

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: DC Scholars PCS

LEA Head of School Name: Amy Helms

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.

917

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.

80%

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.

DC Scholars' current plan is to provide hotspots to students who do not currently have adequate internet service in the event of the need to move to situational distance learning. Our teachers and culture team will follow up with students who are not engaged in situational distance learning to see if additional technology support or access to WIFI is needed. We have found that many families have access to WIFI, but the bandwidth is not strong enough in instances when multiple students are attempting to engage in virtual lessons simultaneously.

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

- i. Ensure that ALL families sign a technology agreement form at the beginning of the school year (announce during Open House, track and follow up throughout the summer)
- ii. Determine which grade levels will receive learning devices
- iii. Send learning devices home with students in pre-selected grade levels (put in their backpack) in the event of a situational learning decision that is made while students are in the school building
- iv. If students are NOT in the school building, the technology, operations and culture team will report on site to make devices available to families and/or students.
- v. If necessary, the technology, operations and culture team will deliver learning devices to homes of families that are not able to pick up learning devices.

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.

- In the event of situational distance learning, packets and learning materials will be provided to students in pre-selected grade levels.
- Packets and materials will align to curriculum and pacing guides so that the trajectory of learning is un-interrupted.
- As in the past, coaches and grade level leaders will make copies and packets for the associated grade levels and hand deliver copies to classroom teachers. Packets will contain detailed directions for distribution (for teachers) as well as directions for completion and support (for students)
- Teachers will ensure that all students have a copy of the packets and are clear on directions for questions and supports. Teachers will also post directions, schedule and details on Class DOJO so that students as well as family are clear on work completion expectations as well as office hours for support.
- In an instance where students are not in school and there is a decision to move to situational distance learning, options for packet distribution will include the following:
 - Leaders and non-instructional support staff “own” certain classrooms and drop packets off at the homes of those student
 - Have specific packet pick up times at the school so that students and/or family members are able to stop by to pick up packets.

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.

To ensure that there is timely and effective engagement of/ and communication to family during situational distance learning, several methods of communication are employed. For school-wide communication, emails and text messages (via school messenger) are sent out to families. For situational distance learning at the grade level or classroom specific levels, individual phone calls are also made to families. Teachers also post critical messages on Classroom DOJO, which is a platform that is used to communicate with students and families.

Families learn about and share input to DC Scholars' situational distance learning plan during Open House, Parent Teacher Conferences and other events throughout the school events. Families are able to communicate directly with teachers via class DOJO, scheduled zoom calls, phone calls or text messages. Families may contact the school to share general comments via phone or email at info@dcscholars.org. In addition, DC Scholars' families will have the option to share feedback annually on our Insight Family Survey.

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.

Describe the LEA s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

The means of communication here is similar to the response above. If the decision to move to situational distance learning is made during the school day then staff communication occurs face to face via huddle, with follow up and greater details provided in writing shortly after. If students are still in school, then the communication is made to students during the school day, provided that there has been a staff meeting and time to norm on the content of the communication. Again, families receive communication via email, school messenger (text), phone calls from staff (grade level/classroom level only), DOJO as well as written communication in students' backpacks provided that the decision is made while students are still in school.

c. Additional Considerations

i. Family training and support.

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

DC Scholars provides situational distance learning training and support for families throughout the school year. The technology department provides various parent sessions via staggered office hours where large group, small group and individualized support is provided as needed. All communication regarding situational learning (formerly virtual learning) includes the phone number and email address for the technology department so that there is clarity and transparency for families on how to receive support. In instances where a specific request for support is made of the classroom teacher, the classroom teacher also provides direct support to the parent depending on their availability and expertise in addressing the parent's need. As such, though ongoing and structured training and support is provided via the technology department. Teachers also provide support to families if their ability and skill set with the specific technological need allows them to do so.

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.

DC Scholars provides extensive training to teachers each year in preparation for the upcoming school year. During the pandemic, teacher training has dually prioritized teachers' ability and readiness to deliver both in person and remote learning instruction.

