Head of School Name: Dr. Wallace Henry
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.

200

a2. Distribution Strategy:

The devices are:

Are distributed to the following group(s) of 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.

70%

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.

Based upon 21-22 SY data, we project to have at least 30% of students requiring access to broadband internet that may require technology to support a virtual learning need as well as continuity during a situational distance learning event that may restrict on-site availability for instruction.

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

Each CC Prep student is assigned a Student Success Specialist (SSS). One of the initial activities in this relationship is to conduct an intake interview.

- SSS's conducts intake interviews at the beginning of the year to determine student tech needs (MIFI and/or laptop.

- SSS's then complete a Google form and submit it to CC Prep Helpdesk.

- CC Prep Help Desk emails confirmation of receipt

- Once the Technology representative is available, CC Prep Helpdesk sends a readiness email for student onsite pick up

- Upon arrival, students sign for technology and participate in training to review the expectations.

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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.

Community College Preparatory Academy continues to facilitate a hybrid instructional model that includes the option for students to continue to participate virtually. Given this model, situational distance learning will operate similar to our weather-related transitions to virtual instruction which students are familiar with and have successfully adjusted. Consistent communication is a priority for CC Prep. As CC Prep is an adult charter school, students meet regularly with their Student Success Specialists in order to their progress and update goals to ensure their success in our program pathways. These meetings also allow students to communicate their needs and concerns to their Student Success Specialists. Our Student Success Specialists help connect students with resources to meet their needs both in and outside of the classroom. When students express concerns with CC Prep's practices and protocols, the Student Success Specialists report these concerns to the Director of Student Support and/or during the school's biweekly All Staff meetings to the CC Prep Leadership Team.

The Leadership Team takes student concerns and needs into consideration when developing all policies and protocols, to meet students where they are and give them the best chance for success while simultaneously adhering to the required safety and accountability policies set forth by the Center for Disease Control, DC Health, OSSE, and the DC PCSB. As the school year progresses and more feedback is collected from students, CC Prep will continue to evaluate its practices and implement changes as appropriate.

Students will be informed via email and through their meetings with their Student Success Specialists regarding any changes made to the school's Continuous Education Plan. Any questions expressed by the student will be addressed as soon as possible to ensure their clear understanding of the school's CEP and protocols. As new students are enrolled, recruitment staff will explain our CEP and its impact on instruction, activities, etc., thus allowing students to ask questions and give feedback.

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, situational distance learning is required the school community will be notified

- via email, the school's website/social media to all followers, staff members, and students in the event of a change of school schedule ·
- via phone/email/messaging platform to all staff and students
- All Google classroom announcement boards will be updated to reflect the shift to situational distance learning along with other instructional updates.

c. Additional Considerations

i. Family training and support.

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

As an Adult charter school family training should be assumed to be and include our adult students. All CC Prep students have the option of selecting in-person, hybrid, and virtual instruction depending on the requirements of a particular course that may require and include in-person hands-on experiences.   At the beginning of each school year, all students will attend an in-person or virtual Introduction to Community College Preparatory College course to learn the new remote learning expectations, meet staff members and classmates, and be introduced to new platforms for remote learning. Students will meet their classmates, Learning Facilitators, Learning Interventionalists and their Student Success Specialists and be introduced to technology platforms they will use to participate in remote learning. This training will continue during the first two weeks of instruction to teach students how to utilize the required platforms successfully. Virtual training will be recorded and made available to our students through our website and Google Classroom. Any printed resource guides and other training materials will be available for families via our website and Google Classroom.

Students will complete online surveys to provide input regarding the continued learning plan during the course and at the end of each academic term to gather feedback on the implementation of the continuous learning plan.

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.

All instructors initially receive at least 10 hours of training on Google Classroom and at least 24 hours of instructional best practices for the blended learning environment. The training focuses on understanding blended learning models and their benefits, and the purposes of asynchronous and synchronous tools. In addition, all staff receives professional development three times a month. The development focuses on assessing student learning, troubleshooting blended learning, issues, and engagement. Teachers also support one another and collaborate on scheduled days. One day a week teachers and other support staff receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement.

Timely Intervention

By collaborating with the Student Success Specialist, the instructor will participate in collaboration meetings and update sessions for struggling students to supplement the information they are gleaning from student work and formative assessments. Intervention meetings will triage issues and recommend support around Information technology, counseling, and learning. Overall student data will be reviewed monthly and include attendance, academic progress as measured by progress towards certification benchmarks, test readiness results, and other teacher-generated assessments.

Learning Modes

Synchronous learning with Content Teacher (SL w/CT):

When remote, this instruction is conducted via a platform in which the student(s) and the teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: Google classroom or other meeting platform, etc., or telephone. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real-time student-learning.

Asynchronous learning with Content Teacher (ASL w/CT):

This instruction requires the teacher to prepare learning that can be accessed anytime, anywhere. The student would need access to a pre-recorded lesson in which the teacher

provides instruction. When learning on-site, this lesson could be provided by designated support staff to minimize the circle of exposure. When remote, the lesson can be accessed by personal or school-provided technology.

Synchronous learning without Content Teacher (SL w/o CT):

Instruction takes the form of tasks that students will be expected to do to engage in

learning. One way to think about this type of instruction is "Guided Practice."

