

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Friendship PCS

LEA Head of School Name: Patricia Brantley

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.

7568

a2. Distribution Strategy:

The devices are:

Are distributed to all students at the beginning of the school year.

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

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

99%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

Friendship PCS has 230 hotspots available to deploy to students/families. Per a request, the campus level Technology Support Service Technician will assign the hotspot to the student and make it available for pick-up or delivery per the family schedule. Moreover, all students in grades PK - 2 and 6 - 12 utilize iPads with data.

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

PK - 2 and 6 - 12 Scholars: At the beginning of the year (August 22), students and families complete our technology usage agreement.

PK - 12: At the beginning of the year (August 22), students and families complete our technology usage agreement. The agreement is a

Every Friendship Campus has a Technology Support Service Technician that is available to meet with parents/scholars if a device is da

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.

Whether in-person or virtual, Friendship is committed to engaging with our families. Engagement efforts include online surveys, forums/meetings and one-on-one conversations, Parent Advisory Committee meetings and our bi-weekly Learning Without Limits e-newsletter, social media posts, school letters, and robocalls. We are continuing to use these same modalities during situational 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.

The district remains committed to communicating the need to move to situational distance learning as quickly as possible, the same day or prior to start of the next school day. Notifications about the transition to situational learning are shared via email, text and robocall to all parents through our school communications platform, ParentLink. Parents are also updated via social media platforms and our Learning without Limits e-newsletter. To ensure that we reach families who speak a language other than English, the communications is translated. Our ELL Coordinators also conduct personal outreach to our families using our translation hotline to ensure receipt and understanding of our plan.

c. Additional Considerations

i. Family training and support.

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

During the Covid-19 pandemic Friendship developed an email and phone hotline as well as a website and social media chat feature to support families during distance learning. This resource continues to be available to families. Our YouTube channel is updated with parent training and announced through our Learning without Limits newsletter. Once a month our Parent Advisory Councils (PACs) meet and offer training based on needs expressed by families.

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.

Friendship PCS continues to support our team members professional development needs on use of technology, tools and tools needed to ensure teachers continue to exemplify instructional excellence for remote instruction. Our team members that are new to teaching and Friendship participate in a three-day professional learning intensive, "Friendship Way University," prior to "Standards University," to provide foundational teaching on the tools used to deliver remote instruction.

Following Friendship Way University, team members engage in "Standards University," a two-week long professional learning intensive that is the kickoff for the school year. During this time, professional learning is supported by clear initiatives, FPCS' goal alignment to ensure team members are supported with , well-being of students and team members and accelerated learning. In this approach, it provides us the ability to respond to student needs in real time and refine current professional development practices and systems. Friendship Way included technology sessions for all team members to attend.

Both Friendship Way and Standards University occur from August 2 through August 19.

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

Describe the LEA's expectations in the space below.

At Friendship, students who are identified as requiring a situational distance learning day(s) are expected to engage in their learning in two ways, synchronously or asynchronously. Students will virtually attend their classes as well as access Google Docs to find supplemental materials that his/her teacher may be providing in person. Engagement in his/her lesson will involve using the chat feature, participating using a speaker on the device, or uploading responses/reflections through Google Classroom. Scholars will be expected to submit assignments, assessments and engage with instructional resources to support continued learning. Friendship will ensure all available resources meet the individual needs of the scholar and are developmentally appropriate.

In his/her Google Classroom, students will also be given the opportunity to complete their work asynchronously. Completed assignments will need to be submitted through the Google Classroom or via a direct email to his/her teacher. Assignments are reviewed daily.

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.

At Friendship, students are identified as requiring a situational distance learning day through internal COVID testing or through communication with a parent/guardian due to that student's absence from school. Students who are coded as situational distance learning will be expected to engage in their learning in one of two ways, synchronously or asynchronously. Students should expect to adhere to the same times for class as in person. In most instances, students will log in virtually to attend their classes. As such, their attendance will be taken during their bridge period just like the students who are in the building. If they are absent during their bridge period, the Student Information Manager will audit their attendance records from other periods during the day to identify whether the student attended classes later in the day. Some students will also be given the opportunity to complete their work asynchronously. In order to be counted as present for that day, the student must either complete and submit their daily assignments or directly engage with their teacher during the day. This can include a scheduled zoom meeting with the teacher or communicating with the teacher via email or phone.

