

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: DC Prep PCS

LEA Head of School Name: Laura Maestas

LEA Type: Pre-K ; Elementary ; Middle School

Date Generated: 08/22/2022

Background and Purpose

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

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

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

Support Across Learning Environments

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

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

a. Provisions for learning

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

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

1. Provision of 1:1 learning devices

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

a2. Distribution Strategy:

The devices are:

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.

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.

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

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.

DC Prep will work with families of students who opt out of using technology when their child needs to quarantine to ensure all students have instructional materials at home for the length of their quarantine. While we strongly recommend using an individual learning device in order to engage in online learning, we will offer individual phone calls and access to paper-based learning materials on an individual basis.

3. Other

Please describe, Other

All students in grades 6th, 7th and 8th grade, and all students with an IEP will have an assigned at-home chromebook.

We plan to implement a test-to-stay program, so we anticipate having many fewer students quarantine. However, for students in grades PS-5th grade who need to quarantine, they will have the option to come to school and “check out” a chromebook to use to complete live/asynchronous learning with a designated staff member.

Students will use our Learning Management Systems (SeaSaw and Google Classroom) to complete assignments and communicate with teachers.

DC Prep will have 50 chromebooks per school designated exclusively to students quarantining.

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.

1. In situational distance learning, families receive an emailed letter with the daily schedule of live learning, a description of the asynchronous activities to complete that align with the content that students are learning in-person, tech troubleshooting FAQs, and the contact information of the Virtual Program Lead who coordinates with teachers to make individual phone calls to families who need additional support.

2. Students who did not log into live learning within the first 30 minutes of the day receive an individual phone call from a teacher or leader.

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.

1. If the decision to move to situational distance learning occurs while students are in the school building, students and families will be informed with an announcement by their homeroom teacher and a letter provided to every student and family member.
2. If the decision to move to situational distance learning occurs while students are not in the school building, the following communication happens:
 - a. All families receive an emailed letter with a daily schedule, asynchronous assignments, tech troubleshooting FAQs, and contact information of Virtual Program Lead.
 - b. Families receive a phone call from a member of the school staff.

c. Additional Considerations

i. Family training and support.

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

Families receive an overview of the situational distance learning program and support during summer family town halls led by members of the school staff. Additionally, information is shared during Back to School Night during the first few weeks of the school year. Families who need additional tech support can access extensive tech resources on the DC Prep technology portal of our website. Families can also access additional 1-on-1 support by completing a tech ticket.

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 teachers undergo an extensive 2 week pre-summer training program in August that includes sessions on the specific academic technology used in situational distance learning. Sessions involve creating tech routines and creating core live learning virtual resources (nearpod activities, google slides, materials, virtual graphic organizers, virtual manipulatives, etc).

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

Describe the LEA's expectations in the space below.

If the student is sick during quarantine, it is not expected that they participate in virtual learning. Families

must communicate with the student's home campus by submitting a sick note to the front desk so that their child can receive an Excused Absence from virtual learning while under quarantine. If the student is capable of completing work during quarantine, they are expected to complete work assigned by their homeroom teacher each day while in quarantine (uploaded to Google Classroom or SeeSaw) which will be reviewed and graded.

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 day is a full day schedule from 8am-4pm with periods of live learning and asynchronous learning. Students will have access to morning meeting, math, ELA, science, and social studies live learning in grades 4th-8th grade and morning meeting, math, ELA, and science in grades Preschool-3rd grade. Attendance will be collected for every student by attendance in live learning classes and engagement will be measured through work completion. Students will receive mastery and effort grades during their participation in situational distance learning.

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/1VAx01uRKB3g0epK_atSnLM12XjoK-MIF/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

iii. Longer school day ; iv. Longer school year

b. Instructional Changes

High-impact tutoring ; New curriculum purchase ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional staffing

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.

We are focusing our time with teachers on differentiated development and instruction grounded in student data. So looking at student work to decide how to use small groups, flexible grouping, barrier free goals and universal design strategies to support all learners. We will prioritize co-teaching collaboration and data meetings to support teachers in their planning. We are increasing our teacher coaching and narrowing the teacher coach roles so that teachers have support to implement just in time instruction, flexible groups, etc.