Tasks can involve completing an online activity or project.

This can be group work or individual work depending on the course.

The student on-site would do this task under the supervision of their content teacher. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, LMS, or "chat".

Asynchronous Learning without Content Teacher (ASL w/o CT):

This instruction is individual or group work that can be done independently. The teacher will expect the work to be completed by a certain time each day or week. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected daily/weekly and may be used as an additional measure of attendance. The product of these work blocks may be referred to as "exit tickets, assignments, projects, etc. "Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the student keeps, or by handing it into a support team member to pass to the teacher.

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

Describe the LEA's expectations in the space below.

CCPREP Distance Learning is designed to give our learners an engaging online learning experience that includes clear expectations and outcomes for each week. These expectations will include online and offline learning activities. The work for the week in each content area can be found in Google Classroom in a module overview. Tools in Google Classroom such as instructional videos live and recorded sessions and online resources will be used.

Learners must understand their responsibility to engage in their classrooms each day. In addition, they are responsible for the same regulations as listed in their Student Handbook under the Code of Conduct. This includes appropriate online behavior within the Learning Platform.

Students are encouraged to:

- Create a space and dedicated time for learning
- Break up the day to be their productive best
- Seek help when needed (Learning Facilitators, Interventionist, SSS)
- Create balance by taking opportunities to work offline and upload tasks
- Sign into the classrooms daily-keep connected
- Demonstrate learning with completion of assignments
- Engage with the classroom and use tools (like headphones) to focus on instructional videos, etc.
- Communicate with your instructor and review their feedback
- Follow the Code of Conduct
- Demonstrate online learning etiquette
- Reach out to your teachers if you are overwhelmed
- Collaborate with peers using respectful language and behaviors
- Wear attire acceptable for school
- Support each other in this new way of learning
- Be patient with yourselves and your learning facilitators - we are all learning together!

CC Prep Virtual (Synchronous) Attendance Expectations

For a student to be considered "Present-Virtual-Synchronous" they must meet the following expectations:

- sign-in to the class via zoom using a laptop or desktop device and remain on zoom for the duration of class.

- have their camera turned on at the beginning of class (duration to be determined by the Learning facilitator).

- minimize distractions such as: driving, actively working at a job, childcare, exercising, etc.

- follow learning facilitator/interventionist directions and participate actively.

Students who do not or cannot meet these expectations are encouraged to:

- attend asynchronously and complete their instructor's assignment for that day to be marked "Present-Virtual-Asynchronous" if they are not able to actively participate on a given day.

Students who plan to attend asynchronously

- may also join the synchronous class session to listen in on a day they are unable to fully participate. Please note that once you notify your learning facilitator of your challenge on a given day that you will not be marked present for virtual attendance and are not expected to participate. This may be of benefit to students working hard asynchronously who still want to listen in to what is happening live.

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.

Synchronous Schedule	Asynchronous Schedule
Monday-Friday	**Monday-Friday**
Class Times • AM courses begin at 9:00 and 10:00 • PM courses begin at 1:00, 3:00, 5:00 and 7:30 *Students will have course-related materials available electronically during class and/or posted on the LMS.*	*Students participating under this option will have course-related materials available electronically on the LMS platform or via email as needed within 24 hours of the class.*
Additional virtual student supports available: • Academic Intervention Support • Student Success Specialist • Scheduled office hours with Instructors	

In the event of situational distance learning, course times will remain the same, and students who are participating in courses on-site will shift to synchronous instruction.

- Learning Facilitators are responsible for daily attendance for remote learning students and adhere to protocols as follows:
    - Learning Facilitators will track students who attend their assigned Google Classroom session.
    - Learning Facilitators will mark students present-remote for virtual synchronous sessions if students are visible in Google Classroom and participate by one or more of the following:
        - Actively engages in classroom discussion
        - Participates in group activities
        - Saves student work in file, demonstrating some progress
        - Completes daily assignment
    - The virtual synchronous attendance tracker will be submitted to the Attendance Monitor directly after each remote learning session.

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.ccprep-academy.org/apps/pages/index.jsp?uREC_ID=1655825&type=d&pREC_ID=1802363

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

b. Instructional Changes

New intervention program or support

c. Staffing and Related 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.

> - ELA, Math (and technical-content-specific Interventionists for Career and Technical courses) will work alongside Instructors in embedding differentiated learning experiences multiple times a week during class time. Interventionists will maintain lab hours outside of class time for students on a drop-in or appointment/referral basis. Peer tutors will support student study groups in each pathway.

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

Community College Preparatory is an adult charter school with 97% of its students being above the age of 25.

ii. The LEA's plan to address those barriers

CC Prep has developed a formal partnership with the Rehabilitation Services Administration that provides counseling support to our adults with disabilities and connect them directly to appropriate assessments and services that lead to either employment or advanced training. All students, including those with disabilities, receive intervention support and an individualized prescription to support their advancement in a chosen pathway.

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

All required evaluations are done through disability services and supported through referrals made by the instructional support teams.

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.

CCPrep has not provided services to students exclusively in this category, however prescription plans are used to support academic gains by both learning facilitators and interventionist.

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.

All CC Prep students are adults and make individual decisions regarding their educational programs.

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.