Training is provided to teachers on platforms, programs and/or tools that everyone needs to understand, navigate and implement schoolwide. These platforms, programs and/or tools include Zoom, Class DOJO, Powerschool, Google Docs, Outlook, etc.) In addition to schoolwide training for all, there is also grade level and/or content specific training that is provided. Grade level (grade band)/content specific training provides the following additional advantages:

- An opportunity for teachers to learn about / practice implementing any program, platform and/or tool that is grade level (band) or content specific
- An opportunity for DC Scholars to provide differentiated technology support to teachers so that we are by extension, providing differentiation to our scholars.
- An opportunity for DC Scholars to develop expertise and build internal capacity in this field.

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 a move to situational distance learning th expectations for teachers, students and families are as follows:

Teachers:

- Review all emails regarding situational distance learning immediately. Indicate receipt by replying all with the message "received."
- Be available from 7:30AM-4:15PM
- Follow the DC Scholars Leave procedures if you need to request time off.
- Post a warm welcoming message to your class Dojo page instructing students of their assignments and any announcements for the day.

- Follow up with students who have not posted their work to DOJO by agreed upon deadline.

Students

- Review all CLASS DOJO updates by 7:30am each day and throughout the day
- Take home all required belongings for situational learning (including packets) before exiting the building
- Take a picture of your work and upload it to DOJO to receive credit and be counted as present.
- Follow situational distance learning schedule as instructed by your teacher

Families

- Review all CLASS DOJO updates by 7:30am each day and throughout the day
- Ensure that your child adheres to the situational distance learning schedule
- Communicate any challenges or issues that may impact your child's attendance or participation immediately to your child's teacher.
- For questions regarding situational distance learning processes, procedures, schedules, tools and/or materials, please contact: info@dcscholars.org or speak with your child's teacher directly.

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.

Virtual Learning Schedule (Cohort A)

- 7:30-8:45 AM Teacher Planning
- 8:45-9:00 AM Morning Meeting
- 9:00-10:10AM Math
- 10:10-10:15AM Break
 - Log off Zoom
- 10:15-10:55 AM Specials (assignment to be posted on Dojo)
- 10:55-12:05PM ELA
- 12:05 Log-off End of Day
- 12:05-12:45 Break
- 12:45-3:15 Instruction Support (*provided to students in small groups and/or via office hours*)
- 3:30-4:15 Teacher Planning/meetings

Virtual Learning Schedule (Cohort B)

- 7:30-8:45 AM Teacher Planning
- 8:45-10:10 AM ELA
- 10:10-10:15AM Break
- 10:15-10:55 AM No Specials (assignment to be posted on Dojo)
- 10:55-12:05PM Math
- 12:05 Log-off End of Day
- 12:45-3:15 Instruction Support (*provided to students in small groups and/or via office hours*)

- 3:30-4:15 Teacher Planning/meetings

Attendance

Attendance will be taken in PowerSchool. Scholars who completed their assignment will still be marked as present. If a parent or scholar has any interaction on Dojo for the day, s/he will be marked as present.

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://secureservercdn.net/198.71.233.183/984.ab2.myftpupload.com/wp-content/uploads/2022/08/SY23-Health-and-Safety-Plan-Updated-for-July-2022.docx21221.pdf>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

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

a. Adjusted Scheduling

- i. Adjusted class/block/bell schedules ; v. Summer programming

b. Instructional Changes

High-impact tutoring ; New uses of staff planning time for accelerated learning ; 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.

Adjusted Class/Block/Bell Schedules:

Shifts include: Additional time for math fluency; Additional time for foundational reading skills in K-3; Additional time for the implementation of our socio-emotional learning curriculum; and flexible scheduling for some students to be able to receive additional intervention

High-impact tutoring

DC Scholars has offered extended school year and comp ed for students with IEPs. As a part of that program there are high impact tutoring sessions led by trained DC Scholars staff. Funding for the program was provided by Citi-Tutor DC, a part of the Citi-Bridge Foundation.

New uses of staff planning time for accelerated learning

DC Scholars' Master Schedule for SY 22-23 will allow for twice as much non-instructional time as the 21-22 school year. The additional non-instructional time is designed to be used to prioritize targeted teacher development in the areas of curriculum, instruction and intervention (i.e. acceleration.) With additional time for development, planning and processing, the goal is for greater depths of conceptual understanding, increasing the likelihood of effective instructional transfer and impact on students' growth and achievement.

