

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Maya Angelou PCS

LEA Head of School Name: Clarisse Mendoza Davis

LEA Type: High School ; Adult

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.

339

a2. Distribution Strategy:

The devices are:

Other

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.

All students at MAPCS High School and the Young Adult Learning Center are able to receive a hotspot when they receive their device from the school. As discussed in question 2, some students will receive their hotspot at the start of the year in preparation for normal virtual learning, while others will receive it from MAPCS staff in the event of situational distance learning.

At the Maya Angelou Academy at DC Jail, device usage and internet access is highly regulated by the Department of Corrections (DOC) due to the nature of the environment. DOC staff will distribute and oversee the use of all hardware associated with virtual learning to students. As such, the assessment of student internet access and devices in Questions 1 and 4 does not include Maya Angelou Academy at DC Jail.

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

At the MAPCS High School and Young Adult Learning Center, students approved for virtual learning for the year due to medical exemptions will receive devices when they are scheduled for classes. In the case of an all-building or partial-building shift to situational distance learning, students will continue to utilize their devices to participate in virtual learning.

For all other students at the High School and Young Adult Learning Center, MAPCS will provide devices through two primary channels. First, the Inventory Device Specialist will distribute devices and hotspots, if needed, to students present in the building prior to the start of situational distance learning. If students are not in attendance or the shift to situational distance learning is unforeseen, MAPCS staff will set up a pickup station at the school for students, parents, and/or guardians to collect the devices. If students and families are not able to obtain the devices through these two preferred channels, MAPCS staff will arrange to deliver the devices to students' homes.

At the Maya Angelou Academy at DC Jail, all tablet devices are within the ownership of the DOC and will be distributed by DOC staff. In the event of a need to shift to situational distance learning, MAPCS staff will liaise with DOC staff to verify that all students who are permitted to use a device receive one.

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.

In line with the strategy for distributing devices, MAPCS will distribute any necessary materials to students at the High School and Young Adult Learning Center through two primary channels. If the school staff has advanced notice of the need for situational distance learning, materials will be prepared and distributed to students in attendance prior to the start of situational distance learning. If students are not in attendance or the shift to situational distance learning is unforeseen, MAPCS staff will set up a pickup station at the school for students, parents, and/or guardians to collect their material. If pick up does not occur, MAPCS will arrange with families to deliver the materials to the students' homes.

Students at Maya Angelou Academy at DC Jail may receive paper packets and other learning materials. Materials will be prepared by MAPCS staff and will be distributed to students by MAPCS staff or DOC staff, depending on the security situation and reason for shifting to situational distance learning.

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.

At MAPCS High School and Young Adult Learning Center, dedicated student and family support staff will contact families and students every few days via automated texts and calls, as well as direct outreach during the situational learning period. Staff will provide updates on the situation, provide resources, and assess the needs of families and students. In addition, teachers will continue ongoing communication with families and students via email and updates to google classroom to keep them apprised of school progress and expectations.

The students at Maya Angelou Academy at DC Jail, the students are all above the age of 18. MAPCS and/or DOC staff will provide updates to students directly about the situation and expectations, as well as monitor progress.

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.

MAPCS staff will utilize our automated communication software, BrightArrow, to send text messages and make phone calls to students, families, and staff at MAPCS High School and Young Adult Learning Center. In addition, MAPCS teachers will send push notifications through Google Classroom, which the students and families will receive via email.

At Maya Angelou Academy at DC Jail, students will be notified of all distance learning plans via DOC messaging system and DOC administrator. All MAPCS communication about distance learning is discussed and agreed upon by the DOC administrator.

c. Additional Considerations

i. Family training and support.

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

At MAPCS High School, the Community and Family Engagement team will hold quarterly parent engagement sessions to provide training on how to support students during situational distance learning, provide resources, and gather feedback to ensure we are meeting the needs of families and students. The training will also include guidance on how to access google classroom and other digital learning resources, as well as how to set up families' and students' phones and emails to get regular notifications from BrightArrow and MAPCS staff. The Community and Family Engagement team will continue to follow up with families during times of situational distance learning via direct calls, emails, and/or texts to families. If families have additional needs, they can reach the Community and Family Engagement team at any point for assistance.

At the Young Adult Learning Center and Maya Angelou Academy at DC Jail, students are primarily above the age of 18, and as such, training and support for situational distance learning will be communicated directly to students during

orientation and throughout the time of situational distance learning.

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.

MAPCS will provide all teachers with training on the remote instructional model, virtual learning tools and platforms, as well as other tools that can be used inside and outside of the classroom. School leadership will conduct these trainings in partnership with the MAPCS IT team who will provide guidance and support on the use of hardware, such as Promethean boards, and how to troubleshoot student access issues during situational distance learning. Trainings will occur in professional development sessions prior to the start of school, as well as through ongoing professional development sessions and team meetings throughout the school year.

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

Describe the LEA's expectations in the space below.

