

DCPS 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 2023-24 school year 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, 2024. **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 at the school and LEA.

Support Across Learning Environments

In the 2023-24 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

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

1	<input checked="" type="checkbox"/> Provision of 1:1 learning devices.
2	<input checked="" type="checkbox"/> 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 46,000 learning devices.
A2.	The devices are a combination of Apple iPads (limited to PK3-PK4), Microsoft Surface Go tablets and Lenovo 13W laptops (grades K-12)
A3.	A survey has been included on the enrollment form to assess internet access at home to get an accurate assessment of current student access to broadband internet/WIFI.
A4.	Approximately <u>100%</u> of our students will 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.

All DCPS student devices are "LTE-capable." For SY24-25, 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/connectivity 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

a. 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.

This is no longer applicable.

3. Other

Please describe, Other

a. 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 and online virtual town halls, recorded and live 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.

This is no longer applicable related specifically to COVID. Should an event arise requiring that a school cancel classes or close, DCPS will use school-level messaging applications, school and district-level texts, robocalls, and/or 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 any cancellations or closures.

c. Additional Considerations

i. Family training and support.

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

If there is a pivot to situational distance learning, DCPS will continue to leverage family engagement platforms at the district and school levels to support and train families. Such platforms might include online live and recorded Parent University sessions, open Q&A sessions for families, informational videos and if needed paper copies of resources and tools. All support is provided in at least English and Spanish languages.

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, training was developed to ensure all staff can access technology in the event it is needed. This training is up to date for the 2023-2024 school year. All teachers are 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. Teachers can access on-demand training for all key educational technology platforms. The Educational Technology team has offered sessions on professional development days that are differentiated by topic of interest and level of expertise and has included advanced technology topics such as the role of artificial intelligence in teaching and learning.

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. Expectations regarding regular use of Canvas have been communicated to ensure that students know how to use the platform to access assignments and submit their work.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

DCPS follows all situational distance learning attendance guidance provided by OSSE. In the event there is a situational distance learning day, DCPS will support a school(s) with scheduling and ensuring students are properly following our attendance policies – please refer to our policy for additional details here: [Attendance Policy](#).

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 follows OSSE specific [situational learning guidance](#) – our attendance policy can be found [here](#).

Student and Staff Well-Being

Beyond 2023-24 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY23-24. 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.

2023-24 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 2023-2024 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.

There is no health plan for SY23-24, since all COVID safety protocols have been lifted. To view our wellness policy, please access this website: <https://dcps.dc.gov/page/local-wellness-policy>

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;

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 strength 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 support. 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 support for all students.

When adults identify students who may benefit from additional support, 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 support is 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 support (documented in a new Success Plan) or end the plan.

The specific support 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
- 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 schools are expected to provide Tier 3 supports, which typically include High Impact Tutoring (HIT), to at least 5% of their students. 11 DCPS schools have an OSSE-funded HIT Managers to support effective, scalable HIT practices in SY23-24. DCPS is working closely with OSSE, DME, and partner organizations to ensure high-quality tutoring partners are available to schools.

DCPS runs a robust Out of School Time program at 55 of our Title 1 schools. DCPS leveraged ESSER funds to provide enhanced summer programming options for Summer 2022 and Summer 2023.

DCPS will launch a new Science curriculum for grade 6 this year— the highly rated HQIM Amplify

Science. In addition, we have made several investments in additional Math curricular resources, including Building Blocks in the Early Childhood Space and Building Fact Fluency, as a supplement in our elementary spaces.

DCPS is leveraging ESSER funds to purchase additional intervention programs, partnerships, and professional development centrally and at the school level. In SY23-24, all school leadership teams will receive additional professional development to support a further focus on student work analysis and access to grade-level content. Professional development is focused on planning practices: unit and lesson level planning, as well as intentionally planning for supporting productive struggle in the classroom. This will complement our existing structures in LEAP professional development time.

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' staffing team starts recruiting for each new school year during the winter using various staff sourcing strategies aligned to the educational industry trends. During the school year, central services teams work closely with the schools to address staffing vacancies and leaves of absences.

With the shift to a new special education data system for all DC LEAs, case managers, related services providers and LEA representative designees needed additional support and embedded training on using the system with students on their caseload. Additionally, DCPS shifted their data monitoring system and school support to align with the new citywide data system.

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

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 these teams 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.

DCPS secured additional contractual resources and central office floating related service providers to complete assessments for schools with staffing support needs. For SY23-24, 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.

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 Power School Special Programs (PSSP) system and refreshed two to three times per week. 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. The special education manager of accountability reviews this data with the LEARD as part of their check-in meetings and clusters support to schools.

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

One of DCPS' coaching and training focus areas for LEA RDs is around parent engagement and communication. The managers of special education accountability team trains LEA RDs on using the OSSE Power School Special Programs communication log and Prior Written Notice (PWN) to keep parents informed during the evaluation process. All school teams must include the parent in all IEP meetings including the Analyzing Existing Data meeting where the parent receives information on their parental rights. Ten 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 spring 2022 and SY 22-23, DCPS trained school teams on the considerations, data analysis, and process for determining 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. DCPS created a QuickBase application, to track the compensatory services' determination for students with an IEP during periods of closure or distance instruction.

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.

School team discussions regarding eligibility for compensatory education were completed with the parents during the annual IEP meeting and documented in the Special Education Data System using a Prior Written Notice (PWN). During SY 22-23, school teams updated 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 for compensatory education were issued to the school case manager/LEARD to deliver 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 2023-24 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 2023-24.

The LEA attests to the following statement regarding graduation and promotion for 2023-24

- 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 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 2023-24 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan for the 2023-24 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 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.