

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Roots PCS

LEA Head of School Name: Bernida Thompson

LEA Type: Elementary

Date Generated: 08/22/2022

Background and Purpose

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

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

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

Support Across Learning Environments

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

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

a. Provisions for learning

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

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

1. Provision of 1:1 learning devices

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

90

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.

80%

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.

Roots PCS will partner with city government and agencies (Comcast, T-Mobile, etc) to procure hotspots for families in need.

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

In the event of a closure, Roots PCS will notify parents to pick up learning devices for the students. Days and times will be established and shared with families. Parents

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.

Parents are given the school supplies list at the beginning of the SY during the mandatory Parent Orientation, held in August. The list of materials for them to purchase and have for the first day of school. Learning materials (text books/workbooks) are distributed during the first week of school. In the event of a closure, students will have access to their learning materials at home. Paper packets and manipulatives will be available for pick up as needed.

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.

Parents are welcome to engage with teachers and administration as needed. Roots PCS will solicit parent involvement and review of school activities. Parent feedback is considered when making school-wide decisions. The Parent Advisory Action Council is composed of the parent body and they meet monthly. In the event of situational distance learning, meetings will still take place via Teams/Zoom.

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.

Roots PCS will communicate the plan for situational distance learning to all interested stakeholders during the mandatory Parent Orientation held in August. In the event of a closure, families will be notified by phone, text, digital newsletter and/or email. Roots will also use digital platforms (SeeSaw, Google Classrooms, etc) to inform

families in a timely manner.

c. Additional Considerations

i. Family training and support.

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

Family training and support for situational learning will occur during the mandatory parent orientation in August, PTA meetings, and monthly parent meetings. Support includes being available by phone, email, and/or text. In addition, parents will be made aware of schedule changes and/or closure in a timely manner. Lastly, parents will be provided the necessary resources and materials to effectively engage in situational distance learning for their children.

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.

Teachers will engage in a two week professional development from August 22-September 2nd. During this training, Roots will develop and discuss remote instruction models, technology/digital platforms and learning resources. Roots will also discuss and develop a plan for the deployment of devices.

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

Describe the LEA's expectations in the space below.

In the event of situational distance learning, Roots PCS will communicate with families, in a timely manner, using digital platforms, email, phone calls, and text messages. This communication will include schedule changes, methods to secure devices, specific digital learning platforms, and hours of operation.

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.

Roots PCS will have the following schedule for situational distance learning:

Cohort 1 (PK3 & PK4): Synchronous (small group) learning sessions will be conducted in twenty minute intervals throughout the day. Session times, resources, and expectations will be communicated and shared with families on a daily/weekly basis. Engagement will be measured using a rubric designed by the teacher and shared with parents. Attendance will be taken daily and shared with attendance administrator.

Cohort 2 (K-1) Synchronous (small group) learning sessions will be conducted in the mornings between 9AM-12PM. SEL and asynchronous learning will take place in the afternoons between 1PM-3PM. Resources and expectations will be communicated and shared with families on a daily/weekly basis. Engagement will be measured based on completion of assignments and a rubric designed by the teachers and shared with parents. Attendance will be taken daily and shared with attendance administrator.

Cohort 3 (2-3) Synchronous (small group) learning sessions will be conducted in the mornings between 9AM-12PM. SEL and asynchronous learning will take place in the afternoons between 1PM-3PM. Resources and expectations will be communicated and shared with families on a daily/weekly basis. Engagement will be measured based on completion of assignments and a rubric designed by the teachers and shared with parents. Attendance will be taken daily and shared with attendance administrator.

Cohort 4 (4-5) Synchronous (small group) learning sessions will be conducted in the mornings between 9AM-12PM. SEL and asynchronous learning will take place in the afternoons between 1PM-3PM. Resources and expectations will be communicated and shared with families on a daily/weekly basis. Engagement will be measured based on completion of assignments and a rubric designed by the teachers and shared with parents. Attendance will be taken daily and shared with attendance administrator.

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.

<http://rootspcs.org/parents.html>

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

v. Summer programming

b. Instructional Changes

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

c. Staffing and Related Support

Additional vendor and/or community partner support ; New hardware purchase ; New software purchase

d. Any Other, Please Describe

N/A

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.

A. Adjusted Scheduling--Summer programming: To maximize accelerated student learning, the summer enrichment program will focus on the areas of ELA and Math for students in K-5. Diagnostics will be administered at the beginning and end to measure growth. The resources used will be the same as the school year.

B. Instructional Changes--High-impact tutoring: Offered during the school. Will partner with community partners to provide tutoring in ELA and Math for students in K-5.

New curriculum purchase: Roots PCS will purchase new ELA digital assessment (Journeys) and student licenses and other software to support accelerated learning.

PD for staff-accelerated learning--Roots will host a two-week staff PD from August 22-September 2 to focus on goals and objectives for accelerated learning. In addition, there will be bi-weekly staff meetings, and PDs throughout the year.

C. Staffing and Related Support--Community partner support:Roots will seek partnerships with community stakeholders to provide tutoring to students in grades K-5.

New hardware purchase: Roots will purchase additional devices (as needed) to replace outdated or broken ones.

Software: Student licenses for digital platforms (Journeys and My Math)

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

Roots PCS does not foresee any barriers in ensuring that students receive timely assessments and determinations

as required by IDEA and local special education requirements.

ii. The LEA's plan to address those barriers

N/A

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

Roots PCS will communicate with families in a timely manner to ensure that all evaluation requirements are complete and current.

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.

Roots PCS will continue to provide compensatory services necessary to mitigate the impact of learning loss for students with disabilities who are eligible for special education services under IDEA. In the event of school closure, services will continue virtually.

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.

Roots will maintain constant and continuous communication among parents, teachers, IEP teams, Special Education Coordinator and teacher, as well as any providers, to ensure supports needed for accelerated learning and that individualized decisions are made for each child. The IEP team will make changes and updates within a timely manner.

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.