At MAPCS High School and the Young Adult Learning Center, all staff are made aware of expectations for situational distance learning at staff professional development sessions and team meetings and are supported in preparing materials and configuring virtual learning spaces. During situational distance learning, both schools would operate with the normal school hours and both staff and students are expected to remain engaged throughout this entire time period.

For students, teacher-specific expectations are posted within each teacher's google classroom. It is also expected that families support their students in remaining engaged throughout situational distance learning. In addition, students are also made aware of rules surrounding devices. All devices are to be used for the sole purpose of participating in learning and must be treated respectfully. When students check out a device from the school, they receive a letter detailing the expectations for use and consequences for failing to abide by the guidelines and they or their families must sign the letter prior to distribution.

The expectation between DOC and Maya Angelou Academy at DC Jail is to deliver services through a DOC virtual platform. During team meetings and professional development sessions, teachers review MAPCS' guidelines for use of the virtual platform, including that all lessons, worksheets, tests, and quizzes are to be uploaded into the platform so that students can access them on their device. In addition, staff will review DOC-specific regulations for utilizing the virtual platform.

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.

In the event of situational distance learning at the Young Adult Learning Center and MAPCS High School, students will attend classes each day during normal school hours. Teachers will provide live instruction virtually and may assign work to be completed on a number of digital platforms. Student attendance and engagement is recorded based on student login and logout information, as well as observed participation in our digital platforms. If students are not participating as expected, their assigned MAPCS Student Development Manager will reach out to the student via phone, text, email,

and/or home visit to assess the needs and provide support where possible.

The educational program at Maya Angelou Academy at DC Jail runs between 8:30am- 2:30pm each day. If situational distance learning is necessary, scholars are expected to participate in their learning during these same hours via their tablet from DOC. Classes are streamed at the same time via the student's daily schedule. Attendance and engagement are measured by receiving messages, as well as screen time and video logins.

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.seeforever.org/wp-content/uploads/2020/09/Health-Safety-Plan-2022.pdf>

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 ; vi. School break/holiday programming ; vii. Weekend programming (e.g., Saturday school)

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 vendor and/or community partner support ; New hardware 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.

MAPCS utilizes a variety of strategies to support student growth and achievement and reduce any pandemic-related learning loss. These strategies include:

- MAPCS High School's schedule includes on-track and accelerated blocks to accommodate the needs of individual students as it relates to academic progress and credit attainment.
- After-school programming will be available for all students and includes a combination of tutoring, enrichment, and credit recovery options.
- Summer School is and will continue to be offered to all students at MAPCS High School who need recovering credit from the school year. Summer School teachers will be asked to provide a summary of the student's progress at the end of the summer term to be passed on to the next teacher. The Young Adult Learning Center and Maya Angelou Academy at DC Jail will continue to offer programming year round to meet the needs of their students.
- MAPCS High School staff will facilitate programming during school breaks depending on students' needs and plans to continue offering Saturday School to students. Both strategies are aimed at accelerating learning for students who need extra support in order to graduate that year and other students in need are invited as space allows.
- Students at all three campuses will participate in tutoring. Students at MAPCS High School will participate in the Wilmer-Hale tutoring program which provides one-on-one tutoring once a week. Students who have the potential to graduate and need extra credit may participate in blended learning after the normal school day. In addition, Maya Angelou Academy at DC Jail students participate in the Petey Green tutoring program which provides one-on-one tutoring three days per week. Students who need extra support with their academics can engage in an individualized learning program with the tutors.
- MAPCS High School has purchased two new support tools for use during school year 2022-23. NWEA MAP will be used to assess student growth in Reading and Math in light of the school's former assessment platform ceasing operations. All students will be assessed in the fall and spring to determine their understanding in key areas and growth during the school year. In addition, the school will be utilizing IXL, which is a targeted learning tool which supports students' specific learning goals. By using a curriculum base, actionable analytics, real time diagnostics and personalized guidance, educators are given the tools to help their students enhance their academic skills in reading and math. ELA and Math teachers will use this intervention in their courses. The Young Adult Learning Center and Maya Angelou Academy at DC Jail will continue to utilize nationally normed assessments to measure growth and achievement for their students.
- MAPCS will partner with the Simmons Advantage group to provide teachers with targeted professional development around student engagement, project-based learning and accelerated learning.
- Teachers will be allocated additional planning time in the afternoons to focus on developing strategies for their students and classroom that address the impact of the loss of learning.
- MAPCS will be partnering with Rachman Branch to participate in a professional learning community for male educators. The aim of this partnership is to support male educators in accessing their greatest potential through coaching and diversity training.

- MAPCS procured Promethean boards for classrooms to replace projectors. The Promethean boards will allow teachers to more clearly display classroom learning materials and support a more interactive learning environment.

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

MAPCS does not anticipate any barriers in meeting IDEA and local special education requirements.

ii. The LEA's plan to address those barriers

MAPCS does not anticipate any barriers in meeting IDEA and local special education requirements.

