

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Monument Academy PCS

LEA Head of School Name: Dr. Jeffrey Grant

LEA Type: Middle School

Date Generated: 08/22/2022

Background and Purpose

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

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

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

Support Across Learning Environments

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

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

a. Provisions for learning

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

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

1. Provision of 1:1 learning devices

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

135

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.

75%

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.

Families are being strongly encouraged to participate in DC's "Internet for All" program that provides them with free internet access. Since Monument is a CEP school, all Monument families are eligible for the program. Monument is heavily advertising the program to families and providing technical assistance with enrollment to those who need it.

For families with unstable housing, Monument is keeping a small supply of hotspots to distribute to students in the event that distance learning is necessitated.

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

Monument students utilize a classroom set of Chromebooks for in-person academic instruction. There is also a 1-to-1 program with iPads for student use in the boarding program. Students complete homework on their iPads, and thus are trained in accessing academic materials on these devices. In the event that a student or group of students needs to move to situational distance learning, the school sends the students home with their iPad and a charger. Teachers are trained in having students log in to class synchronously on Google Meet, and they engage in hybrid instruction.

In the event that a decision is made over the weekend to switch to a school-wide distance model, then the school will ask parents to pick up a device when able. Otherwise, the school will deliver devices to the homes of students. The school will typically declare the first day, when device pick up and delivery is taking place, to be an asynchronous day, so as not to penalize students who haven't yet received technology.

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.

Monument Academy has multiple means of engaging families during situational distance learning. If there is ever a need to enter a school-wide situational distance learning environment, Monument utilizes DeansList to send email, text message, and voicemail blasts to all Monument families. The school also posts an emergency banner on its website and sends out a message on the "Band" app, which is a community platform. Moreover, all the Student Life Advisors contact the parents of the students in their Student Life Homes to notify them of the changes.

If the move to a situational distance learning environment is for a subgroup of students, then these communication platforms are utilized only for that subgroup.

As part of the communication with parents, the parents are notified of the procedures around distance learning, which are shared permanently on the Family Resources section of the website.

All parent engagement activities are made available via Google Meet, so the move to situational distance learning does not preclude participation. The Student and Family Engagement team will work with families to ensure that they receive any scheduled services during a period of situational distance learning.

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.

If there is ever a need to enter a school-wide situational distance learning environment, Monument utilizes DeansList to send email, text message, and voicemail blasts to all Monument families. The school also posts an emergency banner on its website and sends out a message on the "Band" app, which is a community platform. Moreover, all the Student Life Advisors contact the parents of the students in their Student Life Homes to notify them of the changes. Students are typically notified by their families of the move to situational distance learning, but the Student Life Advisors utilize any pre-established communication channels with the students to share this message as well. Staff receive an email blast, as well as a notification on Google Chat of the move to Situational Distance Learning.

If the move to a situational distance learning environment is for a subgroup of students, then these communication platforms are utilized only for that subgroup.

As part of the communication with parents, the parents are notified of the procedures around distance learning, which are shared permanently on the Family Resources section of the website. Teachers and Student Life Advisors are available to help students log on to the necessary applications to conduct distance learning on their iPads.

c. Additional Considerations

i. Family training and support.

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

Monument will take an individualized approach to eliminate barriers experienced by families of students who are unable to attend in-person learning. Some of these interventions include providing the necessary technology - iPads, chromebooks, and/or hotspots - to ensure internet access and academic engagement, daily student check-ins

by the Student & Family Engagement team, routine Student Support Team (SST) meetings to discuss social-emotional and academic progress, parent capacity building on academic content and platforms through parent centered workshops, home visits, and lastly, referrals to community based resources to ensure a consistent continuum of care.

All Monument students are eligible for DC's Internet for All Program, and Monument will walk families through the application process to ensure that they take advantage of it as needed. When students begin the distance learning program, parents and students are provided with detailed videos that walk them through each aspect of participating in school through their assigned device. Families also have ready access to the school's IT department in the event that questions come up.

Monument already has several training videos posted to the Family Resources page of its website. We'll direct families to these resources as a first step for getting acclimated to using the iPad to complete distance learning. We'll also hold an orientation session to cover the full scope of distance learning, as well as monthly follow-up sessions to address pain points for distance instruction. Teachers, Student Life Advisors, and the Academic Technology Specialist are all available to assist students with any questions about using the tools provided.

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.

Monument conducts staff Professional Development from August 1 through August 5. During this time, teachers are trained on how to set up their Google Classrooms to facilitate either in-person or virtual instruction. They are trained on a hybrid instructional model in which a teacher shares their lesson with distance learners via Google Meet, and an Assistant Teacher is dedicated to working with distance learners.

Every classroom is equipped with a Promethean flat panel display and a SWIVL camera to bridge the gap between in-person and distance learners. Teachers will cast their lessons on Google Meet so that virtual learners can participate. An assistant teacher is dedicated to answering questions and facilitating small group work with distance learners. And all classwork is assigned via Google Classroom, so distance learners have the same access as in-person learners to the work. Moreover, a substantial amount of class time is dedicated to online learning platforms like MobyMax, Discovery Education, Flocabulary, Nearpod, Kahoot, and Newsela, all of which are easily accessible to distance learners via the Clever platform.

