

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Ingenuity Prep PCS
LEA Head of School Name: Will Stoetzer
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.

825

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.

80%

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.

Ingenuity Prep will provide information about public wifi access and discounted wifi plans to families. Ingenuity Prep will provide wifi hotspots on a case-by-case basis.

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

During the first weeks of school, all students will be provided with a chromebook for their personal use. They will be sent home with students and are to be kept at home.

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.

Ensuring that families feel well informed and is important to Ingenuity Prep. In order to support these goals we plan to institute a variety of communications throughout the summer and school year. These communications will be designed to build continuous context and an increasing amount of specificity for families as we lead up to the first day of school at key points during the year. Included in our communications will be regular opportunities to ask questions or provide input/feedback on the information we are sharing via survey, 1:1 conversation or other mechanism. Communication will come in a variety of forms including:

- Via DeansList - a system which allows us to automatically push communications out to families via phone message, text and email
- Website Updates - We will maintain a dedicated mini site on our school website where we will post the latest information on the 22-23 school year and key information for families
- Social Media posts via Instagram and Facebook with key information
- Back-to-School Night - face-to-face event where families will have the opportunity to hear from leaders about our program
- BOY Conferences - face-to-face event families will be informed about the result of their students' BOY diagnostics and plans for support or other adjustments to accelerate their learning.

- Progress Reports - sent to families to allow them to stay current on the progress of their child in the interim time between quarterly conferences.
- Quarterly Report Cards - sent home and discussed with families at conferences
- Quarterly Family/Teacher Conferences - dedicated 1:1 conferences between each family and their student's teacher(s), sharing student progress and plans for continued support.
- Family Survey (3x per school year) - where families will have the opportunity to share their feedback with us across a variety of topics.

Lastly, families can always reach out to our Director of Family & Community Engagement for specific information, questions, input/feedback. One of the big goals of this dedicated staff role is to facilitate building trusting, meaningful relationships between our teachers, staff, and families so that they can become advocates and academic champions for their student(s) and our school community.

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.

Ingenuity Prep will share communication via DeansList (the tool used to send progress reports and regular family updates for all modes of learning and which allows for phone, SMS, and email communication) and social media. Additionally, a member of the Operations Team *or* impacted teachers will conduct live outreach via phone and text to all impacted families as soon as the decision has been made. On the first day of distance learning, reminder communication will be sent via DeansList and social media.

c. Additional Considerations

i. Family training and support.

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

If a pivot to situational distance learning is needed, Ingenuity Prep will primarily rely on instructional tools that are also used in the classroom regularly to minimize the need for family training on new software. Devices provided to students will be the same as what they access in the classroom, and websites used for student work will frequently also be used in the classroom (e.g., assignments via Google Classroom or Seesaw, use of ST Math, ANet, Lexia, etc). For the less common situations where a new technology or platform is used only for situational distance learning (e.g., Zoom, Naiku, etc), Ingenuity Prep has created how-to guides and videos that will be made available to families to support their student's successful engagement with the technology. Families will also be able to call the school or email our virtual learning support team for help.

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 be trained on the most commonly-used technology during Summer Training. Ingenuity Prep utilizes various online platforms for student learning and staff collaboration during in-person learning that are also utilized during distance learning. Each of these will be covered in detail with teachers including hands-

on demo sessions prior to the start of school. Additional training will be scheduled as needed. Static online resources – how-to guides, demo videos, slide decks, etc – have already been created for rapid distribution to teachers in the case of an unexpected pivot to distance learning for individual or groups of students.

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

Describe the LEA's expectations in the space below.

Students are expected to be online and engaged in each block of distance learning throughout the day. Curriculum will continue as planned, with only minor schedule accommodations as needed to account for virtual delivery (e.g., science experiments may be shifted to allow for re-planning). Teachers are expected to be on site (online if remote work has been approved) for their normal work hours (7:30 AM - 4:00 PM) and to attend all scheduled meetings. They are also expected to respond to families during their work hours when not teaching. Families are expected to ensure their students are online for the full virtual learning day with adequate supervision, and to ensure that their students are engaged in virtual learning by being attentive to their devices and completing assignments. Families are also expected to inform the school immediately when they need support with virtual learning, to ensure their student misses minimal learning opportunities.

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.

A distance learning day will follow the same schedule for students as an in-person learning day. All classes will be converted to Zoom, and will run on the same schedule. Students will not be on Zoom for their lunch or snack breaks, but will have all specials, services, small-group sessions, etc. Students who are present for at least one block of their instructional day will be marked present for the full day. Asynchronous attendance will not be permitted, although work will be allowed to be completed for academic credit.

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.ingenuityprep.org/current-families/other-resources/>

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

b. Instructional Changes

New curriculum purchase ; 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

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.

Ingenuity Prep is utilizing the extended school day and tutoring during the afterschool program to provide additional targeted literacy and math instruction. Further utilizing the school's small-group instruction model and leveraging a partnership with The Lavinia Group to improve math and Guided Reading instruction, teachers will engage in on-going professional development supporting them in identifying and targeting specific student learning gaps. Ingenuity Prep has added capacity since the beginning of the pandemic with a new Director of Curriculum & Instruction to support teacher develop, a new Director of Family & Community Engagement to drive connections between school and families as well as to develop relationships to support family needs, and hired additional Special Education and Intervention staff to ensure students receive necessary support for accelerated learning.

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

Ingenuity Prep anticipates barriers may be encountered in:

- Student attendance
- Parent involvement/responsiveness to communication
- Availability of external contractors/companies
- Physical space for assessments
- Assessment windows overlapping with school breaks (e.g., Winter Break)

ii. The LEA's plan to address those barriers

The Ingenuity Prep team has pre-planned for all parent communication to make sure they are involved and will offer alternative methods of parent participation (e.g., virtual meetings when in-person attendance is not feasible). The team is implementing the Three-Two method of communication: communicate on at least 3 occasions via at least 2 modalities. Lastly, the team has already developed relationships with external contractors who can provide assessments should the need outstrip internal capacity, and identified pre-planned assessment windows to communicate early with contractors and ensure contractor availability.

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

Ingenuity Prep will plan to communicate with families on at least 3 occasions using 2 modalities. Emphasizing communication early, and via phone, email, USPS mail, text messages, or through the student, will maximize the potential for successful communication. When necessary, the team will document the communication using EasyIEP before proceeding with the evaluation requirements.

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.

In SY21-22, Ingenuity Prep collected data from distance learning (attendance, classroom data, testing data) and IEP goals progress. The team then compared this data to SY21-22 BOY data to determine for each and every goal if sufficient progress had been made. If sufficient progress was not made, students were categorized into groups based on whether the return to in-person instruction and in-person services would sufficiently close gaps; whether an increase of current services would sufficiently close gaps; or whether additional services (summer school or tutoring) were needed to close gaps.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

The Ingenuity Prep team has already completed this for previously-enrolled students. As noted above, the team gathered data to determine which students needed compensatory education and which services were available. Students whose gap would not be met by continuing or increasing their services were offered either summer school or tutoring options. SPED Vice Principals (one for each grade band) communicated directly

with families to provide their options. For all students who did not qualify for compensatory education, families were sent a letter informing them that their student did not qualify. Ingenuity Prep ESY/Summer School is offered July 11 - July 29. Tutoring will begin in the fall. If students were offered ESY/Summer School but do not attend, their absence from their services will be documented in EasyIEP.

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.