

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.

75%

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.

All DCPS student devices are “LTE-capable.” For SY22-23, DCPS will maintain several hundred active SIM cards to enable LTE connectivity on DCPS’ standard student devices in the event of the need to shift to situational distance learning. If the need exceeds the inventory of contingency SIM cards, DCPS will purchase additional SIM cards to meet the need.

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

DCPS will distribute student learning devices to students in the first few weeks of school.

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 a student is absent from school due to COVID or other reasons, DCPS teachers must provide students with an opportunity to make up work, and late work must be accepted and graded at any time until the end of the current term.
- Students with excused absences must be given the opportunity to earn full credit and granted an equivalent period of time to complete the missed work (i.e., no less than one additional calendar day for each day missed) with all assignments submitted by the last day of the term.
- Per the DCPS secondary grading policy, the 86% ceiling (out of 100%) for late work applies to revision work and work submitted late due to unexcused absences, with the rationale that on-time submission should be incentivized. The maximum grade that a student can earn on an assignment that is submitted late is a “B” (i.e., a maximum grade of 86%). Otherwise, teachers should follow standard grading procedures when grading makeup work.
- In the event of a shift to virtual learning lasting more than one week, students will take their assigned devices home, and through the Canvas Learning Management Courses, they will receive assignments, submit work, and receive feedback from their teachers. Live remote classes or recorded lessons may be offered based on the duration and constraints of the emergency.

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.

DCPS will continue to utilize its online platforms for family engagement during situational distance learning scenarios. For example, DCPS has extensive experience hosting tele-town halls, Parent University sessions, and virtual listening sessions. DCPS will continue to build trust and relationships with stakeholders through the continuation and expansion of the Remind App where teachers and school staff can engage families every day, as well as school administrators who wish to connect with their entire school community. Remind gives schools the ability to establish two-way communication with families and other stakeholders to build critical relationships and in turn, improve student outcomes. DCPS continues to leverage its digital campaigns, such as social media, emails, videos, and its website to disseminate timely, critical information to families.

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.

DCPS will use school-level messaging apps like Blackboard and Remind, school and district-level emails, and physical letters (if possible), as well as district and school social media accounts to quickly send notifications to students and families to alert them of a move to situational distance learning in a timely manner.

c. Additional Considerations

i. Family training and support.

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

DCPS has supported families during distance learning since the start of the pandemic through a variety of tools and channels. DCPS will continue to leverage the Canvas learning platform as a resource for students and families. The platform houses academic support information aligned to DCPS curriculum. The DCPS Family and Community Engagement Team will also train and support families on an as-needed basis by standing up the Parent University series focused on situational distance learning. Easy-to-use materials will be translated into home languages and provided to families to ensure family members are knowledgeable about how to access materials and expectations for completion.

DCPS also offers families a [27/4 student and family technology help desk](#) in partnership with OCTO. The help desk provides technical assistance to families related to DCPS-issued hardware (laptops and tablets) and instructional platforms, account access, and more.

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.

In the 2021-22 school year, trainings were developed to ensure all staff can access technology in the event it is needed. These trainings are up-to-date for the 2022-2023 school year. All teachers will be required to set up their courses during Pre-service week in the online Canvas Learning Management System, allowing them to assign learning resources to students in any context.

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

Describe the LEA's expectations in the space below.

If there is a pivot to situational learning, expectations will be clearly communicated by the school regarding instructional expectations, aligned to DCPS grading policies, including instructions on how to log into Canvas and receive support.

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.

DCPS will follow OSSE's guidance once finalized and released on how attendance and engagement will be measured.

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://dcpsstrong.com/health/>

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

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 the option to leverage ESSER funds to run school-specific Acceleration Academies outside of the school day. DCPS is leveraging ESSER funds to provide enhanced summer programming options for Summer 2022 and Summer 2023. Schools have the option to leverage ESSER funds to run school-specific Acceleration Academies during breaks/holidays. Schools have the option to leverage ESSER funds to run school-specific Acceleration Academies during weekends (e.g., Saturday School).

