

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

**LEA Name: The Sojourner Truth School PCS**

**LEA Head of School Name: Justin Lessek**

**LEA Type: Middle School ; High School**

**Date Generated: 08/22/2022**

### Background and Purpose

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

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

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

## **Support Across Learning Environments**

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

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

### **a. Provisions for learning**

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

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

### **1. Provision of 1:1 learning devices**

**a1. As of the submission of this plan, the LEA has \_\_\_\_ learning devices.**

255

### **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.**

Truth will purchase hot spots to distribute to students who do not have internet access at home. If possible, Truth will also have a small cohort of students on-site to receive in-person learning and access the internet from school.

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

100% of students at Truth have a personal chromebook assigned to them. If we anticipate a situational distance learning posture ahead of time, we will have each student bring their personal device home with them (along with a charger) rather than leaving it at school in a cart as we usually do. If we have to go into remote learning without anticipating it ahead of time, we will have designated pickup times where families can come and get their assigned chromebook directly from us at school. We will also have our student support team staff members making home deliveries for students whose families are unable to get to school for the pickup.

## **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.**

Engagement and communication during situational distance learning will come in two types: schoolwide and classroom-specific. Schoolwide communication will come via direct email, text message, website postings, social media posts, and ParentSquare (our family communication platform). These sorts of messages will apply to all families and will be general in nature, communicating things such as how to pick up a device or

hotspot, and how to log in to classes. Classroom-specific communication will come directly from teachers. Every student at Truth has a teacher-mentor, and these mentors are the direct liaisons between families and school. These teachers will communicate specific info about assignments, lessons, and specific links for classroom sessions. We will also have a helpdesk phone line and online chat feature for students or families experiencing challenges of any kind.

**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.**

A move to situational distance learning would be announced via text alert, email, website post, social media post, and ParentSquare (our family communication platform). Teacher mentors would also make phone calls home to the families of each of their mentees to ensure that the messages were received and that families now how to access their student's classes and work, and also how to reach the school's helpdesk if needed.

**c. Additional Considerations**

**i. Family training and support.**

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

Immediate support during the school day will be provided via our helpdesk phone number and online chat feature. Families can call Truth's helpdesk or go to our website and use the chat function to let us know if there are problems with their wifi access or their chromebooks, or whether they need help finding their schedule or the link to log into a class.

A Family Meeting will be held via zoom as soon as the school goes into remote learning to explain the processes and systems, and also to give families an opportunity ask questions.

**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.**

Many of the tools for remote learning, such as GoGuardian or Nearpod, are useful even during on-campus instruction, and so Truth's Principal and Instructional Coaches will deliver PD sessions during the August

teacher development days (prior to when students arrive). Truth also has weekly PD on Monday afternoons, and these days can also be utilized as needed for training on our remote instruction model and technology tools.

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

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

In a situational distance learning posture, Truth's daily schedule of class periods will stay the same. Daily lesson plans, including login links, will be posted on Truth's website ([www.thetruthschool.org](http://www.thetruthschool.org)). The expectation will be that all staff and students will log in for classes to be held synchronously at the beginning of each period. There may be circumstances where students are allowed to log off to engage in independent work, but the beginning of each class will always have a synchronous and in-person greeting, description of each class expectations, and a mini-lesson. If students or families have any challenges finding or accessing their classes, they should call Truth's helpdesk (202-747-0904) or live-chat with us online via our website.

All students should be logging in via their Truth-issued chromebooks, and usage will be monitored by classroom teachers and our tech team via GoGuardian.

**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.**

Truth will continue with its established schedule of classes at their regular times for situational distance learning. Classes will always begin with a synchronous greeting, description of class expectations, and a mini-lesson, and attendance will be recorded based on who is present and online during the synchronous session. Teachers will be monitoring student activity online via GoGuardian.

Attendance will be measured based on who is present and online during the synchronous class session. Engagement will be based on who completes and submits a work product online from the lesson within 24 hours of when it is assigned.

