

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Eagle Academy PCS

LEA Head of School Name: Dr. Joe Smith

LEA Type: Pre-K ; Elementary

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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.

1450

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.

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.

Eagle will communicate to parents, the necessary steps to take in order to receive a mobile hotspot. This would include notifying either by calls, text or email, the principal, the IT Director, or the Parent Engagement Coordinator. A general call to the main office is also an option. Hotspots will be made available to all students who need access to internet.

The LEA will also share information regarding access to free or minimal cost internet programs being offered within the district and support families with the application process.

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

Eagle Academy will distribute an iPad or a Chromebook to all affected students.

- All kindergarten through second grade students will be furnished with an iPad along with a charger.
- All affected third grade students will be furnished with a Chromebook along with a charger.
- Families in need or who submit a request, will also receive a hotspot device.
- Families will sign a technology agreement, indicating full responsibility to treat the device with care, to utilize only for the instructional purpose for which it was assigned and to return the device to Eagle, upon resumption of in-person learning.
- Depending on the circumstances, the device may be distributed the day prior to the closure or on the first day of the closure. If the device is being distributed on the day of the closure, parents would be advised to report to the school and retrieve a device.
- In extreme circumstances, the school will make provision to deliver devices to the homes of students.
- Each device being distributed, will include a script with step-by-step instructions for accessing the learning platform

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.

Eagle Academy will distribute learning bags to all affected students in situational distance learning which lasts for two or less days, or in circumstances where a device or broadband internet, is unavailable. Bags will include work activity packets, resources, writing tools and any necessary manipulative.

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.

Communicating with families and engaging with them will be maintained throughout situational distance learning. Administrators will host virtual Town Hall meetings as needed, as well as distribute detailed Newsletter electronically to all families.

Teachers, Support Staff and other service providers will maintain ongoing communication through google classroom, google phone numbers and class dojo. In addition, they will establish daily office hours so that parents and students can be effectively supported.

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 a move to situational distance learning, a mass email blast, text alert and robo calls would be made at the earliest possible time, to all families and staff. Additional forms of communication will include, a message being posted on the school's website, Facebook, and its Instagram page.

c. Additional Considerations

i. Family training and support.

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

Live and recorded parent training sessions for zoom, google classroom, clever and any other necessary apps, will be made available prior to and during situational distance learning. Eagle will create and distribute informational

pamphlets with detailed directions for implementation. These will be available in print and electronic form.

The LEA will also establish a “Help Desk” for families to receive support with technology issues or navigating the google classroom. An Eagle personnel will be available during school hours to respond via email or calls.

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.

Staff refresher trainings will be facilitated during Professional Learning, once per quarter.

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

Describe the LEA's expectations in the space below.

Parents:

- Ensure device is charged and ready for usage
- Ensure Wi-Fi is available; contact the school if Wi-Fi is needed
- Provide a quiet environment /space for distance learning (not in their beds)
- Ensure students are dressed to attend distance learning (not in pajamas)
- Students have all meals (breakfast, lunch, snacks) prior to logging in for distance learning sessions or after the learning session has ended.
- Distance learning attendance is mandatory everyday
- Students must login in to learning platform 5 minutes prior to scheduled time
- Contact teacher via google classroom, email, class dojo or by phone for assistance and support

Students:

- Attend distance learning everyday
- Login into distance learning platform on time every day (5 mins prior to scheduled time)
- Students must complete and submit all assignments in Google Classroom
- Demonstrate participation on the virtual platform
- Observe the classroom rule which governs their virtual classroom

- Log into SchoolPace daily and engage in their independent reading activity for 30 minutes daily
- Remain logged in and on camera throughout the lesson
- Remain muted when not speaking

Staff:

- All instructional requirements remain (lesson plans, grading assignment, providing feedback etc.)
- Be available online, logged in 30 minutes prior to instruction
- Establish office hours between 2:30 and 4:00pm
- Track students' attendance daily
- Post all assignment 24 hours in advance.
- Professional attire, language and conduct is required
- Post virtual classroom expectations in your google classroom
- Be flexible, responsive, and available. Students and families will be affected by the transition to distance learning. The impact on their daily routines will vary and may or may not be evident.
- Cameras on during 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.

Students participating via remote learning, will be engaged for a total of 6 hours daily, actively engaged in the same core instructions as their peers.

- Two hours of core literacy instruction in the morning from 9:00am – 11:00am.
- Lunch and Recess will be a break from the screen from 11:00am-12:00pm.
- Afternoon instruction will incorporate 3 hours of instructional time from 12:00pm -3:30pm with an optional 30 minutes of Enrichment.
- Students can choose to opt out of the enrichment block so that there is lessened screen time.
- To ensure that students are receiving six hours of instruction, each grade will have posted assignments in google classroom which must be completed by 6:00pm each day.
- Parents will have the option to allow their student to participate remotely for the entire school day.
- Teachers will intentionally build in breaks for those remote students, where they are allowed to go off screen and complete independent work following direct instruction.

- Each grade level will designate two scheduled planning blocks as office hours. Office hours is a time when teachers check in on their remote students, offer instructional support, provide feedback to assignments and be available to take calls from parents.
- PK students will attend distance learning from 9:00am until 12:00pm; afternoon playgroup sessions will be optional.
- Daily attendance will be tracked by students virtual attendance on the learning platform, completing and submitting assigned work or via one-on-one conference with teachers during office hours or during small group learning blocks.

