

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: LEARN DC PCS**

**LEA Head of School Name: Dr. Sharon Michaels**

**LEA Type: Pre-K ; Elementary**

**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.**

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### **a2. Distribution Strategy:**

**The devices are:**

Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).

**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.**

90%

**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.**

Learn DC is committed to equitable access to technology for all students. Internet hot-spot devices will be available free of charge for families without reliable internet. After the communication of the transition to situational learning is announced, all PK3-2 families will be able to pick up the technology from the school during normal or modified business hours to accommodate family schedules. For families unable to retrieve the technology from the school, arrangements will be made to ship the equipment and non-digital learning materials directly to the home address.

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

Learn DC is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations. In the event of a need for situational distance learning, each student in grades PK3-2 will receive a Chromebook or iPad Mini device. After the communication of the transition to situational learning is announced, all PK3-2 families will be able to pick up the technology from the school during normal or modified business hours to accommodate family schedules. For families unable to retrieve the technology from the school, arrangements will be made to ship the equipment and non-digital learning materials directly to the home address.

**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.**

If there is a need for situational distance learning, all PK3-2 families will be able to pick up non-digital learning materials for use at home. Non-digital learning materials will include items such as books, learning packets, and individualized manipulatives organized by grade and content area for each student. The materials will be available for families to pick up from the school for the upcoming day(s) or week(s) of instruction. For families unable to retrieve equipment from the school, arrangements will be made to ship the non-digital learning materials directly to the home address.

**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.**

In the event of a need to transition to situational distance learning, Learn DC will prioritize immediate communication with families through the following methods:

- Parent Square is a web and mobile-based platform which allows school administrators to send urgent alerts through email, SMS, voice, and app notifications to families
- Learn DC / Apple Tree Institute social media posts on Facebook and Instagram and the Learn DC / Apple Tree Institute website(s)
- Direct email to the Learn DC family listserv(s)

**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 need to transition to situational distance learning, Learn DC will prioritize immediate communication with educators and families through the following methods:

- Parent Square is a web and mobile-based platform which allows school administrators to send urgent alerts through email, SMS, voice, and app notifications to families
- Learn DC / Apple Tree Institute social media posts on Facebook and Instagram and the Learn DC / Apple Tree Institute website(s)
- Direct email to the Learn DC family and educator listserv(s)

**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 on Technology and Access to Online Instructional Programs**

Learn DC is committed to the effective use of technology to enhance the quality of student learning. To that end, families must have access to training to support their child(ren) with virtual learning. For every piece of equipment and software distributed, we will provide training for students and families (especially for younger children) on proper use, care, and access to online instructional programs. Training will include a way to access technical support for malfunctioning equipment, use the equipment and software properly, and how to access online instructional programs. All training will be provided remotely and led by a well-trained staff member to design and deliver high-quality professional development. If a family or staff needs help setting up the equipment, it will be completed on-site during pick up. However, following CDC social distancing guidance, accommodations will be made to offer on-site training. We will also provide opportunities for families to receive ongoing technical support through Zoom, Google Meet, Facetime, or another video app on a family's phone (if possible).

## **Student Training on Technology and Access to Online Instructional Programs**

In addition to the training provided in alignment with our Acceptable Technology use policy, students will receive ongoing training and expectations for the proper use and care of equipment at the beginning of the school year so that in the event of a need for situational distance learning, they will be able to transition seamlessly. Since blended learning is an existing component of the instructional model at Learn DC, students will have opportunities to practice accessing online instructional programs so that in the event of a necessary transition to situational distance learning, they will be familiar with accessing and using the online program.

### **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 Training on Technology**

Learn DC is committed to the effective use of technology to enhance the quality of student learning. To that end, families must have access to training to support their child(ren) with virtual learning. For every piece of equipment and software, we will provide training for staff on proper use and care before the need to transition to situational distance learning. Training will include accessing technical support for malfunctioning equipment and adequately using the equipment and software. If a staff member needs help setting up the equipment, accommodations will be made to offer on-site training, following CDC social distancing guidance. We will also provide opportunities for families to receive technical support through Zoom, Facetime, or another video app on the staff member's phone (if possible).

