

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: KIPP DC PCS

LEA Head of School Name: Susan Schaeffler

LEA Type: Pre-K ; Elementary ; Middle School ; High School

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Background and Purpose

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

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

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

Support Across Learning Environments

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

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

a. Provisions for learning

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

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

1. Provision of 1:1 learning devices

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

20,000

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.

100%

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.

KIPP DC has used both ESSER funds and ECF funds in order to ensure that every student has an at home and at school learning device and that every student has access to WIFI at home. KIPP DC has purchased hotspots for all students and contracts with T-Mobile for WIFI needs. If a student is new to the KIPP DC network, they receive both a computer for home use and a hotspot if needed.

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

As previously mentioned KIPP DC has maintained being a 2:1 device school, all students have a learning device for home use and one for in school use. At home devices are distributed at the beginning of the year to new to KIPP students. Existing KIPP students keep their at-home learning devices year-round. If devices are damaged at home students are able to get replacement devices

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.

KIPP DC continues to communicate with families about safety, student well-being, distance learning and accelerated learning in a variety of ways. KIPP DC regularly meets with a group of highly engaged parents through its Parent Advisory Board. KIPP DC has held regular KIPP Conversations on a variety of topics to engage with families and receive feedback and input. In the 21-22 school year KIPP DC employed Family Liaisons to conduct parent interviews and provide support to families on a wide variety of topics, and to support with reentry/ reengagement. In the 22-23 school year we are refocusing these roles to address truancy, engagement and attendance. During distance learning and in the 21-22 school year we identified which students were consistently less engaged based on the following behaviors: student attendance, work completion rate, responsiveness/participation in outreach, student grades or GPA, activity on-line, or participation in class discussions. In the event that we must shift back to distance learning each school will work closely with the truancy team, a mental health practitioner, data analyst, and compliance manager to determine appropriate interventions to ensure students remained engaged during the 2022-23 school year. These interventions include phone calls, the creation of attendance plans, flexible education plans, and others. Finally, KIPP DC regularly provides surveys to families to solicit feedback on a variety of topics. In each of these methods of communication, KIPP DC can provide

interpretation services to ensure all families can access materials.

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.

KIPP plans on communicating a move to situational distance learning via email and our text portal. Programming and scheduling happen through the student's specific school. Additionally, for students who are learning remotely, KIPP DC makes materials pickups available to students at a centralized location on campus that minimize exposure and contact between students. All students have been given two electronic devices that can access the internet, one for home and one for school. KIPP DC is also providing distance learning for students with medical certifications and for students who opt-in to the virtual learning program. This group of students was approved through the PCSB amendment process in late summer and students; students who had 90+% attendance and who showed academic progress while virtual in SY20-21 were able to qualify for virtual through our opt-in process.

c. Additional Considerations

i. Family training and support.

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

All students who are in distance learning due to a covid outbreak will have access to a Chromebook for home use, WIFI support as needed and can pick up all additional materials at their school. Family tech needs are supported through the KIPP DC tech team and their specific school. Additionally, all families participating in the virtual school program have received iPads (for student instructional use), Chromebooks (for parent monitoring and support), and families have also been supported with obtaining WIFI, if needed. Students requiring additional assistive technology due to medical conditions are supported as they have been in the past with KIPP DC. KIPP DC plans for families to pick up technology during the first week of school during this time families can and test technology in the home, participate in orientation meetings, and work with the virtual school staff to setup home school areas. As new families enroll in the program, they pick up their materials at a central location, so they have everything they need for the program. Families also used this time to test their WIFI and see if they require additional support from KIPP DC

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 have been trained in the learning management systems that are used during distance learning. This includes google classroom, Nearpod and zoom. KIPP DC also provides professional development for teachers around self-awareness, identity, and trauma as it relates to being able to provide a supportive environment for students. These professional development sessions occur during the August PD and include follow-up sessions in the fall to assess implementation. Moreover, KIPP DC continues to partner with the Wendt Center for crisis response support to teachers and staff in the wake of student tragedies as well as professional development for teachers and school leaders.

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

Describe the LEA's expectations in the space below.

