

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Hope Community PCS

LEA Head of School Name: Okiemute Pela

LEA Type: Pre-K ; Elementary ; Middle 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.

250

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.

65%

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.

A home survey is provided to families to determine the percentage of families that need access to internet/WiFi. Hope is able to provide WiFi modems to families to ensure scholars are able to participate in learning at home, if needed.

After a survey is completed, Hope can identify the specific families that require a WiFi modem. In the instance of learning continuing at home, a modem can be borrowed by families. However, a usage agreement must be signed by families. Devices are expected to be returned to Hope at the culmination of home learning.

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

Each scholar has their own 1:1 device assigned to them. In the instance of learning from home, students will check out the same device they use at home. Teachers are required to document which device students will use in an electronic system accessible to Hope administration and technical support. A usage agreement will be signed by families at the beginning of the school year to ensure that devices are taken care of and returned at the culmination of home learning.

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.

Hope will continue to use the same method of communication for family engagement through ParentSquare and Kickboard. ParentSquare communicates to families through email as well as robocalls. Kickboard is a communication and behavior system all scholars are connected to through PowerSchool. Staff is able to directly message families to share learning updates in real time. Through PLA, Hope is able to broadcast announcements using Hope's social media platforms on Instagram and Facebook. Last, families have access to a Google number to reach administration and the office management for direct questions and concerns.

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.

For immediate response once all students and staff are in a secure location, teachers are directed to reach out to families through the Kickboard messaging system. An assigned ParentSquare administrator can post updates directly to ParentSquare which emails families directly and sends robocalls. Using PLA's marketing team, they can access local radio and news stations, if necessary to provide updates.

c. Additional Considerations

i. Family training and support.

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

Using Zoom or Google Meets, Hope's social worker and MTSS team can continue providing services to families during distance learning. The School Social Worker will provide office hours on Monday-Thursday that will provide students with: Check-Ins on students and families Individual and group sessions for students Focused Breathing/Mindfulness Techniques for students and families Behavior intervention for students The School Counselor will oversee as well as assist in the implementation of the social emotional learning program Communication with families of excluded students: Phone Parent Square Kickboard Email

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.

Teachers will receive differentiated training on Zoom and Google Meets. As well as GoogleEdu (i.e. Google Classroom). Virtual platforms that are used with scholars face-to-face include Zearn and Edgenuity. These trainings are provided to staff before the start of the school year.

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

Describe the LEA's expectations in the space below.

Teachers will deliver synchronous and asynchronous instruction through live virtual lessons. Teachers record all lessons and allow scholars access in case they miss the live lessons or need to revisit them. The goal is for scholars to have access to both styles of virtual learning and teachers to offer differentiation. Each staff member has a set schedule for office hours to provide additional support to scholars and families. Intervention plans have been included to focus on targeted instruction (tiers 2 and 3). PLA's model includes blocks of instruction with 2/3 of small group instruction in reading and mathematics. All licensed teachers are set to receive professional development to respond to student needs. Teachers are expected to include 2/3 of their schedule in targeted instruction. A team of four reading interventionists that will focus solely on providing aggressive Tier 3 instruction to identify learners. Those learners will be identified using the Fountas and Pinnell Baseline Assessment system. In the first month of school, interventionists will assess all students in kindergarten through eighth grade to identify instructional and independent reading levels. Once those levels are identified, teachers will provide guided reading instruction using Fountas and Pinnell for tier 2 instruction. Scholars at or above grade level, will continue to receive individualized instruction. There is a similar expectation in math instruction. Scholars will receive targeted instruction 2/3 of the math block.

Groups are determined using common formative data gathered weekly. Along with using the back-mapping strategy. Additionally, Hope adopted the Eureka math curriculum to focus more on fostering conceptual understanding while developing critical thinking skills. Last, grades three through eight will spend three days of the week focusing on close reading strategies that will build their independent reading comprehension skills. Hope adopted Lavinia close reading curriculum to provide rich text. While encouraging readers to justify responses and thinking using textual evidence when responding to questions.

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.

[PreK Schedule](#)

[K-8 Schedule](#)

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.phalenacademies.org/domain/375>

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 ; ii. After-school programming ; iv. Longer school year ; v. Summer programming

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 hardware 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.

Teachers will deliver synchronous and asynchronous instruction through live virtual lessons. Teachers record all lessons and allow scholars access in case they miss the live lessons or need to revisit them. The goal is for scholars to have access to both styles of virtual learning and teachers to offer differentiation. Each staff member has a set schedule for office hours to provide additional support to scholars and families. Intervention plans have been included to focus on targeted instruction (tiers 2 and 3). PLA's model includes blocks of instruction with 2/3 of small group instruction in reading and mathematics. All licensed teachers are set to receive professional development to respond to student needs. Teachers are expected to include $\frac{2}{3}$ of their schedule in targeted instruction. A team of four reading interventionists that will focus solely on providing aggressive Tier 3 instruction to identify learners. Those learners will be identified using the Fountas and Pinnell Baseline Assessment system. In the first month of school, interventionists will assess all students in kindergarten through eighth grade to identify instructional and independent reading levels. Once those levels are identified, teachers will provide guided reading instruction using Fountas and Pinnell for tier 2 instruction. Scholars at or above grade level, will continue to receive individualized instruction. There is a similar expectation in math instruction. Scholars will receive targeted instruction $\frac{2}{3}$ of the math block. Groups are determined using common formative data gathered weekly. Along with using the back-mapping strategy. Additionally, Hope adopted the Eureka math curriculum to focus more on fostering conceptual understanding while developing critical thinking skills. Last, grades three through eight will spend three days of the week focusing on close reading strategies that will build their independent reading comprehension skills. Hope adopted Lavinia close reading curriculum to provide rich text. While encouraging readers to justify responses and thinking using textual evidence when responding to questions.

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

All students will participate in Tiered intervention support. Tier (1) is for all students and provided to all children of all grade levels. Screening for Preschool 3 - Kindergarten screeners will be completed in the first 30 days to determine which students fall in Tier1, Tier 2 or Tier 3. All other students data EOY and BOY will be disaggregated and reviewed to determine tier of instruction or immediate need to refer to MDT for determination of Special Education eligibility or non-eligibility. There are no barriers in meeting these requirements.

ii. The LEA's plan to address those barriers

There are no foreseen barriers at this time. At this time all evaluations will be completed in-person within the 90 day timeline.

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

Parents will be notified upon receipt of completion of all evaluations in the form an email transmission with a PWN and a copy of the evaluation(s) for review. The LOI for eligibility and IEP if applicable will also be sent indicating the location of the meeting date and time of the events.

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.

All meetings for all students will be convened on an individual basis. The LEA will assure that from referral to acknowledgement, analyzing existing data to obtaining consent to formally assess, review of cognitive, academic and other related deficit assessed data to determine eligibility or non-eligibility of services. The teams will review the current services of students where necessary. The LEA will invite parents and related stakeholders of direct inservice to a meeting when Compensatory Services will be rendered for a specific student. The details of the services, the direct service providers and the plan to carry out the services with the date, time and duration will be discussed at that time.

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.

Compensatory Services will be discussed per student on an individual basis. The LEA will invite parents, direct service case managers, teachers and related service providers of students to a meeting when Compensatory

Services will be rendered for a specific student. The details of the services, the direct service providers and the plan to carry out the services with the date, time and duration will be discussed at that time.

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.