New professional development for staff on accelerated learning

The Directors of ELA, Math and Early Childhood at DC Scholars have updated the content and processes for professional development for teachers in preparation for SY 22-23. The goal is for deeper understanding of grade level standards and lessons which will allow teachers to more effectively actively monitor students based on daily exit tickets. Active monitoring and ongoing follow up serves as basis for ongoing intervention which begins during the Tier 1 block and continues during small group intervention.

New Professional Development Sessions will Include:

- Effective use of exit tickets for data analysis
- Active monitoring strategies for targeted intervention
- Small Group Intervention Block Structure
- Data Driven Intellectual Preparation & Module Digestion

Additional staffing

Additional staffing has been added to DC Scholar's instructional model to ensure accelerated learning for students. During SY 22-23 DC Scholars will be adding 5 interventionists to its model. The goal of the interventionist role is to provide an additional layer of support, in conjunction with the general education and special education teachers to ensure that targeted interventions are in place and implemented to accelerate the trajectory of student learning - at their unique levels of skill and understanding.

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

The barriers to DC Scholars meeting these timeline requirements are psychologist availability and at times, parent engagement.

ii. The LEA's plan to address those barriers

To ensure we can adhere to required evaluation timelines, DC Scholars Special Education Coordinators are mapping out the re-evaluations for the school year and scheduling Analyze Existing Data meetings that backwards plan from when the eligibility is due with room for rescheduling the eligibility and AED meeting, time for the parent to provide consent, and 45 days for the evaluations to be completed once consent is provided. The team maps this out around holidays, breaks, and state testing to ensure no interference. For initial evaluations, the team responds to requests within two days, schedules the analyze existing data meeting, and works with the parent to obtain timely consent. Our evaluators have 45 days to complete evaluations so we can schedule the meeting for eligibility to be completed within 60 days. We work closely with families and evaluators to support scheduling, paperwork, and testing.

Our plan to address psychologist availability is that we have contracted with two psychologists' groups to ensure that we have options between the two to support completion of timely evaluations and capacity across our evaluators.

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

In our engagement of families about the process and timelines we provide details in our handbook about how to request special education support and evaluations, we post information in areas our parents go to in our building about access to special education evaluations and services, and we share information about who to contact and how at our family orientation events. When we are scheduling meetings and engaging parents in the process we reach out to families via phone, email, text, and our school messenger; we work with families to schedule meetings at mutually agreed upon dates and times and share paperwork in advance of meetings and send families reminders on the meetings; we flexibly work with families on meeting virtually or in person and on sharing documents for the process and signatures/consent virtually, in person, or through their child's school folder. Additionally, we ensure the parents understand the process and documents to ensure they know what everything is, how to engage, and the importance of their engagement throughout the process. We also ensure all teachers know how to refer parents to our special education coordinators when they have questions about evaluations or special education programming.

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.

DC Scholars has been reviewing student data from the 2020-21 and 2021-2022 school year to determine if compensatory education is necessary to mitigate the impact of school closure and distance learning. DC Scholars created an accelerated learning plan to address the impact of the pandemic on progress for all students and implemented responsive programming in the 21-22 school year. For students with IEPs, in the spring of 2022, DC Scholars began data analysis and IEP team reviews and decisions, including parent communication, for compensatory education. For each student that could qualify for compensatory education, we completed a compensatory worksheet that reviewed what was provided to students aligned to their IEP during distance learning, the impact of distance learning or attendance on what was accessed, the progress that was made, and any regression that occurred. This review included all academic and related service areas on each student's IEPs. We began providing compensatory education during the summer of 2022 in specialized instruction and all related service areas. This summer we are repeating our process of data analysis, worksheets, and team meetings, and determining fall compensatory education needs.

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 Scholars has already been communicating compensatory education to families. We have a letter explaining what it is, the process for decisions, and that parents can request a meeting regarding their child's progress, IEP, or compensatory education at any time and we have met with parents in IEP meetings to walk through the compensatory education worksheet and determine needs. This process continues as we monitor data and determine which students continue to need compensatory education. We are providing services for compensatory education through a summer program that provides specialized instruction and related services; through extra services offered during the school year for specialized instruction and related services; and through tutoring (both at school and outside of school hours).

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.