

SY 2023 - 2024 Continuous Education Plan (CEP)

LEA Name: LEARN DC PCS

LEA Head of School Name: Shona Person, LEA

Type: Pre-K; Elementary

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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 with 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 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 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 the following:

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)

- Provision of 1:1 learning devices.
- Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has 139 learning devices.

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.

90%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently have it if they need to move to situational distance learning.

At Learn DC, we believe every student should have access to technology, regardless of their circumstances. To ensure this, we provide free internet hot-spot devices to families who do not have reliable internet. Once the school transitions to situational learning, families with children in PK3-3 can pick up the technology from the school during regular or modified business hours that suit their schedule. For families who are

unable to collect the technology from the school, we will make arrangements to ship the equipment and non-digital learning materials directly to their homes.

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

At Learn DC, we value the use of technology to improve student learning and school operations. In the event of distance learning, every student in grades PK3-3 will receive a Chromebook or iPad Mini. Once we announce the transition to distance learning, families can pick up the technology from the school during regular or adjusted business hours. For families who cannot come to the school, we will arrange to deliver the equipment and non-digital learning materials to their home addresses.

2. Distribution of Non-Digital Materials

1. In the space below, please describe the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

In the event of distance learning being necessary, families with children in grades PK3-3 can obtain non-digital learning materials from the school. These materials will include books, learning packets, and individualized manipulatives for each student's grade and content area. Families can pick up these materials from the school for the upcoming day(s) or week(s) of instruction. If a family cannot pick up the materials, arrangements will be made to have them shipped directly to the home address.

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.

If there is a need to switch to distance learning, Learn DC will communicate with families through various methods, including Parent Square, which sends alerts through email, SMS, voice, and app notifications. Additionally, families can check Learn DC's Facebook and Instagram pages or their website for updates. Direct emails will also be sent to Learn DC family members who have subscribed to the listserv.

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.

If there is a need to switch to distance learning, Learn DC will communicate with educators and families using the following methods, prioritizing immediate communication.

- Parent Square: a web and mobile platform that enables school administrators to send urgent alerts via email, SMS, voice, and app notifications to families
- Social media posts on Facebook and Instagram, as well as updates on the Learn DC/Apple Tree Institute website
- Direct emails sent to the Learn DC family and educator listservs.

c. Additional Considerations

i. Family training and support

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

Family Training on Technology and Access to Online Instructional Programs

At Learn DC, we are dedicated to utilizing technology to improve the quality of student learning. As such, we believe families must have access to training that will aid them in supporting their child(ren) with virtual learning. We will train students and families for each piece of equipment and software that is distributed, with a special focus on younger children. This training will cover topics such as proper equipment use and care, accessing online instructional programs, and how to obtain technical support for equipment malfunctions. All training will be led remotely by highly qualified staff to ensure the delivery of top-notch professional development. Families or staff requiring on-site assistance with equipment setup will receive it while following CDC guidelines for social distancing. Additionally, we will offer ongoing technical support to families through video apps such as Zoom, Google Meet, or FaceTime on their mobile phones, if possible.

Student Training on Technology and Access to Online Instructional Programs

Students at Learn DC will be given training on the proper use and care of equipment at the beginning of each school year. This training will align with our Acceptable Technology use policy and will be ongoing to ensure that students are prepared for any potential need for distance learning. As blended learning is already a part of our instructional model, students will have opportunities to practice accessing online instructional programs. This will ensure that in the event of a transition to distance learning, they will already be familiar with how to access and use the online program.

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.

Staff Training on Technology

At Learn DC, we believe in utilizing technology to enhance student learning. To achieve this goal, we understand that families must have access to training to support their child's virtual learning experience. Before transitioning to situational distance learning, we will train staff on the proper use and care of equipment and software. This training will encompass accessing technical support for malfunctioning equipment and adequately using the equipment and software. If a staff member requires assistance setting up the equipment, we will arrange on-site training while adhering to CDC social distancing guidelines. Additionally, we will provide families with opportunities to receive technical support through Zoom, FaceTime, or another video app on the staff member's phone (if possible).

Staff Training on Tools

As part of the school-wide professional development plan, instructional staff members will receive training on online instructional programs and tools at various times throughout the school year. These resources will be used for in-person learning and in the event of a need to transition to distance learning.

Remote Instructional Model(s)

Students who participate in situational distance learning can expect to receive a high-quality education from home through two methods: synchronous learning with their grade-level teacher and asynchronous learning via online instructional programs.

Synchronous learning involves attending virtual sessions with the teacher and classmates in real-time, using platforms like Zoom or Google Meet. The teacher will provide direct instruction or guided practice, depending on the model used. Direct instruction involves introducing new or previously taught skills to the entire group or smaller groups of students. Guided practice gives students multiple opportunities to practice the skill and demonstrate their work through various mediums, such as paper, whiteboard, manipulatives, or online programs like Seesaw.

Asynchronous learning involves independent work at the student's learning level to avoid frustration or difficulty. Students will use the same online programs used for in-person learning, and the teacher will expect students to complete assigned tasks by a specific time each day or week. Completion of these tasks will be used to measure student attendance and engagement.

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

Describe the LEA's expectations in the space below.

Staff Member's Attendance and Engagement

Staff members will be available to virtually meet with students and families between 8:00 and 4:00 pm.

Student's Attendance and Engagement

Students are expected to attend the synchronous learning sessions daily and complete asynchronous learning assignments as expected.

