SY 2022-23 Continuous Education Plan (CEP)

LEA Name: IDEA PCS
LEA Head of School Name: TBA TBA
LEA Type: High School
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.

   300

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.

IDEA will provide access to scholars through community resource programs available.

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

IDEA will provide computers to scholars during the opening weeks of school.

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.

IDEA will provide access to paper and printed learning materials for pick up in the event of remote learning. Distribution locations and pick up times will be communicated to families in the event of a school closure.

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.

IDEA will provide a series of communication structures and methods to assist families with remaining informed during the need for a situational distance learning. Some of our methods include monthly virtual townhall sessions, social media updates, email and phone communications via KSwift alert messaging and monthly newsletters.

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.

In the event of a situational distance learning shift, families and scholars will receive alert notification through our KSwift messaging system along with email and website notifications. This will be done in a timely manner to ensure all parties are informed.

c. Additional Considerations

i. Family training and support.

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

Family training session will be provided through our cycled monthly townhall calls in the event of remote learning status. Families will be provided with training on Canvas learning management system so that they are able to access their scholar curricular materials and grade updates.

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.

All teachers are being training on Canvas online learning platform for use of remote and in person instruction. Teachers will also be trained on how to use classroom technology tools inclusive of zoom features and web cameras in the classroom setting.

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

Describe the LEA's expectations in the space below.

In the event of situational distance learning expectations, student, teacher and families will be able to review communication sent via Swift Alert systems and in email communication. Scholars will be provided with notification in flyer format on the last reporting day of school. Internet access assistance will be communicated based on community resource supports. Expectations for scholars will be communicated via IDEA's advisory model.

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 and engagement will be measured through the Canvas portal. Scholars will be expected to engage in their courses in a variety of asynchronous and synchronous learning schedules. Teachers will post guidance on their course home page embedded in Canvas. Scholars will engage in online learning through a method of online discussion boards and live/recorded zoom instruction.

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.ideapcs.org/apps/pages/coronavirus

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 ; iii. Longer school day ; v. Summer programming ; vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

High-impact tutoring ; 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 staffing ; Additional vendor and/or community partner support ; New hardware purchase ; 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.

Adjusted Scheduling:

IDEA will be using adjusted scheduling measures to help reinforce social and emotional learning needs for scholars. Our new advisory structure will be adjusted to happen prior to lunch after period 2. This time adjustment will allow for more concentrated efforts to support scholars with their social and emotional adjustment along with processing time for academic and career readiness supports.

Instructional Changes:

IDEA has implemented new instructional shifts to further support the academic needs of our scholars. Tutoring time of one hour each day with the exception of Wednesday has been added to the schedule after the final class (3:30 - 4:30 pm). Curriculum additions have been obtained in order to support with curricular alignment and integration of high leverage scaffolds for various learning styles. The *Career and Technical Education department will be implementing a new curriculum for Fundamentals of Computer Science, Computer Science I and AP Computer Science. The curriculum will be provided by code.org and a crosswalk will be developed to ensure all of OSSE Standards are included in each unit within the curriculum.* Additional curriculum supports include Education Modified, IXL, N2Y Unique Learning are all supporting curricular tools to assist with our special populations. IDEA has also invested in a Twilight program intervention that allows for remediation and accelerated courses to support with credit recovery and credit advancement in the evening hours.

Staffing and Related Support

IDEA has invested in expanding the leadership and instructional team to further support our growing population. This year we have the new positions to support with in-depth intervention and cultural support: Director of Culture, Director of Staff and Strategy, Senior Director of Operations and Planning, Director of Intervention, 2 additional self contained instructors and 3 additional dedicated aides. IDEA continues to partner with the Department of Behavioral Health to support with clinical service needs. School Health partners are contracted to provide Covid recovery assistance and contact tracing. IDEA has invested in the

purchase of additional chromebooks to ensure 1:1 computer access for all scholars.

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

IDEA plans to ensure that all scholars who require initial or reevaluation for their eligibility requirements. Barriers that may impact those requirements include staffing challenges and/or shortage in consultant support. Another barrier that may impact this process includes scholar attendance.

ii. The LEA's plan to address those barriers

IDEA has been forward-planning for these barriers and has engaged in early testing in the spring and summer to complete assessments before the due date.

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

IDEA has also informed families of various communicative methods to make them aware of the testing timelines.

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.

IDEA plans to communicate IEP decisions with families regarding eligibility for compensatory education via email and letters. Families are also informed in IEP virtual meetings with the instructional and case management team to ensure that they understand the services that are in place for the scholar.

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.

IDEA plans to ensure IEP teams make individualized decisions for eligible students with disabilities who have compensatory services by proactively communicating the compensatory education service offering with each family. The IEP team will distribute a compensatory service information letter at

the start of the school year. The team's decision will be communicated to individual families during a formal IEP meeting outlining the specific service options available for their scholar. Delivery of all compensatory services will be ensured by offering scholars in-person tutoring in core subject areas during after school programming as well as rescheduling any missed service hours provided by IDEA's clinical service team. Additionally, virtual support will be offered with FEV Tutoring. Compensatory services will be tracked through the Education Modified system to mitigate the impact of skills or learning lost and improve student outcomes.

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.