

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: The Children's Guild DC PCS

LEA Head of School Name: Kathy Lane

LEA Type: Elementary ; Middle School

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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.

200

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.

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.

In the event to move to situational distance learning, those students who do not have access to internet/WIFI will receive a hotspot provided through our partnership with Verizon. Parents will be contacted regarding the distribution of the hot spot and must report to the school to pick up.

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

The LEA's plan to distribute learning devices is as follows:

- Distribution of devices will be held during the 1st two weeks of school during the advisory period.
- Students will be assigned a number that is also listed on the learning device.
- Parents and Students must sign a technology device agreement confirming their knowledge and understanding of the proper use of the learning devices, consequence of damages, and proper internet use.
- Copies of the technology device agreements will be logged in a binder and provided to administration and IT for reference.

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

In the event of moving to situational distance learning, the distribution of paper instructional materials will be as follows:

- Each instructional staff member will be required to prepare at least two weeks of lessons related to their content area.
- Distance learning kits will be prepared that will include but not be limited to: writing utensils, math manipulatives, and textbook materials.
- Instructional packets and distance learning kits will be sent home with the student if the decision to transition to situational distance learning is made during a school day.
- Instructional packets and distance learning kits will also be available for pickup during a designated time period during the day for those students and parents who did not receive them during the original day of distribution.

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.

In the event of moving to situational distance learning, the LEA will implement the following family engagement plan.

- Each instructional staff will be required to establish and implement designated office hours for families to provide instructional updates, student's progress, and well being checks.
- The LEA's SEL team will host bi-weekly virtual town hall meetings in order to provide strategies on how to cope and manage positive mental health during distance learning.
- Any updates to situational distance learning will be provided through our school class dojo, school pass, school website, and instructional staff's google classroom.

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.

In the event of a move to situational distance learning, our school community will be informed as follows:

- Staff will be informed through the means of an emergency staff meeting and/or via email.
- A letter of notification will be sent home to the families informing them of the move to situational distance learning.
- Instructional staff will inform the families of their designated advisories through phone contact and a message provided on their google classroom and class dojo.
- The letter of notification will also be posted on the LEA's class dojo and school pass notification systems along with necessary next steps and procedures.

c. Additional Considerations

i. Family training and support.

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

In the event of a move to situational distance learning, the LEA will provide the following training and support for families:

- Designated office hours by instructional staff to provide academic support.
- Effective at home implementation of the LEA's assessment and intervention tools such as I-Ready and Touch Math.
- How to access student instructional work through their assigned teacher's google classroom.
- Provision of meals on as needed basis.
- Procedures on how to troubleshoot issues with the designated learning device.

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.

The LEA will utilize their half day Wednesdays to provide training for the staff. The training will include but now limited to the following:

- Implementation and proper use of Go Guardian to monitor the student's use of technology during instructional time.
- The effective use of the LEA's assessment and intervention tools in order to continue to monitor student's growth and progress.
- The provision of instructional materials through the designated google classroom.
- Grading procedures, requirements and submissions during the situational distance learning period.

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 a move to situational distance learning, the expectations of our school community is as follows:

Students...

- Will be required to attend all live events scheduled during their assigned class time. *Students must keep their cameras and audio ON throughout the lesson or until the teacher releases the class.*
- Will log onto google classroom daily and will be responsible to complete all assignments posted.
- Will abide by all school policies in the student handbook, including the acceptable use policy for technology.
- May receive asynchronous instruction (videos, reading, etc) outside of assigned class times to engage in during their off day from the class.
- Need to communicate with teacher(s) any needs related to engaging in Remote Learning.

Parents should...

- Encourage their child to complete assigned work.
- Contact the student's teacher to report their absence.
- Communicate concerns with teachers, related service staff, and/or support staff.
- Consider appropriate working conditions for your child(ren) to find success throughout the entire school

closure period.

- Support your child(ren)'s participation and engagement in Remote Learning each day.

Teachers should...

