

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Center City PCS
LEA Head of School Name: Russ Williams
LEA Type: Pre-K ; Elementary ; Middle 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.

Materials

2. Distribution of learning materials that are not digital, such as paper packets and other related learning

3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___ learning devices.

2630

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.

100%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently Office of

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have it in the event of the need to move to situational distance learning.

Center City offers wi-fi hotspots to students who do not have access to internet service via their place of residence.

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

Once the FY22-23 rosters are set, students/families will be polled to determine wi-fi needs. Should the need arise for students to return to a virtual environment, each campus will coordinate device handouts with students and parents on designated days. Distributed devices will include a laptop or a tablet (with appropriate chargers) depending on the grade level and a wi-fi hotspot based on survey responses.

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.

Each campus communicates directly with families for situational transitions into remote learning via email, Class Dojo, and School Messenger. As a district, we post information to the Center City website and send out email and phone blast district notifications 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.

Each campus communicates directly with families for situational transitions into remote learning via email, Class Dojo, and School Messenger. As a district, we post information to the Center City website and send out email and phone blast district notifications to families.

c. Additional Considerations

i. Family training and support.

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

Families receive training and support as identified and specified by their campus.

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.

All of our returning teachers have received training on our tech platforms and on systems for remote learning. New teachers will be trained as part of our Inservice in August.

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

Describe the LEA's expectations in the space below.

Each campus communicates directly with families for situational transitions into remote learning via email, Class Dojo, and School Messenger. As a district, we post information to the Center City website and send out email and phone blast district notifications to families.

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.

Principals will create a remote learning schedule that fits the needs of their school community. This will include a combination of synchronous and asynchronous instruction. Schedules may vary depending on the circumstances (i.e., if we must be remote for one day or for a series of consecutive days). Attendance will be taken based on a combination of presence in synchronous learning via Zoom and completion of asynchronous tasks.

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://centercitypcs.org/wp-content/uploads/2022/08/Center-City-PCS-22-23-Health-and-Safety-Plans.pdf>

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

b. Instructional Changes

High-impact tutoring ; New curriculum purchase

c. Staffing and Related Support

Additional staffing ; 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.

A.

Adjusted Scheduling: We will continue to include time for small group instruction and focused RTI support within every math and ELA block in our daily schedule. We will also continue to offer after school programming at each of our school sites. This includes homework support, tutoring, and enrichment activities. In the spring, our campuses will have the option of designing Saturday Academies to support identified needs of students (depending on COVID protocols and our ability to mix cohorts of students at that time). We believe these practices will accelerate learning by allowing us to focus additional, targeted attention on the students who require it. Students will be identified for additional support based on data obtained from classroom assessments, formative pre-module assessments in math and ELA, DIBELS and TRC in grades K-3, and NWEA MAP, which will be given at BOY.

B.

Instructional Changes: We plan to continue our partnership with Maryland Teacher Tutors to provide high impact tutoring to students both within the school day and after school. We will also extend the tutoring structure we created this year, in which teachers were paid to provide after-school tutoring to targeted students in the spring. By focusing support on content that is foundational to current grade-level work, we will be able to accelerate learning for students who continue to have unfinished learning as a result of the pandemic. Additionally, we are extending our foundational literacy curriculum, Wilson Foundations, to third grade this year. This will allow us to provide extended literacy support to our third grade students whose foundational reading skills have suffered in the pandemic, given that their education has been consistently interrupted since their Kindergarten school year.

Staffing and Related Supports: ESSER funds will continue to pay for instructional assistants in our

C.

2nd grade classrooms, thus ensuring that all of our K-2 classrooms are staffed full time with two adults. We will also continue to employ full-time campus-based substitute teachers at each of our schools. This will allow us to ensure that learning is not interrupted when a staff member has to be out. Additionally, we are expanding access to Lexia to all students in grades K-4. This platform is aligned to structured literacy and will supplement ELA instruction across. By using Lexia in small group rotations, we will be able to create a structure in which teachers and interventionists can work with smaller groups of students throughout the week.

Other: In addition to the strategies mentioned above, we will expand our offering of LETRS

D.

(Language Essentials for Teachers of Reading and Spelling) training to K-2 teachers and to school leaders. This training engages participants in brain research around how children learn to read and equips them with concrete strategies they can use to strengthen students' foundational literacy skills. Given the unfinished learning that surrounds our youngest cohorts of students, we believe this continued training is essential to acceleration. We have also invested in a new student-data tracking platform, Education Modified. Education Modified is an online program that supports collaboration and information sharing, primarily for special populations. This platform will allow us to coordinate and track RTI and inclusion services and progress monitoring data for all students across grade levels.

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

Center City will aim to meet all deadlines for initial or reevaluations for special education eligibility. During SY21-22, Center City faced delays due to contracted psychologist backlogs and availability of evaluators.

ii. The LEA's plan to address those barriers

In all cases, delays were communicated to parents and the team made parents aware of potential compensatory services should the initial determination occur beyond 90 days from consent. Services continued as written in the IEP in cases where the reevaluation was delayed. For SY22-23, Center City is planning to contract with an additional company for evaluations to reduce the likelihood of contractor backlogs impacting timelines.

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

Should delays be inevitable due to evaluator availability or extended absences due to COVID, parents will be notified in advance and owed services will be made up.

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.

MDT will review student-level data to make determinations and parents will be given the opportunity to meet with the MDT to discuss determination for compensatory services, which will be communicated in writing. In the event that students qualify for compensatory services, a proposal for hours will be communicated. Service delivery will include afterschool sessions with either contracted providers or current staff members. Hours will be logged and a compensatory education closeout letter (PWN) will be provided.

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.

In the event that students qualify for compensatory services, a proposal for hours will be communicated. Service delivery will include afterschool sessions with either contracted providers or current staff members. Hours will be logged and a compensatory education closeout letter (PWN) will be provided.

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.