#### **Staff Training on Tools**

During the in-service week in August 2022 and the school year, as a part of the school-wide professional development plan, all instructional staff members will receive training on online instructional programs and tools that will be used during the school year for in-person learning and in the event of a need to transition situational distance learning.

#### **Remote Instructional Model(s)**

Students participating in situational distance learning will experience high-quality learning from home in the following methods:

- Synchronous learning with the grade-level teacher
- Asynchronous learning through the engagement of online instructional programs

Synchronous learning in the situational distance learning scenario means that students will attend a learning session simultaneously as the instructor and classmates and engage in real-time student learning. The instruction will occur virtually via platforms such as Zoom or Google Meet. Students will engage in direct instruction or guided practice in real-time with the teacher.

- In the **direct instruction model**, the teacher will introduce a new (or previously introduced) skill to the student(s). This instruction may include the whole group, where all students receive instruction from one teacher, or small group instruction, where fewer students meet with a teacher in smaller groups.
- In the **guided practice model**, the teacher will provide the student(s) with multiple opportunities to practice the new or previously introduced skill in real-time. The student will monitor the student's mastery of the skill by observing the student's work. Students will demonstrate their work through written work on paper, whiteboard, manipulatives, or online instructional programs such as Seesaw.

Asynchronous learning in the situational distance learning scenario means that students will not attend a learning session simultaneously with the instructor or other classmates but will engage in individual work independently. The work will be at the student's learning level so that the student does not experience frustration, nor will the work be too easy for them. We will use the same online learning programs used for in-person learning to familiarize the student with the program. The teacher will expect the student to complete the work by a specific time each day or week. Student completion of assigned tasks will be used as one way to measure student attendance and engagement.

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

**Describe the LEA's expectations in the space below.**

**Staff Member's Attendance and Engagement**

Staff members will be available to virtually meet with students and families between 8:00 and 4:00 pm.

**Student's Attendance and Engagement**

Students are expected to attend the synchronous learning sessions daily and complete asynchronous learning assignments as expected.

**High-Quality Instruction, Social Emotional Support, and Enrichment**

Instructional staff members will continue to deliver high-quality instruction through a modified format within the situational distance learning scenario that is also developmentally appropriate for students. Instructional staff members will access the digitized versions of instructional materials and the online learning programs to continue providing high-quality instruction, social-emotional support, and student enrichment.

**Family/Parent Engagement**

Families will continue to receive timely updates on their child's progress in academics and social-emotional learning during scheduled family-school conferences and newsletters.

**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.**

**Schedule**

The instructional schedule for situational distanced learning will be aligned to the schedule that students are familiar with during the academic school year but will be modified to one that is developmentally appropriate. Instruction will begin at 8:30 am and end at 3:50, with opportunities for students to engage in synchronous and asynchronous literacy, stem, physical education, and enrichment instruction.

**Attendance and Engagement**

Attendance will be taken daily by the instructional staff member and recorded in Power School during synchronous learning sessions and measured through student completion of asynchronous tasks assigned. Students will be flagged as less-engaged through our truancy and chronic-absenteeism protocols. If a student has three unexcused absences, they will be immediately flagged for our attendance team, which includes the school principal, social worker, and operations team. The team will establish contact with the family to understand the root cause of the truancy and absenteeism, and a responsive attendance plan will be created. The school and the family will jointly own this action plan to ensure that the student attends school regularly and that the student and family receive support to meet the shared goal's expectations. Our attendance team will review the plans weekly, and adjustments will be made if the plan is not successful or the student continues to miss days of situational distance learning.

