

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: The Family Place PCS

LEA Head of School Name: Haley Wiggins

LEA Type: Adult

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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.

a2. Distribution Strategy:

The devices are:

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.

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.

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

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.

At the beginning of the school year, all enrolled students are provided with the necessary supplies including binders, notebooks, pencils, pens, erasers, and highlighters to use in class or at home. Each ESL and CDA student is issued a printed textbook and workbook. The Foundations of Literacy program is individually paced and students may be working on different parts of the academic curriculum; each student has a copy of his/her instructional module. Textbooks and workbooks are used in class and at home for homework. In addition, ESL and Foundations of Literacy instructors distribute supplemental printed packets to students on a monthly basis to complement the curriculum. Should the school need to transition to situational distance learning, teachers can seamlessly continue instruction and assign pages from the textbook and assign pages for students to work on. Students can practice the concepts in the corresponding workbook units or paper academic packets and share their homework with their teacher when they return to in-person classes. FOL students can work from their individual modules or from the class academic packet.

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.

Classroom instructors, TFPPCS Registration, and TFP case managers all communicate with students on a regular basis to monitor their engagement.. During periods of situational distance learning, instructors would communicate directly with their classes and/or individual students to offer instruction, monitor homework and progress, report attendance, and/or refer students for additional support to either Registration or case managers. TFPPCS Registration would assist instructors in contacting participants that may not respond to messages and encourage students to remain engaged by connecting with the instructor regularly. Case managers would communicate with individual students to monitor well-being and offer a variety of support in the event of illness or other need. Case managers would also refer students to a variety of community organizations to help them meet their individual needs.

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 situational distance learning, TFPPCS can communicate directly and immediately with all enrolled students through QuickBase. TFPPCS can send a text message blast to all students using a QuickBase add-on called Text-my-QuickBase. Additionally, students can respond to this text message and TFPPCS can verify on QuickBase whether students have or have not received the message. Most classroom teachers also communicate with their classes using WhatsApp.

c. Additional Considerations

i. Family training and support.

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

As an adult school, TFPPCS does not offer situational distance learning training and support for families. TFPPCS does provide distance learning and technology support to all of its adult students. All in-person students participate in technology classes taught by the Distance Learning and Technology Instructor as part of their instructional programs. All virtual and remote students may borrow technology devices such as hotspots and chromebooks to use for classes and can attend training sessions on how to use those devices. The Distance Learning and Technology Instructor also provides one-on-one support to these students throughout the school year on an as needed basis.

During periods of registration and academic advising, TFPPCS reviews its protocols for distance learning with students enrolling in virtual classes. For in-person classes, TFPPCS instructors review the protocols for a transition to distance learning with all of its in-person students at the beginning of each new semester.

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.

TFPPCS offers professional development training sessions on Zoom, Google Classroom, QuickBase, other relevant technology tools, and the SIOP instructional model to new and returning instructors during August 2022 before classes start. Additional training and check-in sessions are scheduled on the PD calendar throughout the year. In addition, TFPPCS reviews its remote instruction pedagogical goals and protocols with all teachers and offers training sessions and regular feedback to its teachers who teach virtual/remote classes.

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

Describe the LEA's expectations in the space below.

Student Expectations for Situational Distance Learning

Expectations for situational distance learning for students are outlined in the TFPPCS Student Handbook, which is

distributed to all students during the first week of class. The policy is as follows:

In-person students whose classes have moved to a situational distance learning environment are required to do asynchronous classwork and homework for each day of situational learning. Situational distance learning should occur during students' regularly scheduled class time and attendance and engagement will be tracked according to the Attendance and Engagement Policy for Situational Distance Learning.

Teacher Expectations for Situational Distance Learning

Teachers are expected to teach a situational distance learning class during their regularly scheduled class time. Although TFPPCS may notify all students that a situational distance learning day will occur, classroom teachers are expected to communicate directly with their individual students, small groups of students, or the whole class during this time. Teachers may offer instruction and assign classwork or homework instructional activities by communicating with students via phone, text, WhatsApp, Google Classroom, or Zoom.

Teachers will monitor student engagement and attendance for each day of situational distance learning and report student attendance and instructional hours in QuickBase. Teachers will also add any relevant absence or academic notes to QuickBase for students who cannot participate in situational distance learning for any reason or make referrals for students who may need additional support during the period of situational distance learning.

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.

Schedule for Situational Distance Learning

Situational distance learning will occur during students' regularly scheduled in-person class times.

Attendance and Engagement for Situational Distance Learning

Instructors will communicate the classwork and homework requirements for each day of situational distance learning. Examples of situational learning activities may include:

- completing assigned pages from a textbook or workbook and sending pictures to an instructor
- submitting an assignment on Google Classroom or via text or email to an instructor
- providing the answers to any assignment verbally in a phone call
- another method approved by the instructor

Students will be marked "present" if their participation and engagement in situational distance learning meets one or more of the above criteria. Students can be marked "present" for a maximum of 5 days/school year for situational learning. If none of the above occur, students will be marked "absent."

Students who are marked present will receive credit for instructional hours equivalent to in-person learning.

Students who complete all of the day's assignments will receive full credit for the class (3 instructional hours); students who complete some but not all of the assignments will receive partial class credit for instructional hours. Students who are marked absent will not receive any credit for instructional hours.

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://www.thefamilyplacedc.org/_files/ugd/d77975_7a0a72a71e184ef293d4d6ba68ac44f0.pdf?index=true

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

b. Instructional Changes

New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning

c. Staffing and Related Support

Additional staffing ; New hardware 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.

Adjusted class schedule: we are offering both in-person and virtual ESL classes at different times of the day to accommodate student work schedules, health concerns, childcare needs, etc.

New curriculum purchase: For the upcoming 22-23 school year, TFPPCS will be using the Step Forward textbook series in its ESL classes. Although many of the units cover the same topics as the previous textbook series, the new series will emphasize more academic English vocabulary and critical reading strategies. Instructors will continue to integrate related CASAS competencies and activities into each unit.

New intervention program or support: we provide additional individual and group tutoring support to students, as well as additional technology instruction and support.

New uses of staff planning time for accelerated learning: we provide additional planning time for teachers who teach the same language level to coordinate instruction and accommodate students with a health concerns or scheduling conflict.

Additional staffing: we will add a part-time virtual instructor assistant, additional instructional tutors, and other instructors if needed depending on class offerings.

New hardware purchase: we will purchase additional student chromebooks, hotspots, and classroom technology if needed.

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

NA, we are an adult school and opted out of IDEA funding

ii. The LEA's plan to address those barriers

NA, we are an adult school and opted out of IDEA funding

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

NA, we are an adult school and opted out of IDEA funding

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.

NA, we are an adult school and opted out of IDEA funding

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.

NA, we are an adult school and opted out of IDEA funding

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.