In the unlikely event of an entire campus closure due to an outbreak. Students will be engaged in distance learning, the coordination of which happens through the student's specific school. Distance learning mirrors the schedule of the students on site learning, and our KIPP DC-created instructional videos follow our in-person scope and sequence. We also tailor instruction depending on the students' needs and learning styles. And all teachers have been trained in the learning management systems that are used during distance learning.

Additionally, for students who are learning remotely, KIPP DC makes materials pickups available to students at a centralized location on campus that minimize exposure and contact between students. All students have been given two electronic devices that can access the internet, one for home and one for school. Finally, we used rapid antigen tests provided by OSSE for our test to return program. Families come to schools to pick up the tests and use individual Qualtrics survey links to submit test results. Similarly, all KIPP DC school-based staff must also submit test results for verification before returning to the building. Positive test results were responded to by the KIPP DC Response Team and negative results meant that students and staff could return to school.

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 taken via zoom by all teachers for all of their respective classes. Engagement is measured through a variety of means including minutes of specific learning platforms, for example iReady reports usage rates to classroom teachers so they know which students are completing lessons. Classroom teachers based on this data are able to follow up with families to ensure their students are remaining engaged in lessons. These interventions include phone calls, the creation of attendance plans, flexible education plans, and others.

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.kippdc.org/privacy-public-information/>

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 ; v. Summer programming

b. Instructional Changes

High-impact tutoring ; 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

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.

Over the 21-22 school year and continuing this year, KIPP DC has made new significant investments to enhance and accelerate student learning. The Academic Acceleration Program is a proactive, responsive program designed to support students in general education who are performing significantly below grade level benchmarks and standards in math and/or literacy. Our daily schedule allows for opportunities for students to be pulled out for small group support. Currently math accelerators support 4 campuses and literacy accelerators support 5 campuses. Given the success of the program

and our desire to support more students we partnered with Blueprint Schools, a non-profit organization focused on delivering intensive, daily, in-school tutoring. We leveraged one of their math fellows to support our students on our Smilow campus. In the 22-23 year we are planning on fully staffing this program with full time KIPP DC staff. Additionally given the profound impact that distance/ remote learning has had on our elementary aged students KIPP DC is concentrating on delivering solid Tier 1, core curriculum and teaching, including foundational literacy and math skills, core content that bridges grade level standards from previous years, and acceleration to address learning gaps.

Additionally, because we know two-thirds of the opportunity gap between affluent and under-resourced ninth-graders is linked to disparities in summer activities—not just academics. Summer and out of school enrichment programming provide an opportunity to focus on critical social and emotional development. Through partnerships with over a dozen organizations KIPP DC is offering out of school experiences that support students' academic, socio-emotional, and creative needs. KIPP DC has entered into a partnership with Change Summer to host the first [Camp KIPP DC](#) summer camp scheduled to launch in the summer of 2022 with 500 students. With intentionality toward being culturally conscious, campers are encouraged to learn about themselves as they experience life away from home and evolve into young leaders, while participating in activities that allow for exploration, learning, and fun. KIPP is also partnering with Teach for America to support a summer program on our Wheeler campus.

Another core tenet of our recovery strategy is adding increased instructional staff. We are hiring 21 additional floating lead teachers among other instructional and student support staff. Increasing instructional staff allows for more differentiated instruction and individualized learning, closer connections between students and teachers, and increased instruction time by minimizing disruptions that might occur in a larger class.

It should also be noted that KIPP DC has offered multiple trainings to teachers and staff during the 21-22 school year to help address the impact of pandemic trauma and the need to re-envision supportive classroom environments for students. PD sessions offered this August will provide strategies for teachers to implement around instruction including acceleration, socio emotional learning and culturally responsive teaching.

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

KIPP DC works directly with families as part of the multi-disciplinary team process to ensure that all decisions regarding students' Individualized Education Plans occur in formal meetings with parents and staff at the table together. All students with disabilities participate in diagnostic assessments at the start of the year and the school teams recommend changes in response to those assessments. The LEA has an extensive plan for assessing students through multiple means, monitoring student progress, and providing additional support if needed. Additionally, KIPP DC added an extra layer of support to parents and students to ensure that they received their services while they are on any COVID quarantines. For students with identified disabilities, we observed, assessed, and monitored them upon their reintegration into in-person learning. We also continue to hold meetings with all families throughout the school year to review their updated data and determine additional supports on an individualized basis. Campus based student support team members work with their school teams to ensure that all students participate in assessments upon their return to school with the appropriate testing accommodations as needed. Campus based student support team members also support school teams in data analysis with a lens of viewing students with disabilities. Additionally, school teams review the progress monitoring data collected throughout the school year on individualized IEP goals to determine if additional support is needed. For students with disabilities, we use that data and determine if additional support needs to be formally documented on the

