

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: E.L. Haynes PCS

LEA Head of School Name: Hilary Darilek

LEA Type: Pre-K ; Elementary ; 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.

1185

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.

87%

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 on previous family surveys, approximately 87% of families have access to broadband internet / WiFi. In order to ensure that all students had access to the internet, we provide more than 100 mobile hotspots to students throughout the pandemic closures and the 2021-2022 School Year. As part of our planning, we are using these estimates to prepare for our upcoming 2022-2023 School Year, and will engage new families to make sure all students have access to the internet in order to fully participate in learning in the event of situational distance learning. We will engage families through email surveys, welcome phone calls from teachers and advisors, and through our back-to-school nights at the beginning of the school year.

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

In the event of situational distance learning, E.L. Haynes had developed comprehensive plans to ensure the ongoing education of our more than 1,150 students in Pre-K through 12th grade. As part of this plan, we will ensure that we provide 1:1 Learning Devices (Option 1) as well as provide Non-Digital Learning Devices (Option 2), as necessary.

As of July 29, 2022, E.L. Haynes has approximately 1,185 learning devices to support student learning in the event of situational distance learning. These devices will be distributed in classrooms to all students at the beginning of the school year.

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.

We know that some of our students, particularly our youngest learners, will require non-digital materials, such as manipulatives for math, packets, or other learning materials. In the event of situational distance learning, E.L. Haynes will host materials drive-by distribution events for families to come and pick up any necessary non-digital materials. These distribution events will take place outside at our Kansas Avenue Campus at a time when families can easily attend to pick up their students' materials. In the event a family is unable to attend, we will coordinate one-on-one appointments as necessary, or drop-off of materials, should it be absolutely necessary.

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.

During situational distance learning, E.L. Haynes will engage families via email, text message, and robocall using our parent communication application, Parent Square. In addition, families will also receive communications directly from the student’s homeroom teacher, or advisor.

As part of our communication with families, we will also post all of the information regarding situational distance learning on our website (www.elhaynes.org) and on our social media channels (Facebook, Instagram, and Twitter).

E.L. Haynes will also schedule virtual family forums at each campus to describe the need for situational distance learning, the plan for continuing education, and to answer any of our families’ questions.

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 of situational distance learning, E.L. Haynes will contact families via email, text message, and robocall using our parent communication application, Parent Square. In addition to these automated messages, families will also receive a phone call directly from the student’s homeroom teacher, or advisor.

As part of our communication with families, we will also post all of the information regarding situational distance learning on our website (www.elhaynes.org) and on our social media channels (Facebook, Instagram, and Twitter).

c. Additional Considerations

i. Family training and support.

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

In the event that E.L. Haynes must transition to situational distance learning, we will provide the following support for our teachers, students, and families.

Prior to the start of the 2022-23 School Year and throughout the start of the school year, E.L. Haynes will provide opportunities for students and families to learn about our technology, whether in-class with teachers, or through specific family engagement efforts, like back to school nights. In order to easily communicate how to use E.L. Haynes technology, we have created a series of “how-to” videos (available on www.elhaynes.org) in English and Spanish that explore possible topics where families might need additional support.

In the event of situational distance learning, E.L. Haynes will continue to maintain its regular schedule, and leverage ZOOM, Canvas, and other online tools in order to maintain our instructional model.

We will host campus-based family and staff forums to outline distance learning expectations, including how attendance and engagement will be measured. We will post all of this information on our website, and share it via email through our ParentSquare communications tool.

Should the situational distance learning extend beyond our anticipated period, we will re-evaluate our schedules and our

delivery models in order to best meet the needs of our students and families, while also supporting our staff. Should a shift be necessary, we will provide ample notice to our students, families, and staff, through written, digital, and phone communication, as well as post information on our website and our social media channels, if appropriate.

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.

Prior to the start of the 2022-23 School Year, we will conduct the appropriate refresher training for all returning E.L. Haynes staff during our annual staff institute prior to the school year. Many of our teachers will leverage similar tools in the classroom (i.e. using Canvas) whether we are in-person or in situational distance learning. For new teachers, we will provide introductory training in our distance learning tools, including Canvas, Zoom, and more. Depending on the length of the distance learning program, we will provide additional training for all staff on an as needed basis.

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

Describe the LEA's expectations in the space below.

In the event of situational distance learning, E.L. Haynes will continue to maintain its regular schedule and attendance policies, and leverage ZOOM, Canvas, and other online tools in order to maintain our instructional model.

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.

In the event of situational distance learning, E.L. Haynes will continue to maintain its regular schedule, and leverage ZOOM, Canvas, and other online tools in order to maintain our instructional model.

We will host campus-based family and staff forums to outline distance learning expectations, including how attendance and engagement will be measured. We will post all of this information on our website, and share it via email through our ParentSquare communications tool.

Should the situational distance learning extend beyond our anticipated period, we will re-evaluate our schedules and our delivery models in order to best meet the needs of our students and families, while also supporting our staff. Should a shift be necessary, we will provide ample notice to our students, families, and staff, through written, digital, and phone communication, as well as post information on our website and our social media channels, if appropriate.

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.elhaynes.org/resources/covid-guidelines/>

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

b. Instructional Changes

High-impact tutoring ; New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional staffing ; Additional vendor and/or community partner support

d. Any Other, Please Describe

e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

During the SY 2021-22, E.L. Haynes ADJUSTED CLASS/BLOCK/BELL SCHEDULES at each campus to include more time for ELA and Math for students in grades K- 10. We will continue this throughout the 2022-23 School Year.