### **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.learncharter.org/schools/learndc/>

### **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

**b. Instructional Changes**

New intervention program or support

**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.**

LEARN DC will continue to offer at least two full-time teachers in each PreK3 through the 2nd-grade classroom. In response to formative and summative assessment data, instructional staff members will receive training on differentiated literacy and math curricula and instructional strategies to accelerate learning for all students and especially those with significant learning gaps, as well as students typically furthest from opportunity, including students with disabilities; English Learners (ELs); at-risk students; students experiencing homelessness; migrant students; students of color; students in foster care; and students marginalized based on gender or gender identity, including LGBTQ+ student. Our approach is intended to include these students, given the unique impact the pandemic might continue to have on students from these groups. Students will have consistent opportunities to engage in differentiated instruction through an adjusted instructional block schedule that prioritizes small group instruction. Instruction will continue to be high-quality grade-level content that is data-driven. Students typically furthest from opportunity will have the same access to interventions that will accelerate their learning as their peers. Instructional staff members will continue to administer formative assessments to track students' mastery of the skill(s) taught and make adjustments to push students' conceptual and procedural understanding.

**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**

In transitioning to situational distance learning, the Learn DC Student Support Team will immediately enact our plan to complete all outstanding evaluations and renewals for special education service eligibility. Our plan includes conducting an internal needs assessment consisting of students currently in the pipeline for initial and reevaluation for special education service eligibility. The plan also consists of reviewing and adjusting staffing assignments, schedules, and responsibilities of special education teachers and related service providers (or obtaining qualified outside contract support) to ensure that initial or reevaluation of special education service eligibility is not interrupted. Students receive timely assessments to understand final eligibility determinations as required by IDEA and local special education requirements. Barriers include but are not limited to access to technology, training, or a mutually agreed upon schedule between the school and the family to conduct the initial

or reevaluation. Learn D.C will provide opportunities for families to receive technology and training on its proper use and care before transitioning to situational distance learning. Additionally, Learn DC will host training to support families in navigating these barriers. Learn DC will also ensure that the Student Support Team is available and flexible to parents' schedules so that we can collect information on what is most needed to determine the initial and reevaluation of special education service eligibility.

**ii. The LEA's plan to address those barriers**

Although engaging with students and families in situational distancing learning poses challenges, every effort will be made with support and participation with each student's family to ensure that data collected on the student is accurate and thorough by using a variety of online supports such as real-time video conferencing or in-person school meeting times as agreed upon by the school and family; following all health and safety protocols.

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

Learn DC will continue collaborating with families to find mutually agreeable times to hold IEP and eligibility meetings virtually or in person, following health and safety guidelines/protocols to meet all IDEA timelines. Service providers will document all attempted and delivered services in the SEDS communication log and SEDS service tracking notes. The anticipated timeframe for completion of delayed procedural activities will be communicated to families through Prior Written Notice. Service providers will work with families to attempt to meet individually at the school to complete all evaluations and assessments following all health and safety protocols. Extended due dates mutually agreed upon between Learn DC and the parent will be met and documented via Prior Written Notice in SEDs for families who do not feel comfortable or may not be able to meet in person to complete assessments/evaluations.

**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.**

Situational distance learning instruction will be delivered according to the student's IEP to the greatest extent possible with all supports provided to students, their families, and staff members. In partnership with the families, service providers will have access to each student to conduct sessions during a mutually agreed upon schedule with the family. There will be an option for students receiving services such as Speech and OT to opt into in-person meetings at the school, one on one with the related service provider, following health and safety protocols. All sessions will be documented in SEDs under service session notices.

**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.**

Learn DC will attempt to continue collaborating with families to develop a service delivery plan to address learning loss due to situational distance learning. When engaging with families, the Learn DC Student Support team will use and analyze data collected in previous touchpoints with the student (current and previous year) to determine the service delivery plan during situational distance learning. Recovery services will be put into place in collaboration with parents. Parents will be communicated via phone, video conference, and letter; all communications will be documented in the SEDs communication log.

**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.