DCPS schools are required to provide Tier 3 supports, which typically include High Impact Tutoring, to at least 5% of their students. 10 DCPS schools will have an OSSE-funded Tutoring Manager to support effective, scalable tutoring practices. DCPS is working closely with OSSE, DME, and partner organizations to ensure high-quality tutoring partners are available to schools. DCPS will launch Illustrative Mathematics for secondary schools this year. The Illustrative Mathematics curriculum supports social-emotional academic development in students by fostering a strong sense of student belief that they are capable of doing mathematics, self-empowerment, and a sense of belonging through problem-based lessons and activities. These lessons center the learning experiences with students by engaging them in critical thinking, problem-solving, and mathematical discourse. As a result of this curricular shift, we are confident that students will be more prepared for college, career, and to thrive in society and life. DCPS is leveraging ESSER funds to purchase additional intervention programs and partnerships both centrally and at the school level. All schools continue to refine their Multi Tiered Systems of Support (MTSS) collaboration structures to understand and respond effectively to student strengths and needs across all domains (academic, social emotional, attendance, behavior) and support accelerated learning for all students. Additionally, in SY22-23, all school leadership teams will receive additional professional development to support a further focus on student work analysis and access to grade-level content. In addition to a focus on student work analysis, DCPS is providing professional development for staff to implement new interventions. Additionally, DCPS continues to provide PD for staff to implement effective MTSS practices.

DCPS works closely with vendors and partners, both centrally and at the school level, to support the needs and strengths of the whole child. For example, we have expanded partnerships to support High Impact Tutoring, provide summer enrichment (band, outdoor pursuits, etc.), and prioritize student and staff mental health.

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

DCPS uses several strategies to support and monitor school level and student special education compliance. One strategy is the use of DCPS' Special Education Compliance Action Planning (CAP) Tracker QuickBase application, which provides district, school level, and student level data on upcoming Individualized Education Program (IEP) events for initial and reevaluation cases. The QuickBase data is linked to OSSE's Special Education Data System and is refreshed weekly. Biweekly, the school Local Education Agency Representative Designee (LEA RD) and principal receive a report of the upcoming IEP events due within 90 days, 60 days, and 30 days. This data is also reviewed and shared with the Instructional Superintendents.

Each school is assigned a cluster Manager of Accountability (MOA) who provides coaching, resources, and training on processes, best practices, and strategies for LEA Representatives and their designees to lead healthy compliant special education teams. The MOA provides bi-weekly 1:1 coaching, case conference cluster office hours, weekly newsletters, and weekly trainings. During 1:1 coaching and office hours, the MOA uses the school and student level compliance data to discuss trends and systems to improve performance.

The School Mental Health (SMH) and Division of Specialized Instruction (DSI) Related Services Teams track, and monitor ordered and open assessments. The program managers from the team follow up with school-based related services providers to determine if there are barriers and support needed to ensure timely assessments to adhere to the eligibility determination timelines.

ii. The LEA's plan to address those barriers

DCPS has successfully shared resources within each cluster of schools to support the completion of initial and reevaluation cases to mitigate staff absences and shortages. Specifically, DCPS secured additional contractual resources and central office floating related service providers to complete assessments for schools with staffing support needs.

For SY22-23, DCPS will continue to leverage contracted services and central office floating related services providers. DCPS will also continue to support cluster schools by collaborating on solutions to support timely assessments and final eligibility determinations.

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

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 for making determinations for compensatory services due to the pandemic. Schools were provided with a webinar and related resources on the process. This webinar included a review of the Department of Education's guidance on interpreting requirements of the Individuals with Disabilities Education Act (IDEA) considering the many challenges of the COVID-19 pandemic. Starting quarter three, school teams were asked to review data as part of the quarterly IEP progress report 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.

If the school team determined the student required compensatory services, the case manager/LEA RD contacted the Resolution Specialist assigned to the school to complete the authorization letter for compensatory services. At the end of SY 21-22, school teams provided an update on the status of the compensatory services determinations for the students in their building. This information was entered by the school case manager/LEA RD into the DCPS Recovery QuickBase application. For students determined to require compensatory services, the information is provided to the Resolution Specialist team to ensure authorization letters are provided to the parent.

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.