

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: I Dream PCS

LEA Head of School Name: Janine Gomez

LEA Type: Pre-K ; Elementary

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

- ☒ 1. Provision of 1:1 learning devices.
- ☐ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- ☐ 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ____ learning devices.

110

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.

50%

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.

I Dream PCS has purchased hotspots through the Emergency Connectivity Fund, which it will distribute to all families in need of stable internet service to access remote learning.

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

I Dream PCS has purchased chromebooks through the Emergency Connectivity Fund, which it will distribute to all families in need of stable device use to access remote 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.

We use text, email, and phone calls from our communications platform and from employees to communicate all necessary information. We also have a platform called Seesaw to communicate and distribute assignments to families.

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.

We use text, email, and phone calls from our communications platform and from employees to communicate all necessary information

c. Additional Considerations

i. Family training and support.

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

The LEA will continue to support parent training for students receiving related services through distance learning by: I Dream PCS is sending out surveys to families to identify technology, wifi, and technology training needs. I Dream will provide families with technology training as needed in either group or 1:1 sessions. Coaches will offer weekly video sessions with families to discuss what learners are working on each week.

I Dream will also schedule bi-weekly check-ins with families whose learners have IEPs. I Dream and related service providers will work together with families to determine and provide necessary support and training to families whose students receive related services. Training will not only include technology related topics but also best practices and specific individual strategies families can implement with their learners at home in order to ensure learners with disabilities have access to the general education curriculum and are making progress in achieving their IEP goals.

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

Staff receive training during professional development sessions at the beginning of the year.

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

Describe the LEA's expectations in the space below.

100% of families understand who to go to for technology needs and with whom to communicate on accessing remote learning.

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.

Attendance is measured as either having logged onto a remote class via Zoom, having submitted work through the Seesaw platform, or of sending pictures of work completed.

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.idreampcs.org/i-dream-policies.html>

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

iii. Longer school day ; iv. Longer school year ; 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.

Longer School Day and Year

- We will provide an extended school day from 8:15 – 4:00 that was in our original design, but truncated during the 2020-2021 school year due to adjustments made for virtual learning. The extended school day allows for more instructional time as well as breaks/enrichment opportunities to increase learner

engagement. The school year is from August 29 - June 22, to equal 180 days.

Summer 2022 Programming

- Summer school programming was offered to all learners eligible for ESY to target specific skill development and content knowledge needed to build on reading and math progress made during the school year and minimize learning loss over the summer.

New Curriculum purchase / implementation

- Kindergarten will implement EL Education ELA Modules and Reading Foundations Skills block and Contexts for Learning Mathematics to align with the more rigorous Literacy and Math curricula used in elementary grades (1st-4th) instead of Creative Curriculum (Early Childhood aligned)

Professional Development

- We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging learner needs around safe reopening, well-being, and accelerated learning. The process is being led by the Instructional Coach, Executive Director, and other instructional leaders at I Dream PCS.

Additional Staffing

- We hired an Instructional Coach and a Director of Culture and Learner Success and are partnering to have a full time school-based therapist in addition to a part-time social worker to support the academic, social-emotional, and mental health needs of our learners, staff, and families.

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

Having learners who have not been previously diagnosed, either as first-time learners in DC or not evaluated from their previous school

ii. The LEA's plan to address those barriers

We have a robust special education team that will conduct interventions and screenings at the beginning of the year. Staff will receive training in how to point out potential referrals for screening.

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

The special education coordinator reaches out directly to families to hold in-person meetings

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.

The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit: All learners will be assessed in core academic subjects as well as social emotional development within the first few weeks of school. These assessments may occur virtually or in person. Based on data, I Dream will determine the additional services required to mitigate such learning loss. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: the LEA will hold 30-day reviews for learner's with IEPs. The IEP team including the families will attend this meeting and families will receive PWN for any changes made to the learner's IEP during the review. I Dream has contracted a Special Education Coordinator to track timelines, notify families, and document delivered services in order to stay in compliance with all IDEA and OSSE timelines. I Dream will work with families, be flexible, and extend response times to be able to meet the needs of our families during this time. We will utilize 3 modes of communication on 3 separate days. We will document communication and delivered services in SEDs.

