

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

**LEA Name:** Perry Street Preparatory PCS  
**LEA Head of School Name:** Kelly Smith  
**LEA Type:** Pre-K ; Elementary ; 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.**

800

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

**The devices are:**

Are distributed to all students at the beginning of the school year.

**a3. An accurate assessment of current student access to broadband internet/WIFI.**

☒

**a4. Approximately \_\_% of our students have access to broadband internet/WIFI at their situational distance place of learning.**

65%

**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.**

The school has kept and will continue to keep 40 active hotspots at all times and has a contract with expansion possible to ensure that with 2 days up to 200 students can be provided with full internet access from any location. In the event that a student transitions to situational distance learning internet access will be assessed with family. Pick up and drop off options for hotspots will be available for all students and staff.

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

The school has 800 devices prepared for the school year ensuring that there is a school based and one based device for each school age student at Perry Street Prep. All middle school students will have a computer distributed for home use the first week of school to support with regular homework completion and to use as needed for situational learning. All students in K - 5th will be given a computer within 24 hours of being placed in situational distance learning. Pick up and drop off options for computers will be available for all students and staff. Students in Prek will be assessed for technology needs within 24 hours of in coordination with academic planning from the Assistant Principal to ensure developmentally distance learning plans are in place. Students in need of technology will be distributed a data enabled iPad within 24 hours.

## **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.**

All families will be given the plan for situational distance learning at Virtual Orientation in August of 2022 in addition to email and Class Dojo so they are aware of the process in advance of any necessary quarantine or isolation. Within 24 hours of the COVID coordinator's confirmation that a student has been placed on situational distance learning a family will be assigned a grade appropriate case manager. This case manager will then take the lead on all learning coordination and daily check ins with the family in addition to technology support and troubleshooting. The family will immediately be notified via Class Dojo, email, text and always by phone to ensure the family is confident about how to keep their student engaged and the school can address any barriers asap. All students will get live Zoom instruction daily in addition to a case manager check in daily in addition to asynchronous assignments. Families are welcome to indicate their communication preferences in this process including text, Class Dojo, email, phone, Zoom, WhatsApp, or Facetime.

**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.**

As stated above, the PSP covid coordinator will be the initial decision maker and poc for the transition to situational learning. The covid coordinator will alert families of their status immediately after the contact tracing, testing info, and vaccination status have been confirmed. This initial process will always take place in the same business day. Following situational learning family communication, the Covid Coordinator alerts all members of the learning team for each student and the admin team. Within 24 hours the age appropriate Assistant Principal will assign a case manager and said case manager will make confirmed contact with the family.

**c. Additional Considerations**

**i. Family training and support.**

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

All families will be given the plan for situational distance learning at Virtual Orientation in August of 2022 in addition to being shared in writing via email and Class Dojo so they are aware of the process in advance of any necessary quarantine or isolation. During orientation parent's will be given information on the process for being placed in situational learning, what they can expect from their teachers and their case manager. Most importantly they will be given a team of people who can support them during this time.

Within 24 hours of the covid coordinator's confirmation that a student has been placed on situational distance learning a family will be assigned a grade appropriate case manager. This case manager will then take the lead on all learning coordination and daily check in's with the family in addition to technology support and troubleshooting. The family will immediately be notified via Class Dojo, email, text and always by phone to ensure the family is confident about how to keep their student engaged and the school can address any barriers asap. All students will get live zoom instruction daily in addition to a case manager check in daily in addition to asynchronous assignments. Family's are welcome to indicate their communication preferences in this process including text, Class Dojo, email, phone, zoom, whatsapp, or facetime.

In addition to on-demand case manager support, all parents have a tech support line that is answered by our IT associate daily between 7:45 and 4pm. All families also always have access to the PSP wellness team for broader case management from a clinician and home supports such as counseling, housing or food assistance, etc.

**ii. Teacher training on technology, tools, and remote instruction models before the school year.**

**Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.**

All PSP staff and related service providers (as appropriate) participate in 2 weeks of preservice prior to the start of the school year. Preservice presentations will include health and safety topics, technology implementation, online curriculum tools, and the suite of supports available that are applicable to their work in the classroom as well as distance learning for students. With the experience garnered over the last two years, PSP has made great strides in streamlining the utilization of technology to support learning seamlessly between home and school to ensure as little barriers to education in place. Additionally, staff receive training around social emotional learning and the supports available to families and students at PSP.

