

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Elsie Whitlow Stokes Community Freedom PCS

LEA Head of School Name: Erika Bryant

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.

700

a2. Distribution Strategy:

The devices are:

Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).

a3. An accurate assessment of current student access to broadband internet/WIFI.

☒

a4. Approximately __% of our students have access to broadband internet/WIFI at their situational distance place of learning.

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.

Stokes school will distribute internet hot spots to any students who do not have access to WIFI. Our Family Engagement Coordinators will reach out proactively to families who are known to lack WIFI access and other families may request a hot spot from the school administration.

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

In the event of a necessary transition to situational distance learning, our school operations team will distribute devices, chargers and any other necessary materials to families through scheduled pick up days in which families drive by and pick up materials from the school. Devices and chargers are labelled and the Operations team will monitor pick up and contact any families who were not able to pick up devices for alternative times or delivery options.

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.

Stokes School employs a family engagement coordinator who will proactively reach out to families to ensure that all communications around situational distance learning have been received. Teachers will make contact with all families to ensure that the instructional materials and instructions have been received and are accessible and will refer families to technology support staff if necessary. Deans of Students at each campus will create individualized plans for support of any students struggling to access content or engage with distance learning.

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.

Stokes School will use our parent communication platform, ParentSquare, to communicate about any shifts to situational distance learning. In consultation with health partners, the LEA leadership will make a decision about shifting to situational distance learning, and as quickly as possible send information to staff followed by families. Families and staff will be notified about the shift through email and text alerts, and teachers will follow up within 24 hours with information about the daily schedule and google classroom access protocols.

c. Additional Considerations

i. Family training and support.

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

Instructional videos about how to access Google Classrooms will be shared with families, and they will have access to drop-in hours over zoom for technology support. Technology reference documents will be posted in google classrooms for families to access. Several staff members will be assigned the duty of supporting families with their technological needs during the first few days of distance learning and, if needed, and families can request technology help through email after that point.

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 our Summer Professional Development Institute, teachers will be given guidance for and time to create their distance learning structures. Instructional coaches will provide support to teachers with any technological tools they may need to use, and the technology team is always available for one-to-one support of teachers' technology needs.

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

Describe the LEA's expectations in the space below.

In the case that Stokes School needs to shift to situational distance learning, the school day schedule including breaks and specials classes will remain the same. Teachers will host live-streamed classes over Zoom, with the schedule and daily work expectations clearly laid out in a daily google slide deck which outlines the schedule and includes links to the zoom classes and any assignments that will be submitted.

Teachers will ensure that the slide decks are as child-friendly as possible and spend time in the beginning of the school year orienting students to the format of the google classroom. If a shift to situational distance learning must take place, teachers will begin delivering instruction over Zoom within two school days of the shift, with asynchronous work available before then. All subject areas will continue to be taught following established scope and sequence of instruction, with an attempt to minimize disruption 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.

During situational distance learning, students will be marked as present if they attend at least one live-streamed Zoom lesson and complete at least one assignment for the day. Teachers will track participation in their live Zoom classes for each subject block. Stokes School daily schedule will remain the same, including lunch and break times, although teachers may allow students to work asynchronously for part of the subject block if appropriate. Below, please find a sample daily schedule, which will vary slightly per grade level.

Sample 2nd Grade Daily Schedule Mon-Thurs	
Subject	Time
Whole School Morning Meeting	8:00 – 8:15am
Classroom Morning Meeting	8:15 – 8:45am
Language Arts	8:45 – 10:00am
Math	10:00 – 11:00am
Lunch	11:00 – 11:30am
Art/Music	11:30 – 12:10pm
PE/Health	12:15 – 12:55pm
Writing	12:55 – 1:35pm
Recess/Break	1:35 – 2:15pm

Units of Inquiry	2:15 – 2:55pm
Dismissal	2:55 – 3:00pm

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://docs.google.com/spreadsheets/d/1HL4NlbDpsaObigF3eDVwY9HTy3gL_Y7p/edit?usp=sharing&ouid=1127824449232

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

b. Instructional Changes

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 vendor and/or community partner support ; New software purchase

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.

