

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Early Childhood Academy PCS**  
**LEA Head of School Name: Wendy Edwards**  
**LEA Type: Pre-K ; Elementary**  
**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.**

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### **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.**

95%

**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.**

Early Childhood Academy (ECA) has 20 mobile hotspots available to families who require internet connection in order for their students to participate in distance learning. Five remain activated for immediate use by students in the event of situational distance learning. Fifteen are available to be activated as needed by any additional families.

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

Early Childhood Academy will issue Chromebooks to all kindergarten through third grade general education and special education students during the first week of school. iPads will be distributed to all prekindergarten-3 and prekindergarten-4 students during the second week of school. Each student will be assigned his/her dedicated device for daily use during the school year. These devices will be used at school but will be sent home with the students in the event of an emergency shut down due to a weather, operational, or health emergency. A supplemental inventory of Chromebooks and iPads will be maintained in the school to replace devices that are broken, lost, or not returned after a period of distance learning, to ensure that the school maintains a 1:1 ratio of devices to students. These devices will be used to continue implementation of the HMH reading and math programs (Kgn - Grade 3) and the online Every Child Ready program (PK) during students' distance learning period.

**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, parents will also be provided with lined paper, manila paper, pencils, and crayons to keep at home for their children. Workbook pages from the HMH reading and math programs (Kgn - Grade 3) and the online Every Child Ready program (PK) may be provided as needed to ensure continuity of instruction. However, the online HMH and Every Child Ready programs are comprehensive in the scope of digital resources they provide for continued instruction during situational distance learning.

**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.**

Early Childhood Academy uses multiple approaches to communicate with families during situational distance learning, which are outlined for families in the ECA Parent Handbook. Distance learning events are first posted on the large LED sign located in the front of the building. The sign will include the projected dates for distance learning and contact information for parents seeking additional information. The executive director or principal will email parents to provide details of the events to all families and to encourage them to call or email school

leadership with any questions or concerns. Parents are also notified of distance learning events through robotexts and robocall sent through the school's Blackboard account. These calls and texts will inform parents of the reason for distance learning, the distance learning period, procedures for pick up of devices and materials for their students, and on where to access log-on information for their child. This same distance learning information will be posted on the school's Instagram and Facebook pages. Finally, each teacher will utilize their classroom's Class Dojo page to post distance learning information for parents, including the Zoom link that students will use and specific materials that will be needed for instruction. Class Dojo will serve as the classroom messaging platform, enabling parents to communicate privately with their children's teachers about distance learning or any other questions or concerns they may have.

**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 communication plan for situational distance learning is provided to teachers and staff in the ECA Employee Guide. In the event of an immediate move to distance learning during the school day, the public address system will be used to advise all teachers and staff to immediately check their email for communication from school leadership, which will detail planned procedures. Teachers will be responsible for using non-alarming, child-appropriate language to inform students that they will be picked up by parents. Parents will be notified of events and the reason for distance learning and asked to pick up their children through communication sent by robotext and robocall using the school's Blackboard account. Teachers will also place this information on their classroom Class Dojo page. Parents who do not pick up their children in a timely manner will be contacted by phone individually. If it is determined after school hours that distance learning must be implemented for the following school day, parents will be notified by robocall, robotext, social media posts, Class Dojo, and information posted on the school's LED sign.

**c. Additional Considerations**

**i. Family training and support.**

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

Early Childhood Academy will hold grade level orientations for all parents in August 2022. These orientations will be in person, unless COVID transmission levels in the District of Columbia require the school to move parent meetings to a virtual format. During orientation, the school principal will provide families with written and verbal guidelines and information on the school's situational distance learning model, including the use of the digital HMH Into Reading and Into Math programs and the digital Every Child Ready prekindergarten program. Parents will be apprised of the technology and materials that will be provided for their children for distance learning, the factors that may warrant a move to learning virtually, and of additional resources available to parents to support distance learning, including mobile hotspots for parents without internet access. Other distance learning tools, including Zoom and Google Classroom, will be introduced and explained. This meeting will be interactive, giving parents opportunity to have questions and concerns addressed in real time. Parents will be given access to the school's digital Parent Handbook for later reference.

**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.**

During teacher professional development August 15th through August 26th, Early Childhood Academy will

provide training to all teaching staff on the navigation of the school's instructional resources on their teacher laptops, as well as on the students' Chromebooks and student iPads. Specifically, teachers will be trained on the digital implementation of the HMH Into Reading and Into Math programs for kindergarten through grade 3 and the Every Child Ready program for prekindergarten. These programs allow students to seamlessly move to distance learning using devices provided by the school, thus will be used by teachers in daily in person instruction as well as in the event of the need for distance learning. Teachers will also receive information and training on implementing distance learning schedules for their grade levels, the use of Zoom for classroom webinars, communication to families through Class Dojo, the use of Google Classroom for student work uploads, and recording accurate distance learning student attendance codes.

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

**Describe the LEA's expectations in the space below.**

In addition to written information placed in the Parent Handbook and Employee Guide, Teachers and families will be notified verbally during orientations of the expectation for students' full engagement in teaching and learning during situational distance learning. Teachers will be required to hold daily Zoom webinars with their students, providing them with a minimum of three hours of synchronous teacher led instruction daily. Additionally, teachers will be required to plan daily asynchronous tasks for students, to total a minimum of six hours of daily synchronous and asynchronous learning activities. Asynchronous activities will be required to be uploaded to teachers via either Class Dojo or Google Classroom. Homework will not be assigned during distance learning periods. Attendance will be taken daily using the situational attendance codes. Students will be considered present if they participate in at least three hours of synchronous learning with cameras on and faces visible.