More specifically, case managers receive small group coaching from admin, technology, and social worker teams to learn the process and best practices for keeping families engaged and supported during any period of distance learning. Work flow and training resources are also always available in the PSP google drive for all case managers and classroom teachers.

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

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

The most important pillar of PSP's situational distance learning is family and student engagement. Creating a key POC during all stages of the transition to and out of distance learning allows for clear communication for all parties and expectations around school attendance.

PSP Staff expectations are outlined below:

- Covid Coordinator: Establish the rationale for allowance of situational distance learning. Clearly communicate with the family PSP, DOH and OSSE policies around their exclusion and return to school. Provide medical care referrals for families to ensure they have access to appropriate healthcare. Check in on the first day, at one week, and on the last day of situational distance learning at a minimum. Provide the family with their contact information for any health related questions. Inform the admin, learning teams as outlined in the PSP Org chart immediately upon establishing the requirement for a student to begin situational distance learning via email and Crew. Ensure all parties confirm receipt of communication.
- Assistant Principal: Assign a case manager to the student from the identified student support team members based on the student's grade level and learning needs. Follow up daily with the case manager to offer support or troubleshooting.
- Case Manager: Contact family to introduce themselves within 24 hours. Communicate with learning teams to assess student supply needs (ie. current novel being read during an ELA novel study), Provide families with technology items, school supplies/curriculum materials, and any other referrals for pick up or by offered home visit. Meet with the student daily for a minimum of 30 minutes and a maximum of 1 hour to provide scaffolded instruction, technology trouble shooting, guided reading, and to review the student's asynchronous assignments that are upcoming. Coordinate with all service providers (ex. speech and language, EL learning, Specialized instruction) and provide a zoom link for sessions at agreed upon times with the family. Take daily attendance during daily live learning session.
- Teacher: Post all assignments to the google classroom or links via the Case Managers google sheet. Outline daily learning goals with case manager. Review all complete assignments and provide meaningful feedback. Assess engagement based upon completion of assigned class work.

Family expectations:

- Communicate symptoms, testing, close contacts, and vaccination status with the Covid Coordinator.
- Update Covid coordinator on subsequent testing and symptoms throughout period of isolation/quarantine.
- Communicate daily with the PSP case manager and provide a quiet safe place for student to complete work during.
- Communicate when/if technology or other learning barriers exist.
- Communicate their preference for communication with learning teams.
- Pick up learning supplies within 24 hours of distance learning notification or communicate the request to have supplies brought to the house via home visit.

Perry Street Prep PCS does not anticipate at any time during the school year that they will transition to school wide or even class wide situational distance learning. A school wide pivot would only be considered in the state of emergency or in the event that over 50% of the staff is unable to work. In this case all learning will transition to

virtual live zoom instruction following the regular school bell schedule. All technology will be distributed during the first 24 hours of closure by the admin and case management team.

**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.**

PSP's situational distance learning plans are individualized and catered to each family as we have learned over the past 2 years how differently each family needs the school's support and how each child has different schedules for optimal engagement. In the event that the entire school or class has transitioned to situational distance learning the schedule will nearly identically mirror a typical school day with live zoom instruction for each period and individual check ins during meal times or individual/group work times.

Individual situational distance learning plans are created by the case manager based on the availability of the student, family, and service providers. Agreed upon times are set up on the first day of case management and can be transitioned throughout for optimal learning and engagement. Case managers publish daily learning schedules for the child and post on class dojo for regular family reference. Schedule includes a minimum of 30 minutes of live learning instruction as well as daily classroom work and the provision of all intervention and related services. When schedules require that staff members meet outside of regular work hours they are compensated on an hourly basis.

Attendance is determined by two factors, the daily live participation in learning time with the case manager and the completion of assigned work. At least 50% of assigned work in addition to a live check in indicates the child can receive the attendance code of PDL.

