

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Washington Leadership Academy PCS

LEA Head of School Name: Stacy Kane

LEA Type: High 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.

450

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.

92%

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.

If WLA needs to move to situational distance learning, we will provide a hotspot and device for students to have internet access at home.

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

At the beginning of the school year, all students receive their own Google Chromebook. When students check in every morning, they must go walk past WLA's Tech team and computer distribution center. If they need a computer for the day, they can receive a loaner computer at the distribution center.

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.

In the event of an unexpected closure or partial closure, we will communicate with families using our typical methods which proved effective during the pandemic: robocalls and emails. We also post on our social media (Facebook and Instagram) so parents and students are aware of closings.

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.

Similarly to how we communicate to families, in the event of an unexpected closure or partial closure, we will send closure notices via robocall, email, and social media posts to students, staff and families. WLA informs family, staff, and students that if we close for situational distance learning, they will know by 9PM the night before.

c. Additional Considerations

i. Family training and support.

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

WLA offers open sign-up orientations at the beginning of the year to train families on how to access Canvas and DeansList to track their students learning, grades, and behavioral progress. We also offer on-demand videos to families on how to access and use Canvas

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.

Before the school year begins, all WLA teachers and staff attend a mandatory week-long professional development, during which they are trained to use our technology platforms. These include Canvas, Zoom, Modern Classrooms, Class Dojo, DeansList, and PowerBI dashboards. The trainings are led by WLA's Chief Innovation Officer and Tech Team and include presentations, knowledge assessments, and technical issue simulations

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

Describe the LEA's expectations in the space below.

WLA's Principal sends out weekly email communications on Friday to all families, students, and staff to outline expectations for the week and for the quarter. These include expectations for situational learning if the entire school has to close down. The expectations listed are as following: 1) Students must attend all classes and are responsible for completing all work assigned to them while in distance learning. Any work that is not complete will not be excused, unless the student has spoken to their individual teacher to explain extenuating circumstances. 2) All teachers are expected to teach courses via Zoom.

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.

Similar to in-person, each WLA teacher is informed at orientation at the beginning of the year that they are responsible for taking attendance in PowerSchool at the beginning of each period. If students arrive after the period has started, they are marked as tardy. Students are also made aware of this process during their student orientation at the beginning of the school year as well as in their daily advisory period. Engagement is measured via participation via class discussions, either verbal or in the chat in Zoom, via submitted work, or via mastery checks and unit assessment at the end of a unit.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about

how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

- The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<http://www.washingtonleadershipacademy.org/student-life>

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

- vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

High-impact tutoring ; New intervention program or support

c. Staffing and Related Support

Additional staffing ; Additional vendor and/or community partner 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.

- i. Weekend programming – WLA uses Saturday school during the school year to help accelerate learning for

students who are not on pace with their peers.

- ii. High-impact tutoring – WLA is working with Urban Teachers to provide tutoring for students who need accelerated learning to be on track for next school year.
- iii. Intervention program or support – WLA will use Modern Classrooms, which provides self-paced learning modules for students mastery.
- iv. Additional staffing & Additional Vendor and/or Community Partner Support - WLA is utilizing Urban Teachers, new teachers as fellows to add additional instructors in classrooms, SpED contractors to increase capacity on that team for all of the acceleration and paperwork that will be required, and WLA’s Wellness Team is utilizing contractors, as well.
- v. New Hardware Purchase - The technology team will purchase tools to support in-person and virtual learning as needed by teachers.
- vi. New software purchase – Teachers are always encouraged to try new software tools to support their teaching and students’ learning and will continue to do so.

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

Potential barriers to identification of initial or re-evaluation for eligibility are lack of knowledge of students, parents, and teachers that students can be evaluated.

ii. The LEA's plan to address those barriers

WLA has a robust child find process, beginning with bi-weekly team meetings with the RTI coordinator where teachers share concerns about students with the RTI Coordinator. Concerns may arise from observed patterns of behavior, academic performance, or comments from the student or family. A consult is scheduled to discuss student concerns with the Consult Team, which includes the VP of Student Services, teachers, and the counselor. The Consult Team reviews strategies used, offers additional strategies, or plans for Child Study referral. A referral is made by a person familiar with the student and WLA logs the referral in SEDS.

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

WLA facilitates family involvement by explaining in detail to parents and guardians early in the school year that they should express concerns about their student's academic or behavioral patterns to a member of the school's instructional team or directly to the VP of Student Support. We also provide public notice about the availability of special education and related services for eligible children via back-to-school events, parent-teacher conferences, student, and staff orientation, and in our Student Handbook. We also have brochures regarding special education services at our front desk. After an initial referral is made, WLA will then generate a letter of acknowledgement to the parent, review existing data collected on the student, and determine (with the parent's consent) to continue with the evaluation process or discontinue the process. If the parent or other community member (i.e- medical doctor) requests WLA to evaluate the student for special education, WLA sends a formal letter of acknowledgement within 3 days of the request and begins gathering relevant student data. WLA will hold a meeting with the Multidisciplinary team within 30 days of the initial request to review and analyze the existing data. The team determines to either proceed with the evaluation process or not to proceed with the evaluation. WLA communicates with families to ensure completion of evaluation requirements via phone and email. If a parent is not reached, a member of the IEP team follows up with a phone call until the parent is contacted. If the team determines not to proceed with the evaluation, this is an indication that the team has enough data and does not

suspect the student has a disability. If the teams determine to proceed, it is an indication that the team does not have enough information and suspects the student may have a disability that is impacting his/her education and sends the parent the blank consent to evaluate. Within 60 days of the consent, the student is formally evaluated by a certified clinician, the team reconvenes, and reviews appropriate documentation. If eligible, an IEP is developed within 30 days of the meeting.

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.

At the beginning of SY 21-22, members of WLA's IEP team pulled IEP progress report data and MAP scores. The team then used the data to identify students who regressed during pandemic and need compensatory education services. For SY 22-23, WLA plans to enter services through an external tutoring company and services will be individually determined based on regression data. After data evaluation, the IEP team makes recommendations that a student get a specific amount of hours of tutoring from the external company.

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.

Every student with an IEP receives a worksheet created by the WLA IEP team which states their eligibility for compensatory services and lists which services they will receive (i.e. writing, math, related services like behavioral services, occupational therapy etc). That worksheet will be sent to guardians within 30 days of the beginning of the school year. Additionally, the IEP team sends emails and a Prior Written Notice (PWN) documenting this information to guardians to let them know if their student does not qualify for services based on data analysis and IEP recommendation. If a parent disagrees with the assessment of qualification, then the IEP team will convene to discuss and come to a consensus. To ensure service delivery, the IEP team works with tutors and students/families to coordinate a schedule that works for both parties. Tutor schedules will vary as they will be available based on whatever schedule works best for the student. The Director of Student Services will meet with the tutors weekly to check on student progress.

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.