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

Describe the LEA's expectations in the space below.

Students are expected to participate in class during situational distance learning in the same way they would for in-person instruction. They are expected to log in to Google Meet on time via Google Classroom and participate any assigned work via Google Classroom, the same as their in-person peers.

Teachers are expected to have a staff member dedicated to participating with any distance learners. Teaching staff must log in to Google Meet a few minutes prior to class starting. Teachers must have materials available via Google Classroom for distance learners to engage with. Teachers should be able to answer any questions asked by distance learners, and, when possible, include them in class discussions with in-person learners by staging the Google Meet on their Promethean panels.

Families are expected to make sure that their scholars log in to Google Meet on time for each class. Each scholar's schedule is clearly articulated in Google Classroom, stating the day and hours that each class meets. Families are expected to ensure an environment conducive to distance learning, as much as possible. This includes adequate charging of the iPad and the minimization of disruptions.

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 most cases, situational distance learning days will take place on the same schedule as an in-person instructional day. The only difference is that all students will utilize Google Classroom to log in to Google Meet to join class. All class materials will be available in Google Classroom. Students are expected to attend each class, and teachers take attendance the same way they would for in-person learning. Official daily attendance is taken the same way-- if a student is present for 60% of the day, then that student is present (or present partial) in the official attendance. There may be an occasion (like needing a day to distribute technology) where the situational distance learning day will be an asynchronous day. In this case, teachers will evaluate whether or not a student completed, or attempted to complete, their asynchronous tasks to determine their attendance. Official attendance is determined by this period attendance in the same way that it would be for a synchronous learning day.

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.

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

iii. Longer school day ; iv. Longer school year ; v. Summer programming ; vi. School break/holiday programming

b. Instructional Changes

New intervention program or support

c. Staffing and Related Support

New software purchase

d. Any Other, Please Describe

e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

Monument is committed to creating accelerated learning opportunities for students by building additional time and unique learning environments into its schedule.

Monument has 190 instructional days in the school year, 10 more than the mandated 180. From Monday through Thursday, the Monument schedule runs from 8:45 am to 5:30 pm. All students participate in the Extended Day activities at the end of these school days. Extended Day activities provide opportunities for both remediation of core academic skills as well as engaging environments to utilize and expand upon the skills they learn in traditional classes. Moreover, the school offers two optional Engagement Weeks during breaks between trimesters where students can develop their skills in fun and creative ways.

Monument is also committed to offering new opportunities for students to accelerate their learning. One new program is a Gifted and Talented Program that will provide select students with additional instruction and materials that challenge them to greater academic rigor. Another is an Art, Design, and Portfolio Development elective for a small group of 8th graders that will allow them to develop an art portfolio for selective high schools.

Beyond all these programs, Monument has accelerated learning baked into its instructional model. There is always tremendous urgency to accelerate learning by creating as much of an individualized learning path for each student as possible. The school uses Spring (EOY) NWEA MAP data for its returning students and Fall 2021 (BOY) NWEA MAP data for all its students to determine the gaps and strengths that exist across standards in reading and mathematics. The school utilizes that data to group students accordingly within classes, and to provide additional interventions as necessary.

Instructional leaders track progress within MobyMax (which captures data on mastery of standards across grade levels for multiple subjects), in Reading or Math sessions with our interventionists and in Extended Day programs to evaluate the effectiveness of the interventions and to capture the progress the student is making. Weekly RTI meetings are convened to discuss interventions and progress for our students.

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

Monument creates a calendar scheduling out all reevaluation meetings three months in advance to ensure timeliness of signed consent, review of Analysis of Existing Data, and psychologist scheduling.

The barriers are obtaining parent signatures in a timely fashion, Covid-related interruptions to the IEP process (student or psychologist having Covid), and the lack of school psychologist in the District.

ii. The LEA's plan to address those barriers

Monument now has DocUSign to secure electronic signatures.

In the case of a Covid shutdown, a PWN will be submitted.

The school has secured the services of several contracted psychologists to assist with initial and reevaluation timelines.

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

Parents are contacted by the Director of Student Supports and the case manager when a student is due for reevaluation or initial evaluations. Parents are invited to all AED meetings to give their input prior to moving forward with any evaluations. If the team does move forward with evaluations, the parent is also contacted by the School Psychologist to give input on the evaluation.

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.

Monument creates a spreadsheet with the following data for all students with IEPs for the 2020-21 and the 2021-22 school years:

- In-Seat Attendance Rate
- NWEA MAP achievement percentiles for BOY, MOY, and EOY for ELA and Math
- NWEA MAP Fall-to-Spring Growth percentiles for ELA and Math
- Whether or not a student met their NWEA MAP Fall-to-Spring Growth target for ELA and Math
- Related Service delivery rate for any related services

This data is reviewed for each student to determine whether or not compensatory services are necessary.

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.

All parents are contacted via email with a letter stating the team's decision. Monument plans to collaborate with the parent and the student's current school (in the event that the student is no longer attending Monument Academy) to ensure delivery of services.

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.