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

DC Prep will ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations for the upcoming school year by:

- Requesting timely consent for reevaluations and completing them within the 60 day timeline required by law
- Completing a prior written notice that includes information about the purpose of the evaluation process and types of proposed evaluations to be conducted prior to obtaining consent for initial evaluations
- Completing all initial eligibility processes within 60 days from the date of parental consent

DC Prep faced many barriers during SY2122 with completing timely assessments and final eligibility

determinations. These barriers included:

- Lack of available and qualified evaluators to complete evaluations in a timely manner
- Higher-than-average volume of evaluation requests due to deferred reevaluations from SY2021 and exacerbated student need due to distance learning in SY2021
- Parent non-response to school-based requests to initiate the eligibility process
- Higher-than-average volume of out-of-compliance files received from other LEAs, including Early Stages

ii. The LEA's plan to address those barriers

To address these barriers, DC Prep will take the following steps:

- Lack of available and qualified evaluators to complete evaluations in a timely manner
 - Contract with 2 additional evaluation companies to expand the number of qualified evaluators to complete evaluations
 - Work with existing contractors to refine systems for requesting and completing evaluations in a timely manner
- Higher-than-average volume of evaluation requests due to deferred reevaluations from SY2021 and exacerbated student need due to distance learning in SY2021
 - Mapping out annual reevaluation requests throughout the entire SY2223 to better plan for known evaluations needed to complete, which will support our ability to respond to and navigate initial evaluation requests more flexibly.
- Parent non-response to school-based requests to initiate the eligibility process
 - Train Special Education Coordinators on appropriate documentation of communications logs in SEDs to ensure compliance with legal requirements for parental non-response
 - Use more robust and expansive strategies to reach families for consent to evaluate, including offering virtual options for meetings (v. in-person)
- Higher-than-average volume of out-of-compliance files received from other LEAs, including Early Stages
 - Train Special Education Coordinators on how to receive and coordinate student file transfer from Early Stages
 - Use Early Access for Students with Disabilities app in Qlik to improve coordination and proactive planning with other LEAs whose students are transitioning to DC Prep

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

DC Prep will continue collaborating with families to find mutually agreeable times to hold IEP and eligibility meetings to ensure compliance with IDEA timelines, and as part of these meetings will discuss with families which instructional approaches in accordance with IEP services are appropriate for their child. Communications with families will also be documented via Prior Written Notices, and in the communications log in SEDs.

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 SY2122, DC Prep completed compensatory education determinations for students with disabilities who were, or became, eligible for special education services under IDEA. We have communicated those IEP team decisions regarding compensatory education to families in writing and via MDT meetings throughout the spring of 2022, and will continue to finish compensatory education determination decisions by this fall.

Additionally, DC Prep will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities, including those who are transitioning back from distance learning after being fully remote in SY2122.. DC Prep has a small percentage (1-2% of our special education population) of students returning from distance learning to in-person learning for SY2223. We have a robust quarterly assessment program that will ensure supports are delivered in alignment with student needs. Throughout September 2022, special education team members and related service providers will assess students' progress in order to identify student proficiency levels in all areas of service. MDTs will use these updated proficiency levels for students to determine what, if any, adjustments to IEPs should be implemented in order to ensure access to accelerated learning in each area of need.

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.

DC Prep will deliver both specialized instruction in accordance with student IEPs and accelerated learning for those few students returning from fulltime remote instruction through full-time in-person instruction that allows students to participate in general education whole group instruction, general education small group instruction, and specialized instruction services delivered in the manner most appropriate to the students' needs. DC Prep will use the aforementioned beginning of year assessment process coupled with analysis of remote-delivered services (for a small percentage of students) to make determinations about the most appropriate services for each student with a disability. Students may receive individual or small group specialized instruction in conjunction with DC Prep's overall continuous education plan supports to ensure their learning can continue in an appropriately accelerated manner. DC Prep will deliver related services as outlined on a student's IEP in person during the school day. Sessions will be documented in SEDS under related service session notes.

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.