During SY 2021-22, E.L. Haynes invested in and launched multiple INSTRUCTIONAL CHANGES, including HIGH IMPACT TUTORING, NEW CURRICULUM PURCHASES, NEW INTERVENTION PROGRAMS OR SUPPORTS, NEW USES OF STAFF PLANNING TIME TO SUPPORT ACADEMIC ACCELERATION, and NEW PROFESSIONAL DEVELOPMENT FOR STAFF ON ACCELERATED LEARNING, and will continue to support these shifts during SY 2022-23.

HIGH IMPACT TUTORING

SAGA Program for High School Algebra 1:

Supporting all students enrolled in high school Algebra 1, the SAGA program is a High Impact Tutoring program which is designed to support students with current and prerequisite math skills while they are enrolled in the Algebra 1 course. Students meet with a tutor/teacher during small group instruction three days per week.

Blueprint Math MS Math Courses:

Supporting all students enrolled in middle school math courses, the Blueprint program is a High Impact Tutoring Program designed to support students with current and prerequisite math skills while they are enrolled in a middle school math course. They deliver tutoring/small group instruction daily.

Literacy Lab:

Select students in grades K-2 receive intensive support in foundational reading skills up to five days per week.

NEW CURRICULUM PURCHASES

Heggerty Phonics Program:

Students in grades K-4 receive additional phonics instruction daily.

Reading Mastery Program:

Select elementary school students receive intensive support in reading.

English 3D:

ELL Students receive additional language support as an intervention class that focuses on strengthening their listening, speaking, reading, writing, and academic vocabulary.

NEW INTERVENTION PROGRAM OR SUPPORT

Additional Read 180 licenses:

Select students in the middle school and high school receive daily intensive reading instruction to support comprehension.

Elementary School Reading/Math Intervention Block:

At the elementary campus, E.L. Haynes added a reading / math intervention block to the schedule to support the small-group instruction necessary for academic acceleration.

NEW USES OF STAFF PLANNING TIME TO SUPPORT ACADEMIC ACCELERATION

MS Teacher Planning Pilot- teachers have additional planning for small group instruction planning time and students

have longer ELA and math blocks one day per week.

NEW PROFESSIONAL DEVELOPMENT FOR STAFF ON ACCELERATED LEARNING

Math Coherence Mapping

All math teachers, including Special Education teachers, will learn how using the coherence map helps them quickly address any gaps in learning by addressing prerequisite standards.

SIOP

All teachers will learn how addressing language objectives in all classrooms will accelerate learning for ELL students.

High Level Practices

Special Education teachers will strengthen their understanding of the high-leverage practices for students with disabilities, including how they are developed, what they are, the supporting evidence, and how they can be used in classrooms.

In addition to our instructional changes, we also hired ADDITIONAL STAFFING, as well as ADDITIONAL VENDOR / COMMUNITY PARTNER SUPPORT for the 2021-2022 School Year, that will continue and add upon for the 2022-2023 School Year.

During the 2021-2022 School Year, E.L. Haynes invested in ADDITIONAL STAFFING across our three campuses, by adding three ELA Intervention Teachers (one per campus), three Math Intervention Teachers (one per campus), three ELA Coaches (one per campus), three Math Coaches (one per campus), an additional Special Education teacher at the high school, and an ELL Teaching Fellow at the high school. During the upcoming school year, we will continue all of those investments, and added an additional ELL Coach who will support instruction across all three campuses.

E.L. Haynes also leveraged ADDITIONAL VENDOR AND/OR COMMUNITY PARTNER SUPPORT during the 2021-22 School Year, which we will continue through the 2022-23 School Year, including: The Wise Center at Georgetown University, which provides critical counseling and mental health supports for our staff; The Literacy Lab, which we previously mentioned provides intensive literacy instruction for students in K-2; Maryland Teacher Tutors, which provides tutoring by certified and retired teachers; and, Blueprint Tutoring Program, which provides supplemental tutoring support to our students.

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

E.L. Haynes is committed to meeting IDEA timelines, collaborating with parents, and documenting delivered services. We continue to have processes in place to identify legal timelines and to plan for all student support steps needed and meetings held in advance of those timelines. We will continue to hold all eligibility meetings virtually, either via phone or videoconferencing and obtain parents/guardians signatures electronically.

ii. The LEA's plan to address those barriers

Staff and our contracted partners will complete some assessments in person, if we can complete them safely and with family agreement. When in-person assessments are not possible, we will use virtual methods for assessments and collaborate with families in advance of deadlines to determine if we need to extend the timeline for assessments until in-person assessments are possible. We will personally communicate with families and document the final decision with a Prior Written Notice (as required).

All related service providers are required to create a schedule for service delivery that meets student needs and to document all attempts at service delivery in EasyIEP with service logs and trackers. In addition, all staff are trained on how to document communication with families, and we have procedures in place to document student participation in virtual learning.

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

We will personally communicate with families and document the final decision with a Prior Written Notice (as required).

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.

We commit to assessing students to determine their current academic skills continually. We will review student data and progress during the previous school year to individually decide which recovery services are needed. We will create a space during student IEP meetings to review data and determine whether the student needs recovery services.

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.

We will communicate with families to determine how those services will be delivered to ensure students have access to the necessary support. Our team will develop plans for each student based on the need. In those circumstances, we will work with their family on the most effective method of instruction, including possible service delivery at the school in small groups and in ways that meet health and safety guidelines.

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.