Stokes School will purchase materials and training for teachers to implement a high-quality curriculum in math. Stokes will purchase student workbooks and necessary curriculum materials for Investigations in Number, Data, and Space, 3rd Edition. Stokes School will additionally send 20 teachers to a training course to ensure consistent implementation of the Investigations curriculum over the summer 2022. Additionally, Stokes School will purchase licenses to implement Dreambox Learning in math as a Tier 1 and Tier 2 intervention and supplementary math instructional program for all students. Stokes School will additionally purchase seats for other online curricula to supplement Investigations and Dreambox Math, to differentiate math instruction to target student needs, specifically students in the Special Education subgroup and others in need of additional intervention. Technology will be purchased to allow for the implementation of the online math curricula. Stokes School will additionally purchase math benchmarking assessment through IReady to better identify needs and personalize instruction for students.

Stokes School will purchase materials and training for teachers to improve and implement a high-quality curriculum in English reading, with a particular focus on teaching foundational reading skills in Kindergarten – 3rd grade. Stokes School will purchase updated curriculum materials for the Reading and Writing Curriculum from Teacher's College, which has been updated to be in better alignment with the science of reading and includes more emphasis on the systematic teaching of phonics skills. Stokes School will also purchase sets of decodable readers in order to better support the instruction of phonics skills in our kindergarten – 2nd grade scholars. Stokes School will additionally send two instructional coaches to a training to ensure consistent implementation of the new reading curriculum over the Summer 2022. Additionally, Stokes School will purchase licenses to mClass to track student progress on the DIBELS assessment, a benchmark assessment that assesses foundational skills. The information gathered through the DIBELS assessment informs student levels of the Amplify Reading curriculum which will be implemented as a Tier 1 and Tier 2 intervention and supplementary reading instructional program for all students. In order to better support students with learning disabilities in reading improve their reading skills, Stokes School will purchase licenses to Lexia reading as a Tier 2 and Tier 3 reading intervention program. Along with this program, 12 Special Education teachers will attend Orton Gillingham training to improve their knowledge of teaching foundational reading skills.

Additionally, Stokes School will purchase materials and training for teachers to implement a high-quality curriculum for building academic readiness skills for our Autism self-contained classroom through the purchase of Language Builder: Academic Readiness Intervention System. Along with the curriculum, Stokes School will purchase supplementary sensory and technological programs that will support the program. Stokes School will also purchase the VB-MAPP Assessment kit to track student progress on verbal and developmental milestones.

Along with these curriculum and intervention purchases, teachers will be supported by instructional coaches and Student Support Team Coordinators to analyze formative assessments and individualize instruction for students during weekly team meetings. They will additionally receive training on Universal Design for Learning in order to create help them create highly-engaging and differentiated learning experiences for 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

Due to school closures and the backlog of assessments, the school psychologists that Stokes School typically contracts with have been unable to meet some deadlines for evaluations. There is a lack of evaluators available city-wide, and therefore timely evaluations and eligibility determinations have been a barrier. Additionally, COVID-19 infections are still causing staffing and student attendance issues.

ii. The LEA's plan to address those barriers

Stokes School has already contracted with two additional evaluators. Most of the evaluators in the city are still backlogged, but Stokes School will explore contracting with more providers and bringing in an in-house School Psychologist if possible.

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

The special education team communicates through prior written notices and emails to keep families updated on the progress of their students' evaluations and eligibility meetings. The team documents this communication in SEDS.

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.

During IEP meetings, after reviewing assessment results and discussing student progress with teachers and special educators, the IEP team including family members will make the determination if students are eligible for compensatory 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.

The determination of that eligibility will be communicated to families in the IEP meetings, followed by email, and documented in SEDS.

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.