High-Quality Instruction, Social-Emotional Support, and Enrichment

Instructional staff members will continue to deliver high-quality instruction through a modified format within the situational distance learning scenario that is also developmentally appropriate for students. Instructional staff members will access the digitized versions of instructional materials and the online learning programs to continue providing high-quality instruction, social-emotional support, and student enrichment.

Family/Parent Engagement

Families will continue to receive timely updates on their child's progress in academics and social-emotional learning during scheduled family-school conferences and newsletters.

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.

Schedule

The schedule for distance learning will follow the same format as the regular academic school year but will be adjusted to fit the developmental needs of students. The day will start at 8:30 am and end at 3:50 pm, with options for students to participate in both synchronous and asynchronous activities, including literacy, STEM, physical education, and enrichment instruction.

Attendance and Engagement

Attendance will be taken daily by the instructional staff member and recorded in Power School during synchronous learning sessions and measured through student completion of asynchronous tasks assigned. Students will be flagged as less engaged through our truancy and chronic absenteeism protocols. If a student has three unexcused absences, they will be immediately flagged for our attendance team, which includes the school principal, social worker, and operations team. The team will establish contact with the family to understand the root cause of the truancy and absenteeism, and a responsive attendance plan will be created. The school and the family will jointly own this action plan to ensure that the student attends school regularly and that the student and family receive support to meet the shared goal's expectations. Our attendance team will review the plans weekly, and adjustments will be made if the plan is not successful or the student continues to miss days of situational distance learning.

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 for student and staff well-being.

2023-24 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining their 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.

<https://www.learncharter.org/schools/learndc/>

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

b. Instructional Changes

- New intervention program or support

c. Staffing and Related Support

- Additional staffing

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.

LEARN DC is committed to providing at least two full-time teachers in every PreK3 through 3rd-grade classroom. To enhance learning for all students, including those with significant learning gaps and those who are typically furthest from opportunities, such as students with disabilities, English learners, at-risk students, students who are homeless, migrant students, students of color, and students who are marginalized based on gender or gender identity, including LGBTQ+ students, our instructional staff members will receive training in differentiated literacy and math curricula and instructional strategies. This approach aims to include these students, who may be more affected by the pandemic than others.

To ensure consistent opportunities for differentiated instruction, we have adjusted the instructional block schedule to prioritize small-group instruction. The instruction will be of high-quality, grade-level content that is data-driven. Students who are typically furthest from opportunity will have access to the same interventions as their peers to accelerate their learning. Our instructional staff members will continue to administer formative assessments to track students' mastery of the skill(s) taught and make adjustments to enhance their conceptual and procedural understanding.

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

The Learn DC Student Support Team will be implementing a plan to complete all outstanding evaluations and renewals for special education service eligibility during the transition to situational distance learning. Our plan involves conducting an internal needs assessment of students currently in the pipeline for initial reevaluation for special education service eligibility. We will also review and adjust staffing assignments, schedules, and responsibilities of special education teachers and related service providers to ensure that initial or reevaluation of special education service eligibility is not disrupted. We aim to provide timely

assessments to understand final eligibility determinations as required by IDEA and local special education requirements.

However, there may be barriers such as limited access to technology, lack of training, or difficulty in finding a mutually agreed upon schedule between the school and the family to conduct the initial or reevaluation. To address these concerns, Learn DC will provide families with technology and training on its proper use and care before transitioning to situational distance learning. We will also host training sessions to support families in navigating these barriers. Additionally, the Student Support Team will be available and flexible to parents' schedules to collect information on what is most needed to determine the initial and reevaluation of special education service eligibility.

ii. The LEA's plan to address those barriers

Despite the challenges posed by distance learning, we are committed to working closely with students and their families to collect accurate and comprehensive data. We will utilize various online resources, such as real-time video conferencing, as well as in-person meetings that adhere to all health and safety protocols. We aim to ensure that every student receives the support they need to succeed.

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

At Learn DC, we will work together with families to determine suitable times for virtual or in-person IEP and eligibility meetings while adhering to health and safety guidelines to meet all IDEA deadlines. Our service providers will keep track of all attempted and delivered services in the SEDS communication log and SEDs service tracking notes. We will notify families of the anticipated timeframe for finishing delayed procedural activities through Prior Written Notice. Our service providers will collaborate with families to schedule individual evaluations and assessments at the school while following all health and safety protocols. We will ensure that extended due dates agreed upon by Learn DC and parents are met and recorded through Prior Written Notice in SEDs for families who may not be comfortable or able to meet in person for assessments/evaluations.

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.

We will deliver distance learning instruction based on the individualized education program (IEP) of each student to the best of our ability. We will provide all necessary support to students, their families, and staff members. Service providers will work with families to determine a session schedule that works for everyone. Students receiving services such as speech therapy and occupational therapy will have the option to meet in person with their provider at the school while following health and safety protocols. We will document all sessions in SEDs under service session notices.

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.

At Learn DC, we will work with families to create a plan to address learning loss caused by distance learning. Our Student Support team will use data from previous interactions with the student to determine the best plan. Recovery services will be developed with input from parents and communicated through phone, video conference, and letters. All communication will be recorded in the SEDs communication log.

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 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 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
 - An accessible, family-facing description of their health and safety 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 2023-24 school year CEP is considered a six-month update of the LEA's 2022-23 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2023-24 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2024.

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.