student's IEP through an MDT meeting that includes the student's family. At the campus level, schools are using BOY assessment data to determine shifts within the Tier 1 setting to include accelerated learning pathways for students within the curriculum. School teams communicate directly with families regarding the instructional approaches designed for their students. Campus based student support team members meet with school leadership to review students who are receiving accelerated learning and interventions to ensure students are receiving services in their least restrictive environment. Should students require distance learning through our virtual program, and they receive related services through an IEP or 504 plan, the related service providers may consult with parents to provide strategies and support either by phone or on a Zoom call. Related service providers document these supports through the students' service logs and the internal communication system (Deanslist)

ii. The LEA's plan to address those barriers

The LEA continues to ensure that all barriers are removed so that family members with a disability, or limited English speakers, have full access to all programs, services, or activities. During the 21-22 school year, KIPP DC continued to be intentional about inquiring and providing appropriate aids and services so all families can access content to support their child's learning. This is a practice that will continue in the 22-23 school year.

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

KIPP DC has developed a range of school-wide and personalized systems to communicate with families to ensure completion of evaluation requirements. Each KIPP DC campus benefits from a strong team of school leaders and administrators along with a Campus Director for Student Support to monitor and support communications with families. The Campus Directors along with their teams of Compliance Manager, Related Services Providers and Case Managers, maintain detailed records of all students requiring evaluations. The Campus Director also maintains records of meeting minutes, logs of outreach to families and other communication efforts and requirements. Families are contacted directly by US mail, by email, phone and text message by individual Case Managers and Related Service Providers, with additional oversight and follow-up by Campus Directors. Families also participate in individualized IEP meetings and Compensatory Education meetings in-person or via zoom, depending on the family's comfort level. Follow-up information is communicated verbally and in writing and shared via email, text message, phone calls and letters home.

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.

IEP Teams, led by Campus Directors of Student Support have worked hard to conduct individual evaluations and create individual decisions based on data along with input from staff and families. Our Multi-Tiered System of Support (MTSS) provides opportunities for multi-disciplinary teams and diverse stakeholders to participate in data and review and reflective meetings on children who require additional support. In addition, KIPP DC developed additional plans to hold individualized IEP meetings including Compensatory Education Meetings for every child with an IEP who demonstrated learning loss or a potential need to additional support. These IEP / Compensatory Education meetings have included families and have been led by Campus Directors of Student Support with additional input from Case Managers and Related Service Providers. Campus Directors complete a thorough check list to evaluate student learning needs and identify specific Comp Ed needs. These teams then develop a Compensatory Education Plan that includes details information on the type of services required, number of hours, and target skills or behaviors. Following these meetings, students were invited to join our newly developed "Comp Camp" in which Specialized Instruction and Related Services were offered over the summer. Students will also be offered additional opportunities for Compensatory Education throughout the school year. Our individualized Compensatory Education Meetings are ongoing, and we expect to

continue offering Comp services and Comp Camp in the coming year.

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.

Information regarding IEP Team decisions and eligibility for Compensatory Education is shared with families in person during the meeting, then also shared in writing, by email, phone and text. KIPP DC developed plans to hold individualized IEP meetings including Compensatory Education decisions for every child. These IEP / Compensatory Education meetings have included families and have been lead by Campus Directors of Student Support with additional input from Case Managers and Related Service Providers. IEP Team decisions are made with families involved, and the decisions are communicated in person during the meeting then again in writing and by phone. For families who agree to Compensatory Education for their child, the child was immediately invited to attend our newly developed “Comp Camp” in which Specialized Instruction and Related Services were offered over the summer. Families were notified of this option in person during the IEP meeting, then also received information in writing by email and text message. Families who did not respond also received at least one phone call reminder. Going forward, students will also be offered additional opportunities for Compensatory Education throughout the school year. This information will be shared by school-based staff in writing, email, phone and text and supervised by Case Managers and Campus Directors.

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.