How appropriate services will be determined or designed for students with disabilities

- LEA will use beginning of year assessments and observational data to determine, design, and drive interventions, small group, and whole group instruction. Interventions will be documented and progress monitored. Interventions will be adjusted, increased, and/or decreased based on progress. Teachers will participate in unit roll outs prior to launching each unit. During this time, they will use previous data to modify and adapt the curriculum to meet the needs of students with disabilities.

How accelerated learning will be scheduled and delivered to students with disabilities

- LEA will use data to determine and design accelerated learning for students with disabilities. I Dream PCS has an extended school day to build in time for interventions. I Dream PCS will accelerate learning by teaching foundational skills during small group interventions. Learners will also gain access to the grade level standards through adaptations and modifications to the general education curriculum

How instructional approaches used for accelerated learning of students with disabilities will be communicated to families

- The LEA will hold 30-day reviews for learners with IEPs. The IEP team including the families will attend this meeting and families will receive PWN for any changes made to the learner's IEP during the review. In addition, a special education teacher and general education teachers will engage in continuous 2-way communication with families to keep them abreast with instructional approaches used for accelerated learning with their child.

The LEA will ensure equitable access to educational opportunities across learning environments by providing technology, at home materials, virtual interventions as well as small and whole group instruction. The LEA will ensure that students with disabilities receive equal access to interventions by providing virtual learners hands on materials and small group interventions as well as specialized instruction through Dreambox and Lexia. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by providing the following before considering a more restrictive environment:

- The student received scaffolded and differentiated materials and instruction on a daily basis in collaboration with the inclusion and general education teacher.
- There is documented evidence that work completion and work quality is different when being given a smaller setting or 1:1 support.
- Student is unable to complete tasks or attend to instruction in class more than 80% of a class block, due to significant behaviors (e.g. inattention), receptive language and/or processing deficits, or critical skill deficits.
- Student's IEP has been amended/created to address critical skill areas, including out-of general education instruction.

- Student has been taught self-help and self-monitoring skills relevant to their particular needs.

Other means of improving attention, work quality, and work completion has been attempted, including scaffolds, preferential seating, and appropriately differentiated instruction/materials.

The LEA will continue to support parent training for students receiving related services through distance learning by: I Dream PCS is sending out surveys to families to identify technology, wifi, and technology training needs. I Dream will provide families with technology training as needed in either group or 1:1 sessions.

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.

I Dream will use data to determine and design accelerated learning for students with disabilities. I Dream PCS has an extended school day to build in time for interventions. I Dream PCS will accelerate learning by teaching foundational skills during small group interventions. Learners will also gain access to the grade level standards through adaptations and modifications to the general education curriculum. The LEA will hold 30-day reviews for learners with IEPs. The IEP team including the families will attend this meeting and families will receive PWN for any changes made to the learner's IEP during the review. In addition, a special education teacher and general education teachers will engage in continuous 2-way communication with families to keep them abreast with instructional approaches used for accelerated learning with their child. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by providing the following before considering a more restrictive environment:

- The student received scaffolded and differentiated materials and instruction on a daily basis in collaboration with the inclusion and general education teacher.
- There is documented evidence that work completion and work quality is different when being given a smaller setting or 1:1 support.
- Student is unable to complete tasks or attend to instruction in class more than 80% of a class block, due to significant behaviors (e.g. inattention), receptive language and/or processing deficits, or critical skill deficits.
- Student's IEP has been amended/created to address critical skill areas, including out-of general education instruction.
- Student has been taught self-help and self-monitoring skills relevant to their particular needs.

Based on collected data by coaches and various members of the special education team, the special education coordinator reaches out to families to initiate the evaluation process.

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.