Engagement will be tracked with the use of exit tickets at the end of each session, photos of PK students involved in activities, daily 30 minutes reading in SchoolPace and submitting independent task as assigned by the teacher.

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://4.files.edl.io/8e56/07/22/22/144346-d060a253-513c-4ac7-a773-c4b4b84c5c42.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

- ii. After-school programming ; v. Summer programming

b. Instructional Changes

High-impact tutoring ; New intervention program or support

c. Staffing and Related Support

d. Any Other, Please Describe

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

After-school programming/High Dosage Tutoring

The LEA will again be partnering with Springboard Collaborative to train and support teachers and parents by offering after-school literacy tutoring with the aim of closing the literacy gap, building a connection between home and school, and by providing parents with resources and the skills to support students in developing their literacy skills and improve their independent reading levels.

Zearn math will also be implemented during the Before-care and After-school hours, to provide students with ongoing practice so they are able to achieve mastery of skills

Summer programming

Springboard will offer a two-hour block of literacy instruction to include writing, phonics, and guided reading during the summer program. Teachers will receive training and ongoing coaching support from the Springboard Collaborative Team. Beginning, middle and end of cycle assessments will determine the instructional support, as well as measure the overall effectiveness of the program.

Zearn math will also be implemented daily for one hour, to provide support in the mastery of math skills.

New Intervention program or support

Eagle Academy will enhance its intervention program with the support of funds and personnel under the CLSD Literacy grant. Three additional Interventionists have been hired to work with Tier 3 students. Two will be working at the Congress Heights campus and one Interventionist at the Capitol Riverfront campus. This provides support for a number of students across all grades. The grant also provided the hiring of a literacy mentor who coaches and mentors K-3 teachers on basic literacy skills, guided instructions for tier 3 students and using literacy data to support instructions.

Additional support being implemented to accelerate learning includes study of training and implementation of strategies from the books; Best Practices for Tier 1: Daily Differentiation for Effective Instruction Gregory, Kaufeldt and Mattos, and Best Practices for Tier 3; Intensive Intervention for Remediation Rogers, Smith, Buffum and Mattos and From Goals to Growth, Lee Ann Jung.

In an effort to provide support for all students, a modified Wednesday schedule has been created to include

dedicated intervention block for support of students performing on grade level or close to grade level; those performing on the cusp. During these instructional blocks, Enrichment and Resource teachers will work with assigned groups of first through third grade students in both math and literacy. Lessons will be designed by lead teachers and literacy coach, utilizing the learning continuum provided by NWEA.

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

During the pandemic the parents were not able to enter the building, which sometimes hindered the school from obtaining parent consent in a timely manner. Parent consent forms were sent by Hello-sign for signature and date. However, parents had to receive several calls, texts, and emails reminders once the consent form was sent. At times we have to complete home visits to obtain consent.

Another barrier was parents attending the scheduled Eligibility meetings within IDEA timelines. Few times meetings were held after school hours to meet the deadline.

ii. The LEA's plan to address those barriers

Eagle Academy Public Charter School is required to evaluate a child at no cost to the parent, based on a written referral from a parent or a staff member at Eagle Academy Public Charter School. Eagle Academy Public Charter School uses an evaluation process consisting of a set of procedures and/or assessments used in accordance with the IDEA and District of Columbia law to determine whether a child has a disability.

Eagle Academy utilizes the SST Process, and ongoing Child Find activities to ensure that students suspected of having a disability are evaluated in accordance with IDEA and the District of Columbia guidelines. Once a referral for an evaluation is received, EAPCS follows the timelines established by OSSE, or 60 calendar days from referral to eligibility.

If the student is eligible for special education services and services are requested, then the parent and members of the multi-disciplinary team may come to an agreement as to what services will be provided and where services will be provided.

The plans to evaluate the students are:

After request for special education support services (from parent or Multidisciplinary Team) classroom observations are completed and a written response is provided about the next steps of the process to the parents within 10 days of the referral. The next step is to request and obtain parental consent to evaluate the child in all suspected areas or concern.

After consent is obtain the MDT team move forward and evaluate the student. After which an Eligibility meeting is held to determine if the student qualifies for special education services. Prior to the meeting the parents receive a copy of the requested evaluation for review.

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

The parents are provided with a copy of the Procedural Safeguards Manual at the following times:

- At each annual review meeting
- Upon initial referral or parent request for evaluation

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.

Eagle Academy PCS ensured that the IEP team makes individualized decision for students with disabilities who are eligible for special education services under IDEA, when compensatory services are warranted due to school closure or distance learning from the COVID.19 pandemic by taking the following steps:

- The IEP team met to review the data that was collected from various sources and reviewed at the beginning of the school year and quarterly to monitor the students' progress and the need for compensatory services.
- The data was collected from the various assessments, service trackers, progress reports, report cards and observations were reviewed to determine if compensatory services were warranted.

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.

- If warranted The Compensatory Service Plan was/ or will be developed and the parents would receive a copy of the plan with the targeted services and goals to be addressed along with the time frame for implementation.
- The compensatory Plan would include but not limited to the following services can include:
 - After-School Tutoring
 - Social Groups
 - Summer School
 - Additional Related Services Hours
 - Lindamood Bell Literacy and Math Lab Support

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.