

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: District of Columbia Public Schools

LEA Head of School Name: Dr. Lewis D. Ferebee

LEA Type: Pre-K ; Elementary ; Middle School ; High School ; 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.

43,000

a2. Distribution Strategy:

The devices are:

Other

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.

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.

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.

c. Additional Considerations

i. Family training and support.

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

Describe the LEA's expectations in the space below.

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.

strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

ii. After-school programming ; v. Summer programming ; vi. School break/holiday programming ; vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

High-impact tutoring ; New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional vendor and/or community partner support

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.

Every school is leveraging **Multi-Tiered Systems of Support (MTSS)** as the foundation for acceleration and student support. MTSS takes a strengths based, whole child, antiracist approach that helps us organize supports for students into three tiers:

- Tier 1: Proactive supports that promote a sense of belonging and rich instructional practices (e.g., Trauma Responsive practices)
- Tier 2: Targeted supports designed to support the strengths and needs of a subset of students (e.g., additional small groups)
- Tier 3: Intensive supports tailored to the strengths and needs of individual students (e.g., High Impact Tutoring)

MTSS provides systems and structures for educators to regularly collaborate to better understand students' experiences, strengths, and needs. As part of this work, educators leverage Panorama Student Success, an integrated data platform, to triangulate data from academics (grades and assessments), attendance, behavior, and social-emotional development. Data feeds into Panorama from multiple systems (e.g., Aspen for attendance and grades, SBT for behavior, Panorama Student Surveys for SEL, and assessment-specific platforms) to allow for easier triangulation of data.

Strong Tier 1 practices are the foundation of successful MTSS for all students and adults. These include strong relationships, trauma responsive practices, access to rigorous grade-level content, and rich inner core (PE, arts, music, etc.). Given the ongoing impacts of COVID, many of our educators are responding with additional Tier 1 supports. For example, all schools are incorporating more small group instruction for all students as part of their Tier 1 practices; many schools are implementing more regular individual check ins with all students to support strong relationships. In other years, these may be considered Tier 2 or 3 strategies, but given the impacts of COVID, they have been effective Tier 1 supports for all students.

When adults identify students who may benefit from additional supports, they may refer them for Tier 2 or Tier 3 collaboration. This involves reviewing the learning context, holistic data (academics, SEL, attendance, behavior, qualitative, quantitative), and determining whether additional supports are needed. If deemed appropriate, a Tier 2 or Tier 3 Success Plan is developed; this plan outlines the supports, goals, progress monitoring, and adults involved and is documented in Panorama. Most Success Plans are 6-8 weeks long; at the end, teams review progress and determine whether to continue/update the supports (documented in a new Success Plan) or end the plan.

The specific supports provided through a Success Plan will be tailored to the strengths and needs of the individual student. They may include, but are not limited to, the supports noted above such as:

- High Impact Tutoring (Tier 3), particularly in ELA and/or math
- Acceleration Academies (typically Tier 2), which provide additional learning time outside of the school day
- Relationship building/strengthening strategies (can be Tier 2 or Tier 3), to support developmental relationships with adults and peers
- Connection to a partner organization (can be Tier 2 or Tier 3) to support academic, social, or other needs

DCPS runs a robust Out of School Time program at 55 of our Title 1 schools. Additionally, schools have

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

ii. The LEA's plan to address those barriers

One of DCPS' coaching and training focus areas is around parent engagement and communication. The MOA team trains LEA RDs on using the OSSE Special Education Data System (SEDS) communication log and Prior Written Notice (PWN) to keep parents informed during the evaluation process. All school teams are required to include the parent in all IEP meetings including the Analyzing Existing Data meeting where the parent receives information on their parental rights. Once parental consent is obtained for an assessment, the related services provider will introduce themselves to the parent and secure additional background information from the parent as part of their assessment. Five days prior to the eligibility determination meeting, the case manager or LEA RD provides copies of all the assessments to the parent.

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.

During SY 21-22, DCPS provided training to school teams on the considerations, data analysis, and process

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.

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

The LEA attests to the following statements regarding delivery of instruction :

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,

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :