

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: District of Columbia International School

LEA Head of School Name: Michael Rosskamm

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.

1620

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.

99%

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.

Every family who has indicated they do not have internet access, we have supported them to get internet access. For immediate needs, we have on-site teams to support students in our facility to access distance learning from DCI. We also have 100 hotspots which we have previously and will, if necessary, activate for students to have mobile access until their internet access at their home location is resolved.

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

DCI is a 1:1 student/tech learning model. All students are assigned a student chromebook to carry with them throughout their days and home in the evenings. Students are allowed to keep Chromebooks over breaks, including summer, to access their learning. In the event of closure, DCI will maintain a staffed tech support desk so any student who is experiencing technical difficulties can have their tech repaired or be issued a new device.

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.

Our LEA plans to communicate with families about safe reopening, student well-being, and accelerated learning clearly and consistently through modes used throughout this past school year including, but not limited to Weekly DCI Dispatch, Notification/Announcement via the DCI School App, posting on DCI social media accounts (Facebook and Instagram), Caregiver Orientation events (during Grade 6 and Grade 9 Orientations). Additionally, we will continue to engage with families through in-person events that include: monthly “Cafe y Charla” specifically to support our Spanish speaking families, monthly “Coffee with the Principals”, Back to School Night, IB Information Night (up to 4 during semester 1), and conferences in the

fall and spring. For SY22-23, we have also created and staffed a Family Engagement Coordinator to support, monitor, and coordinate family programming across the school.

To meet the needs of our diverse community, details on these topics will be available in Spanish and English as indicated on student/Family Home Language Surveys. As mentioned in the above sections, we have hired a Family Programs Coordinator. Our coordinator is bilingual (Spanish and English) and a former member of our Restorative Justice Team. This role will take on the specific work of supporting and engaging our Spanish-speaking families by continuing targeted programming such as “Cafe y Charla” and expanding from this programming.

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.

- A direct message on our DCI app which all students, staff, and families will have installed on their phones and computers
- A message on our website
- An email to all students, staff, and families
- A message on our social media accounts
- All of these messages will be in both English and Spanish
- We also always have a person come in person in the case that a message does not get to all families and a student shows up to school. We will call the families directly.
- We’ve also hired a Family Engagement Coordinator and are in the process of hiring a Health and Safety Coordinator. These individuals will make calls home to any group so students/families we know do not utilize emailing or struggle with the written word as a mode of communication.

c. Additional Considerations

i. Family training and support.

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

- On site tech support
- On-site priority populations classrooms for students without internet/need food, if situational distance learning is needed for a sustained period of time (if the the expectation is that remote instructional will last 2 or more weeks)
- On-site counseling for students with socio- emotional support needs
- Cafe Charla (Spanish speaking coffees) for families who need additional pathways to engage in our systems in Spanish - if there is a move to remote instruction we will double the frequency of these touch points to enable stronger engagement.

Remote instruction details:

- Synchronous classes, where teachers will be asked to live teach for 50% of their class period on zoom and then support students through feedback / grading and office hours. In addition, students will have asynchronous assignments for material not covered in the synchronous classes.
- At the start of the year - all teachers post all zoom rooms in all of their google classrooms - so students are able to access them if we switch to remote instruction for any reason.

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.

- PD on: Zoom, synch / asynch instructional rules and expectations from the beginning of the year
- Consistent use of Google Classroom from Summer PD to enable teachers to learn and develop their skillset in using the technology. This is also used as a means of setting up remote instruction as google classroom has zoom links embedded within them from the beginning of the year.
- Teachers and students have PCs available to them constantly because of our consistent 1:1 computer model
- Instructional techniques will be focus on in-class instruction during summer PD, but acknowledgement and approach to modifying for the remote space will be consistently embedded throughout PD

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

Describe the LEA's expectations in the space below.

- PD for teachers will give an overview of the policies and expectations established in the event of a need for situational distance learning.
- Students will be informed of the expectations for situational distance learning in our advisory type structure towards the beginning of the year. This will include expectations on google classroom and how to make ensure that technology resources are available at the right times (e.g. at home) when needed.
- Broad announcements will be made through our google classroom, broader school wide communication systems (including email) to ensure all students, staff, and families know when we are moving to a different mode of instruction.

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 schedule will be the same with screen breaks built in to transition times that were already established in the schedule
- Classroom expectations will be modified aligned with a clear instructional vision with 50% of the material being delivered in synchronous classrooms
- Teachers are required to take attendance using the same tools / policy as in person attendance. This means it will be taken each period
 - Students must be present in zoom to be considered present for the class.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

- The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://dcinternationalschool.org/about-us/school-health-profile/>

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 intervention program or support ; 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 Scheduling: DCI has made a number of scheduling adjustments to accelerate learning for our students. We have altered the schedules for students where data indicates they need more instructional time in certain subjects, including math and ELA. In addition, we have identified a subset of students who need more support either during the school day or in afterschool support classes. Our school day and year is longer than typical and we believe that allows us to add in creative supports and additional instructional time for students. In addition, we have a robust summer programming schedule and will have break programming depending on staff availability this year.

Instructional Changes: We have developed a number of new instructional approaches to respond to learning needs and to accelerate learning. We have created and staffed a new support structure that centers small group and individual tutoring for students given the research supported evidence of those interventions. We have worked to align staff planning and development with student needs including a focus on accelerating subgroups of students who are currently behind. New curriculum and support programs have been purchased, especially in Math instruction and with our ELLs.

Staffing and Related Supports: We are planning to increase staffing in places where teacher experience is more inexperienced. We are also adding vendor capacity for development around dual identified students, as that has been a key gap for us in terms of student performance.

Other: Improved leader development aligned to accelerated learning will also be a key driver for us as our leaders will need to improve their ability to coach more novice teachers on instructional practices and data based instruction.

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 International School will continue to work to ensure all timelines are met for initial evaluation and re-evaluation of students. DCI has contracted with three providers to ensure that the work is completed in adherence to the timelines. DCI had a significant backlog of evaluations that we are still working on completing. One of the major barriers to catching up has been the lack of a consistently available evaluator. At the start of the 2021-2022 school year, DCI hired a school psychologist to complete evaluations however

the individual hired left mid school year with very few evaluations completed.

ii. The LEA's plan to address those barriers

As stated previously, DCI's mitigation strategy has been to contract with multiple providers to ensure the work gets done. This has been fairly successful as more evaluations have been done in a short period of time, however we are competing with other schools to schedule evaluations which means there have been some minor delays. We will continue to use this approach while we also search for a full time school psychologist. Ultimately, we believe that the best way to ensure timeliness and expeditious evaluations are through an in-house evaluator.

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

DCI has worked with parents who have had delayed evaluations for their students. DCI provides a reasonable timeline for completion, develops interim plans of support, and ensures that initial evaluations or re-evaluations where there is a suspected change are prioritized. Once DCI establishes a reasonable timeline, a prior written notice is issued to memorialize the agreement. DCI endeavors to ensure all evaluations are conducted in a timely manner and plans to use the aforementioned plan only in circumstances beyond our control.

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.

DCI has worked with families since returning to in-person learning to ensure students have the resources to make gains consistent with their performance prior to the pandemic. In some cases, that has meant that DCI needed to construct a compensatory education plan. The process for developing said plan follows the same process. At the start of school, all new students have 30-day reviews and returning students have recovery meetings. During these meetings, DCI reviews grades, attendance, and benchmark assessments (NWEA MAP) to analyze the present levels of performance. From there, the team also looks at student performance on the same data points prior to the pandemic. If the team feels there are significant discrepancies, then compensatory education may be issued to support the student.

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 meetings to discuss a need for mitigating strategies or compensatory education are done on an individual basis. The multidisciplinary team makes the decision on how best to move forward and if there is a need for additional support, what that support should be. DCI has been able to successfully administer any mitigation measures during the school day or during after school programming. How these services are rendered is decided in consultation with the family to ensure we are not further restricting students unnecessarily while administering compensatory services. DCI memorializes any plan for compensatory services in a prior written notice that is issued to the family. Finally, DCI believes that compensatory services should not be discussed once and then not revisited. Instead, if during the 30-day review or recovery meeting services are not issued, a future meeting could be scheduled to further discuss the issue and render a different decision.

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.