**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://thetruthschool.org/covid-plans>

### **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 professional development for staff -accelerated learning

##### **c. Staffing and Related Support**

Additional staffing

##### **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.**

There are a number of strategies that Truth is employing to accelerate learning:

### Adjusted class/block/bell schedules

Our middle school students will have a single, 195-minute “Work Cycle” block rather than discrete periods for math, ELA, social studies, and science. All students will get consistent exposure to all subject areas, but throughout the Work Cycle they will get small-group lessons in the various content areas based on what they need most. This means that a student that needs accelerated learning in math, for example, will get scheduled into multiple math lessons and will spend more time getting math support than they would with a more traditional approach.

### Summer programming

Truth has required Summer Programming for specific students in need of accelerated learning, and has opened the opportunity up for all other students interested in joining and receiving accelerated learning as well. We plan to do the same during the summer of 2023.

### High-impact tutoring

Truth partnered with CityTutorDC to provide regular, high-impact tutoring to 15 students during the winter and spring of SY2021-2022, and has budgeted to do the same for the upcoming school year. We will offer a cohort of students one-on-one or small group tutoring 2-3 days a week, for 1 hour each day. The tutoring sessions will be conducted by independently hired tutors that work directly with our teachers to ensure that the support is aligned both to student needs and also Truth’s curriculum.

### New professional development for staff on accelerated learning

During Truth’s pre-service professional development, a special focus will be placed on preparing teachers for our Work Cycle approach (described above), as well as for the utilization of our high-impact tutoring. In particular, teachers will review and analyze student data to begin preparing groupings for lessons and plans for which students need increased attention and time in which areas. Once the school year begins, we will conduct NWEA MAP testing and then engage in PD to use this data to further inform our groupings for lessons. As the year progresses, our weekly staff PD will continue to have an emphasis on effective use of the Work Cycle block.

### Additional staffing

Truth’s staffing model was adjusted this year to allow for increased instructional support staff. Our staffing

will allow for at least two teachers in every core content classroom, and for the first time we will have instructional aides to further support accelerated learning. The two teachers per classroom will support our Work Cycle model and allow for students that need small group support to get it, and the aides will also allow for students who need personalized and more intense one-on-one or small group to regularly get it.

**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**

Truth's student support team has been accessing OSSE and Qlik's "early access" feature to get as much information as possible on which of our new students have IEPs, and we are engaging with families and prior schools over the summer to learn about specific needs and also familiarize ourselves with IEP details and when re-evaluations are needed. We have created a calendar with all of our returning students with disabilities and also our new students with disabilities (for whom we have information) so that we can be on track for the necessary assessments and eligibility determinations.

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

Initial barriers are two-fold: (1) lack of information on which new students may require an initial evaluation, and (2) cases where prior schools may not be responsive to our requests for IEP documentation for students that are coming to us for the upcoming year. To address the first barrier, we are making personal phone calls and writing messages to each of the families of our new students to learn more about them and also to gauge whether they believe their student may require an initial evaluation. We are also holding family goal-setting meetings between teachers and students and families in August (prior to the first day of school), and these meetings will be another opportunity learn more about new students and possibly assess the need for scheduling initial evaluations. To address the second barrier, we are continuing our efforts by communicating in as many different forms as possible (phone calls as well as emails, for example), and we are also engaging parents and guardians directly for their help in getting the documents so that they can be shared with us. Truth will also be careful to complete initial evaluation within the 60 day period from the date of consent and to document any challenges or changes in a Prior written notice (PWN), and document all parent/guardian communication in the communication log to ensure the team is timely in finalizing the Eligibility determination and creating the IEP.

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

Truth's Special Education Coordinator is communicating directly with all of our families of students with disabilities over the summer to ensure completion of evaluation requirements. These discussions have already started, and will continue through July and August. Engagement has been occurring via text message, phone call, and email, and will also involve home visits if other methods are unsuccessful.



**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.**

IEP team decisions about eligibility for compensatory education (for any students who may have not had their IEP-related services provided with fidelity for pandemic-related reasons) should include parents and guardians whenever possible, as they are part of the IEP team for each student at Truth. If they are not directly involved with the decision or any reason, however, it will be communicated to them within 24 hours of determination. This will be shared directly by the student's case manager or Truth's Special Education Coordinator.

**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.**

Truth will work directly with families, and OSSE where needed, to ensure that any compensatory services are provided. Tracking and progress monitoring will be done by our Special Education Coordinator, and data will be shared regularly with parents and guardians via progress reports and report card supplements.

#### **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.