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

MAPCS will connect with parents via phone, email, text to schedule a meeting 120 days from referral via the SST process or by parent request. Eligibility determination must be complete within 120 days of referral for the initial evaluation. Maya Angelou Academy at DC Jail follows all protocols for eligibility in conjunction with MAPCS High School. Maya Angelou Academy at DC Jail does not participate in initial eligibility to find students eligible for special education services. Students enrolled in Maya Angelou Academy at DC Jail are already eligible for special education services.

Students who require an initial evaluation/reevaluation will initiate the following plan:

- LEA will make reasonable efforts to obtain parental consent to initiate assessments (within 30 days)
- LEA provides parental consent along with Assessment checklist to Evaluator (Mid-Atlantic)
- Evaluator will confirm availability to begin testing (usually within 5-7 days)
- LEA will connect with family to schedule series of assessments to be completed (Student, parent, teacher within 24 hours of evaluator confirmation)
- LEA/Evaluator has 60 days from parent consent to eligibility determination to complete all assessments, obtain feedback from parents/teachers, meet and make a determination.
- LEA provides rides to and from MACPS to students and parents to complete assessments.
- LEA provides refreshments and incentives for HS and YALC students to complete assessments (food, gift cards, etc)
- LEA utilizes the Student Information System (SIS) to connect with parents, students and adult students from both campuses.
- If the LEA has made considerable yet reasonable efforts to communicate with families and is unsuccessful, the LEA can communicate with the evaluator and the evaluator will decide to withdraw the request. If so, the family must begin the process all over again as if it is the initial referral/request.
- If the evaluator is either in the process of completing the evaluation/ has completed the assessments but is in the process of writing their report, an Prior Written Notice (PWN) can be submitted to the students team, SEDS to request an extension on behalf of the LEA under IDEA in order to complete the eligibility determination process.

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.

MAPCS students with disabilities access the same curriculum as general education students and will have their special educational needs met in the general education setting across all learning environments. Students are provided support and related services as required by their IEP. As it pertains to assessments, all special education students take the same assessments and use the same interventions tools. These programs and platforms can be used to identify missed skills.

MAPCS students are provided with all accommodations according to their IEP and in the Least Restrictive Environment. Co-Teachers and Aides are available to support teachers in delivering classroom instruction to students. They may work one-to-one with students or in small groups; whichever is most effective and appropriate to deliver academic support and learning. We will monitor academic progress and accelerated learning using progress notes and reports and related services data reported in SEDS, classroom performance data in our PowerTeacher Gradebook, and online assessments, learning platforms, and intervention tools data.

The MAPCS Special Education Coordinator monitors compliance and assists in the supervision of the Special Education Teachers, Aides, and Related Service Providers that ensure students are receiving academic instruction, interventions, and related services required by the IEP. In the event of an interruption in school due to school closure or students requiring distance learning, special education students will continue to receive instruction and related services. We will continue to conduct meetings and provide related services virtually and deliver needed information, resources, and tools to families by mail, email, phone, and in-person if necessary to always maintain continuity of education services. Supports and services are documented in PowerSchool, google docs, and SEDS.

- The instructional approaches used for accelerated learning will be communicated by: Phone Calls, Emails, Parent Letters, Student Success Conferences, IEP/SST Meetings
- Progress monitoring will be conducted every 30 days from the beginning of the school year, and each 30 days following quarterly grades for all students with disabilities. This will be conducted via IEP Team meetings that include but are not limited to the following: teaching teams, clinical department, culture department, parents, attorney, Special Education Coordinator, an administrator and advocats if necessary.
- At Young Adult Learning Center, the Progress Monitoring Team will exclude any outside person/entity that is not invited or has permission for the adult student, who holds their own educational rights per IDEA.
- Maya Angelou Academy at DC Jail provides opportunities for compensatory services through virtual learning and direct services by service providers. These missed services are documented and accounted for through SEDs.

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.

Maya Angelou Academy at DC Jail will discuss eligibility for compensatory services through annual IEPs and MDT meetings. Maya Angelou Academy at DC Jail will follow the regulations from OSSE to find students eligible for compensatory services. When and if a student is found eligible for compensatory services, the LEA has 30 days to communicate a plan with the family or adult student. Within those 30 days the LEA will create a timeframe and schedule to make up for any missed services. This plan will be discussed and agreed upon with the family and/or adult student. This plan will be documented and uploaded into SEDs.

The LEA will communicate IEP team decisions regarding eligibility for compensatory education to families during the progress monitoring/IEP meeting. The Special Education Coordinator will attempt communication by various modalities, including phone calls, emails, parent letters, Student Success Conference invitations, and IEP/SST Meetings. Additionally, all plans will be made in the best interest of the student/adult student to be implemented immediately via a contract and if this is required on a more permanent basis, an IEP amendment will be requested without convening a meeting. The outcomes will be discussed with the team(s) and will be finalized.

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.