**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.**

Teachers will be required to hold daily Zoom webinars with their students, providing them with a minimum of three hours of synchronous teacher-led instruction daily. Synchronous instruction will begin at 9:00 am daily and end at 12:00 noon. Kindergarten through third grade students will receive a one hour lunch break and return for either synchronous or asynchronous activities from 1:00 pm to 3:00 pm. Prekindergarten students will break for two hours for lunch and naptime and be expected to complete asynchronous activities in the afternoon with parent support. Kindergarten through third grade teachers will be required to plan asynchronous tasks for students for a total of a minimum of six hours of daily synchronous and asynchronous learning activities. Completed student products will be required to be uploaded to teachers via either Class Dojo or Google Classroom. Homework will not be assigned during distance learning periods. Attendance will be taken daily using the situational attendance codes. Students will be considered present if they participate in at least three hours of synchronous learning with cameras on and faces visible.

**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.ecapcs.org/apps/pages/continouuseducationplans>

### **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**

New curriculum purchase ; 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.**

Early Childhood Academy adopted the HMH Into Reading and Into Math programs for kindergarten through grade 3 to provide a research-based resource for accelerated learning during the pandemic and beyond. This highly rated comprehensive reading and math program enables students to increase reading automaticity and fluency through daily small group guided reading opportunities using leveled readers at their instructional levels. Teachers

are able to track students' reading fluency using Amira, an artificial intelligence tool provided by HMH for individualized assessment of student reading growth. HMH Into Reading, when used daily in teacher led small reading groups, encourages the continued growth and development of students toward expected outcomes. Because of the importance for early childhood students to achieve reading proficiency, daily scheduling will be adjusted in all kindergarten through third grade classrooms to provide additional time for the ELA block. Instead of a two hour ELA block, kindergarten through third grade students will have a daily three hour ELA block, to include whole group reading, small group guided reading, and writing. A full-time reading interventionist will provide an additional period of small group guided reading to first through third grade students who score below the 50th percentile on the baseline NWEA MAP assessment for reading. This position was added when students returned from virtual learning in 2021 to support accelerated learning in reading for students who demonstrated significant learning loss. The summer program will extend the use of the HMH Into Reading and Into Math programs utilizing the same teacher-led small group instructional approach and providing students with an additional month of accelerated learning in July. Finally, teachers, coaches, and school leadership will participate in professional development from August 15th through August 26th, which will include training from HMH ELA and math specialists on implementing accelerated learning using the adopted curricular resources.

**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**

ECA monitors the Special Education Data System (SEDS) as well as the Early Access to SWD application prior to the start of the school year. These systems provide our LEA with upcoming eligibility dates for new and returning students. To ensure the timeliness of initial or reevaluations ECA orders special education evaluations through one of our contracted providers promptly after receiving parental consent to evaluate. This date of consent initiates a 60-day timeline for eligibility determination. IEP team members are notified of the eligibility meeting date and parents are provided with a letter of invitation to attend the meeting. During the 60 days, a formal evaluation is conducted by a licensed psychologist. The evaluations consist of an observation, teacher and parent interview. Throughout this process the special education coordinator ensures that parents receive timely notifications keeping them abreast of the evaluation process by providing them with evaluation summaries and any prior written notices leading up to the final eligibility determination meeting. The limited availability of contracted psychologists who are able to schedule evaluations has posed a significant barrier for Early Childhood Academy in completing evaluations in a timely manner.

**ii. The LEA's plan to address those barriers**

ECA has contracted with 3 provider organizations, including End to End Solutions, Mecca, and Infinite Potential, to address the barrier of limited availability of psychologists. In using three separate contracted provider companies, the school will ensure that student evaluations are completed in the time period required.

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

ECA contacts parents using several modalities as well as providing parents with prior written notices to ensure the completion of the evaluation expeditiously. To ensure the timeliness of initial evaluations or reevaluations, ECA orders special

education evaluations through one of our contracted providers promptly after receiving parental consent to evaluate. This date of consent initiates a 60-day timeline for eligibility determination. IEP team members are notified of the eligibility meeting date and parents are provided with a letter of invitation to attend the meeting. During the 60 days, a formal evaluation is conducted by a licensed psychologist. The evaluations consist of an observation, teacher interview, and parent interview. Throughout this process, the special education coordinator ensures that parents receive timely notifications keeping them abreast of the evaluation process by providing them with evaluation summaries and any prior written notices leading up to the final eligibility determination meeting.

**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.**

ECA's IEP team will make individual determinations for compensatory services by reviewing each student's academic progress, attendance record, receipt of specialized instruction and related services, as well as any factors related to COVID quarantine, isolation, or illness that may have prevented the student's expected growth and development during the current school year. Quarterly progress reports, data from the school's EdModified database indicating students' progress towards meeting IEP goals, and related service notes will be reviewed by the team in making decisions on compensatory education for each student. Individualized plans will be developed by the team for each student for whom compensatory education is planned to determine services to be provided and frequency of 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.**

Parents will receive prior written notice of the IEP team's decision of eligibility for compensatory education along with a notification detailing the services that will be delivered and the frequency of those services. Early Childhood Academy's special education coordinator will serve as the point of contact for all service providers and will track the delivery and completion of all services as mandated by each student's compensatory education plan.

**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.