**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.**

www.pspdc.org/covid19/

### **Accelerated Learning**

#### **Employing Intentional Strategies for Accelerating Learning**

**Q3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).**

**a. Adjusted Scheduling**

ii. After-school programming ; v. Summer programming

**b. Instructional Changes**

High-impact tutoring ; New professional development for staff -accelerated learning

**c. Staffing and Related Support**

Additional staffing ; Additional vendor and/or community partner support

**d. Any Other, Please Describe**

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

Perry Street Prep PCS implements a robust data driven instructional program rooted in frequent review of meaningful and varied data points at the start of each year during a staff wide Data Walk where trends and individual student plans are created. Staff will review at the onset of the year all available data including non summative assessments, engagement data, attendance, re-enrollment discipline referrals, promotion, and historical performance of cohorts. Biweekly all gradebands participate in RTI meetings identifying students who are struggling or exhibiting outlier achievement or behavior. Weekly teachers each receive instructional coaching from their Assistant Principal to address trends and reteaching necessary and adjustment to pacing, scope and sequence ensuring frequent data review.

The full staff meets again at mid year to check in on school-wide goal growth to attainment to strategize about operational and instructional shifts that need to take place for the 2nd half of the year. Disaggregated data indicating trends in subgroup performance is always a part of data review at Perry Street Prep PCS with the goal of minimizing to the greatest extent possible any and all achievement gaps among students with regard to income, race, gender, special education and english language learning.

The data collected will inform the utilization of high impact tutoring services provided by both additional PSP

staff to address the need for accelerated learning as well as by vendors and or community support partners. PSP staff are trained in assessing and then implementing targeted evidence based learning opportunities to each child as we work to fill gaps and speed up learning. Partners include American U tutors, Cognition, One Common Unity and Hoop Education LLC. Many of these tutoring services are provided throughout the school day in addition to during Before and Afterschool Programming run under PSP's 21st Century Community Learning Center Program. PSP 21CCLC programming also includes the provision of Summer Programming to include much needed enrichment to support social emotional learning in addition to targeted high impact tutoring for students performing below grade level at the conclusion of the school year up to 650 hours.

**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**

With the return of all students in the SY21-22 and associated severe influx of evaluation needs, PSP is prepared to enter SY22-23 up to date for all **students who require initial or reevaluation for special education service eligibility. They will receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements. PSP does not see any barriers to meeting established timelines and eligibility requirements with a fully staffed team and all prior necessary catch up completed as of August 1, 2022.**

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

**PSP does not see any barriers to meeting established timelines and eligibility requirements with a fully staffed team and all prior necessary catch up completed as of August 1, 2022.**

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

PSP will maintain IDEA and OSSE EL determined timelines in collaboration with families and with proper documentation outlined in updated OSSE guidance and IDEA. PSP will meet these timelines by providing virtual platforms when feasible and or necessary for meetings and evaluation in addition to in-person space. To support families, and in alignment with IDEA protections and best practices outlined in Universal Design for Learning (UDL), families will be given educational information in a variety of mediums (online, in print, verbally, and when appropriate with graphics) and with frequent checks for understanding.

**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.**

The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit: Students with disabilities will be assessed using the NWEA MAP and Every Child Ready Assessment which assess students skills and progress monitors throughout the school year. Also, special education teachers and related service providers will conduct observational assessments while implementing the IEP and tracking student's progress



beginning the first day of school. Specialized instruction will be provided to students with disabilities through the itinerant consultation model where the special education teacher serves as both an instructor and a consultant to the general education teacher. Also, direct intervention services will be provided to students whose IEP has outside of general education services. Special Education Teachers will meet with the General Education Teachers to review data that was collected and determine if any adjustments are needed to the IEP and services.

New and Returning students will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect observational data. In the IEP meeting, the team will review observational data and non- state summative data in order to determine if changes and modifications need to be made in addition to reviewing service trackers and distance learning addendums with instructional records. The IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30 day IEP review meeting.

The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by following a strict inclusion model except where documented for students receiving Level 4 services and placed in small multi-age classrooms tailored to their specific needs.

**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.**

New and Returning students will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect observational data prior to meeting with the team at large. In the IEP meeting, the team will review observational data and non- state summative data in order to determine if changes and modifications need to be made in addition to reviewing service trackers and distance learning addendums with instructional records. The IEP team will communicate to parents any assessed need for compensatory services necessary to mitigate the impact of periods of school closure. The IEP team will also communicate regarding accommodations and modifications according to the IEP in the 30 day IEP review meeting.

**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.