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.friendshipschools.org/covid-19-response/>

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 ; vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

High-impact tutoring ; New curriculum purchase

c. Staffing and Related Support

Additional staffing ; Additional vendor and/or community partner support

d. Any Other, Please Describe

NA

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.

a. After-school Programming: Friendship offers an array of afterschool programming that extends learning opportunities to students beyond the regular school day. Friendship provides students an intense block of time to support homework completion, tutoring and skill practice. Students also have an opportunity to experience learning beyond the classroom by engaging in meaningful experiential learning opportunities, sports, clubs of interest and extracurricular activities. With a strong academic component to after-school programming, students will have access to more learning which is directly aligned with daily instruction.

b. Summer Programming: Friendship offers an array of summer programming designed to provide current students and new students with developmentally appropriate opportunities for learning. Students engage in experiential learning aligned to the core content(s) of ELA, math, science and social studies. Students explore and refine their interest(s) in the arts, stage and theater production as well as multimedia. Friendship's youngest learners are provided opportunities to build community through play and experiential learning rooted in the foundational skills necessary for a strong start in the upcoming school year. Students in our high school program build culture, a sense of belonging and receive the foundational knowledge in core content to provide a strong start for entering high school and those in need of credit recovery are provided the platform in which to do so coupled with teacher support/guidance. The additional 5-weeks of learning allows Friendship to address learning loss and accelerate learning through our experiential opportunities for scholars.

c. Weekend Programming: Friendship provides weekend programming in the form of Saturday School which creates a learning environment for enrichment as well as remediation for identified students and those who wish to participate. Core curriculum and supplemental resources are used by students and allow students to engage in small group instruction, high dose tutoring and enrichment activities.

d. High-impact Tutoring: To support individual student achievement, Friendship provides personalized high-impact tutoring to support the individual student need(s) in both core content and the necessary skills required to succeed in current and matriculating grade level(s).

e. New Curriculum Purchase: Friendship students, Friendship has purchased a SEL curriculum for students. Friendship will use BASE with 6 - 12 students and SecondStep for PK - 5 students. Both programs provide a diagnostic. Based on the diagnostic, each school team can develop groups as well as classroom lessons tailored to the needs of the students. With a focus on the social-emotional needs of each students, an environment is established that allows for learners to be more open to day-to-day instruction.

f. Additional Staffing: For SY 2022 - 2023, Friendship will continue to employ acceleration teachers at each Friendship Campus to support acceleration. Based on data from the NWEA MAP and campus assessments, identified students will be placed on an acceleration teacher's caseload. The acceleration will look like coteaching, small group instruction, pullout, and one-on-one

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

At present, the LEA does not anticipate any barriers to meeting these requirements. The Special Education Coordinators have been trained on the need to contact families well in advance of the required deadline and to document their attempts in accordance with the regulations.

ii. The LEA's plan to address those barriers

We don't anticipate any barriers to meeting these requirements. We have full special education teams on every campus. In the event of an overload of evaluations, we have open contracts with companies who provide special education evaluations just in case our in-house providers need assistance with evaluations and/or timelines.

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

The LEA has a Special Education Coordinator, School Psychologist, Speech and Language Pathologist and Social Worker at every FPCS campus. The Special Education Coordinator is trained to manage timelines and schedule assessments for both initial and re-evaluations in a manner that allows for the timely completion. The Special Education Coordinators have also been made aware of the new timelines that pertain to when a parent requests a re-evaluation. Our Special Education Coordinators offer training to parents during their campus "Back to School Night" and throughout the year to discuss the special education process, parent involvement in the IEP team, and an introduction to the special education team.

Our Senior Director of Student Support Services meets with special education coordinators monthly as a team and with each special education coordinator individually at least twice a month to ensure special education compliance. We see our parents as partners and they are involved in all steps of the special education process.

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.

Special Education Coordinators have been addressing the need for compensatory education services to mitigate the periods of school closure or distance instruction in the 2020-21 or 2021-22 school year by making individualized decisions around the need for recovery services and/or compensatory education during the annual IEP meeting for the student. The LEA plans to ensure the delivery of these services to students during breaks in the school year as well as during the summer. Extended School Year services were offered on every Friendship campus this summer in order to ensure students with disabilities had adequate opportunities for services in their prospective school buildings. This also ensured smaller classroom environments for students with disabilities in order to remediate any lost skills and/or missed learning during school closure and/or distance instruction during the pandemic.

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.

At Friendship we see parents as our partners. They are always a part of their child's IEP team and are informed of any and all changes and/or proposed changes to their child's Individual Education Program at annual meetings or requests for meetings by the parent.

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.