- Take student attendance daily
- Monitor student engagement
- Post grades weekly, at a minimum
- Engage students in live, scheduled learning opportunities.
- Plan instruction with flexible, realistic expectations and timelines for students to complete assignments.
- Provide multiple opportunities for students to share their learning with classmates.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

In the event of a move to situational distance learning, the following schedule and expectations will be implemented:

- Staff are expected to report to work at 8:00am via school zoom link to participate in the morning meeting. Each meeting last approximately 15 minutes.
- Instructional staff are expected to have zoom links open 5 min prior to the beginning of class.
- Attendance will submitted by 10:00am through our SIS (Synergy) using the proper situational distance learning codes.
- 8:30am-9:00am will consist of the SEL Activity/Morning Meeting.
- Each content area will consist of a 90 minute block.
- There will be 5-10min brain breaks between the transition to the next content area or class.
- Lunch and Specials will be held for 30 minutes.
- The school day will end with a 10 min closing circle and final announcements.

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://drive.google.com/file/d/1cknAvP4s-qh6c7fwnWrna-Jn34A73acA/view?usp=sharing>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

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

a. Adjusted Scheduling

i. Adjusted class/block/bell schedules ; v. Summer programming

b. Instructional Changes

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

c. Staffing and Related Support

New hardware purchase ; 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.

In order to maximize accelerated opportunities for students, the LEA will implement the following schedule adjustments, instructional changes, and any related support needed:

- The daily instructional schedule will be adjusted to provide 60 minute intervention and accelerated learning blocks. Students will be grouped according to their academic needs and will work in small groups with designated staff and resource teachers.
- The designated blocks and student groups will be adjusted bi-weekly based on the academic need and/or growth of the student community.

- Middle School students will be on a A/B weekly schedule. "A" week will consist of Periods 1 through 5 and "B" week will consist of Periods 5 through 1. This will allow for students who are absent to not consistently miss the same academic periods.
- The LEA will be providing additional academic support and intervention through the use of FEV tutoring. Those students who are identified as 2 or more grade levels below will be participate in a virtual tutoring session every Tuesday and Thursday.
- The LEA will purchase new math and reading curriculum such as Zearn and Dibels to provide additonal instructional support for staff and students.
- Staff will participate in content area professional development every 1st and 3rd Wednesdays in order to utilize data to effectively implement instruction and proper interventions.
- New learning devices and software will be purchased in order to properly supply each student with their own device as well as improving the implementation of the current software being used.

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

Identify: The Children's Guild is required to complete an initial evaluation and determine if a child is a child with a disability eligible for special education and related services under IDEA within 60 days of receipt of a referral. After **The Children's Guild DCPS** has received a referral, **The Children's Guild DCPS** must make reasonable efforts to obtain parental consent for an initial evaluation, which includes attempting to contact the parent at least three (3) times on three (3) different dates using at least two (2) modalities. **The Children's Guild DCPS** shall conduct an analysis of existing data on the student to determine if additional assessments are necessary. Existing data that may be considered may include but is not limited to teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent reports, health records, or data from other interventions. **The Children's Guild DCPS** will provide the parent of a child suspected of having a disability with information about the nature of any additionally required assessment. All reevaluation meetings will follow the same IDEA requirements, parents are invited to a reevaluation meeting prior to conducting assessments to determine if the student requires additional assessments and to review the proposed assessments to determine continued eligibility .

i. Any barriers that the LEA has in meeting these requirements: None currently

ii. The LEA's plan to address those barriers

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

The parent will be provided a written procedure and timeline regarding the evaluation progress. Once assessments are completed the LEA will provide the parent with completed assessments.

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 Children’s Guild DCPS will meet as an IEP team to discuss whether a student meets qualification for Recovery Services (compensatory services) following the COVID-19 interruption in regular school attendance. The team will provide parents with updated data and review progress over time to determine if additional compensatory services are warranted. The team will review the follow data sample sources:

1. Pre-Covid-19 student data
2. During School Closure-Virtual
3. Data Analysis Summary (a summarized compilation of the information)

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.

The parent will receive written communication within 5 days after the team’s decision regarding compensatory services. If a student qualifies for compensatory services, the parent will be provided a compensatory service delivery plan.

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.