

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Sela PCS

LEA Head of School Name: Mr. Joshua Bork

LEA Type: Pre-K ; Elementary

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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.

284

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.

95%

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.

We have 10 mobile hotspots available.

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

- 1) Announce impending closure for some or all students.
- 2) Send individualized emails with particular assets assigned to students.
- 3) Label all devices
- 4) Distribute devices at pick up or another time with COVID-19 protocols in full force.

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.

- 1) Zoom classes including attendance
- 2) Attendance team reaches out to ensure full attendance.

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.

1) Use ParentSquare to notify all stakeholders of detailed plan. This includes text and email embedded into one.

c. Additional Considerations

i. Family training and support.

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

We will have a community Zoom upon making our announcement to explain expectations.

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.

During pre-service, we will ensure all teachers have Zoom accounts. They use these for conferences, etc. so are familiar. Department heads will go over strong virtual learning over multiple days.

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

Describe the LEA's expectations in the space below.

- 1) All staff have same hours and are expected to deliver high-quality instruction.
- 2) Families should log in daily and make a touchpoint with a teacher each time.
- 3) Students should have cameras on, ready to work.

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.

Foundations: 8:25 am - 8:45 am
Morning meeting: 9:20 am - 9:40 am
Hebrew: 10:30 am - 10:45 am
English: 11:35 am - 11:45 am

Attendance measured at all 4 points throughout the day internally, and once in PowerSchool (SIS).

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://docs.google.com/document/d/1k_zt1xsP-D3jFeQy0HwM3qNJmScDDci6UqJHJX9-gac/edit

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

b. Instructional Changes

c. Staffing and Related Support

Additional staffing

d. Any Other, Please Describe

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

Sela PCS will be employing a range of strategies to maximize accelerated learning opportunities for students for the 2022-2023 school year. As we continue the work of pandemic learning loss recovery for our students, we will continue to challenge them academically with a mix of grade-level material, remedial material when necessary, and extensions beyond grade-level when appropriate.

- **After-School Programming** - Focusing on the whole child, Sela PCS offers students a robust set of after-school enrichment activities in addition to AfterCare. Students develop both academic and non-academic skills through a variety of modalities.
- **Summer Programming** - Sela PCS operates a summer camp program for returning and newly enrolled students with a focus on academic enrichment. Through a variety of themed activities and frequent field trips, students engage with academic topics through play. Sela PCS also runs an Extended School Year program for all IEP students enrolled at the school. This program is staffed by Sela's special education teachers and contracted related-service providers.
- **High-Impact Tutoring** - Sela PCS will continue the work begun last year to offer free, after-school tutoring to all students with a need for additional help as identified by the Student Support Team. Sela engages with and manages a team of volunteer, remote tutors to work with students with demonstrated needs.
- **New Curriculum Purchase** - Sela PCS has purchased a new math curriculum for implementation for SY22-23, Eureka Math². This is a common core aligned curriculum for use in all PK-5th grade classrooms. The Math Support Specialist and Director of Elementary School will receive targeted train-the-trainer professional development prior rolling out this new curriculum in August.
- **New Intervention Program or Support** - Sela PCS will continue to staff two interventionist staff positions for SY22-23. These staff members directly provide students with interventions based on anecdotal and formal testing data to support classroom instruction.
- **New Uses for Staff Planning Time for Accelerated Learning** - Sela PCS has revised its daily schedule for the upcoming school year to provide more dedicated teacher planning and preparation time. Teachers will be able to engage in planning with co-teacher and grade-level partners to provide more substantial data review, coplanning time and reflection time with colleagues and supervisors/coaches.
- **New Professional Development for Staff - Accelerated Learning** - Sela PCS will be engaging with an outside consultant this year to conduct an assessment of its reading curriculum and instruction and following an analysis of the curriculum and instruction, work with the school administration to develop and implement a series of professional development workshops around best practices in reading instruction. The goal of this project is to refine reading instruction to accelerate student learning.
- **Additional Staffing** - Sela PCS created two new positions last year (SY 21-22) to directly deal with pandemic-related student learning loss and accelerated learning: Math Specialist and Reading Support Specialist. These two additional staff positions will continue into SY 22-23 as the work of both academic recovery and accelerated learning continues.
- **Additional Vendor and/or Community Partner Support** - Sela PCS is engaging with the Adam Institute (an Israeli nonprofit organization) to provide social-emotional curriculum and professional development for staff around implementing their social-emotional curriculum.

- **New Software Purchase** - As part of its purchase of a new math curriculum, Sela has purchased the complementary online suite for instruction that is part of the Eureka Math² curriculum.

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

Sela Public Charter School will 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 by the following:

Sela Public Charter School, at the beginning of each school year or upon immediate entry into the school at a point other than the beginning of the school year, all students are assessed on their skills in the areas of reading, math, and written language. Children who score below or significantly below the range of expectation are referred to the School Support Team (SST). Once the student receives interventions, the student's progress will be monitored. After 30 days, data from all levels of interventions will be used to determine the child's progress. If the child is not making progress, they will be referred to Special Education. Under District of Columbia law, Sela Public Charter School will make reasonable efforts to obtain parental consent for initial evaluation within thirty (30) calendar days of referral and complete an initial evaluation of a child suspected of having a disability, including the determination of eligibility, within sixty (60) calendar days of receiving parental consent.

The barriers that Sela Public Charter School may see in meeting these requirements are:

- The attendance of the child
- The parent/guardian responding to consent in a timely manner
- A change of LEA once the evaluation has begun.

ii. The LEA's plan to address those barriers

Sela Public Charter School plans to address those barriers are:

- With support from the MDT, within 15 calendar days of receiving the referral, the team will reconvene to review any existing data, gain consent from the parent, review pre-referral interventions and strategies, any classroom-based assessments, and obtain the correct teachers and related service providers for the assessments. The SST, with due diligence, will make all reasonable efforts to contact the parent/guardian of the student in regards to the attendance of the child and consent for evaluation. Sela Public Charter School will document all efforts.

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

Sela Public Charter School's plan for communication with families to ensure completion of evaluation requirements by providing the parents with a copy of the procedural safeguards with the timeline highlighted.

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 IEP team will convene to decide on compensatory services required for the student based on the current IEP and any deficits that the general education/special education teacher assessed due to the school closure or distance instruction.

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.

Once a student has missed an appointed number of days due to illness/school closure/ services not rendered during the school due to the student not being available, the IEP team will convene to make a subsequent individualized determination to decide if based on the disability of the student if any skills may have been because the student did not receive any educational benefit. Compensatory services may be provided before or after school or increasing the student's IEP hours or services for a time-limited and time-certain period. Sela Public Charter School plans to ensure the delivery of these services to students based on the decision made by the IEP team and all IEP decisions regarding eligibility for compensatory education to families will be communicated at the IEP meeting; a prior written notice outlining the changes to the IEP will be provided to the parent/guardian along with a consent.

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.