

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: SEED PCS

LEA Head of School Name: Dr. Brian Rahaman

LEA Type: High 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.
- 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.

320

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.

80%

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.

Step 1: Survey students/families at the beginning of the school year to determine exactly who would need internet access.

Step 2: Assign hotspots to each student identified in Step 1 (purchase additional hotspots if necessary).

Step 3: Maintain a spreadsheet with all student names and hotspot assignments.

Step 4: In the event we need to shift to situational distance learning, distribute a hotspot to all students on the internet list.

Step 5: Contact all students by phone to confirm that the hotspot is working.

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

Step 1: Ensure that we have at least 30 percent more Chromebooks than students when the school year begins (e.g. 250 students means we need a minimum of 325 Chromebooks).

Step 2: Assign Chromebooks to each student at the beginning of the year and maintain the Chromebook assignments in a spreadsheet.

Step 3: In the event we need to shift to situational distance learning, distribute Chromebooks to all students in their classrooms. Document the serial number assigned to each student and require students to sign a Chromebook acknowledgement form. Maintain all forms in a file.

Step 4: Collect Chromebooks when situational distance learning ends.

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.

During situational distance learning, we will communicate with families through SwiftK-12, a platform that allows us to send messages to families via email, text, and robo-call. The system ensures that we are communicating with families in a variety of ways. In addition to basic one-way communication, we will also hold virtual school community town hall meetings via Zoom. For families with unique circumstances or needs, we will conduct home visits or meet with students/families at the school while maintaining health and safety protocols.

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 we need to shift to situational distance learning, we will alert students and staff members via email followed by an announcement via our PA system. We will use SwiftK-12 to alert families, which includes emails, text messages, and robo-calls.

c. Additional Considerations

i. Family training and support.

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

We will provide families with written instructions at the beginning of the school year that clearly explain what will occur in the event we need to shift to situational distance learning. In addition to the written instructions, we will also hold a virtual parent meeting at the beginning of the year to explain the situational distance learning procedures and answer parent questions. We will record the parent meeting, post it on our website, and send families an email message with a link to the recording.

Our Family and Community Engagement (FACE) team will continue to provide direct support to families who need it. This team of 4 has direct connections with 100 percent of our families. Any family who needs help or has a question can contact a member of our FACE team.

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.

We will train all teachers during August in-service on the distance learning model. The model will require teachers to set up Google classrooms for their courses. The Google classrooms will help students to know about assignments, due dates, and provide a way for students and teachers to communicate about coursework.

Teachers will also be trained on how to use Zoom for classroom instruction, including how to engage students in a virtual setting. For example, teachers will learn the virtual instructional model, which includes the following components: SEL check-in, do now (to activate prior knowledge), lesson objective, teacher modeling or explicit instruction, guided practice, checks for understanding, and engagement in learning (e.g. breakout rooms for discussion).

All teachers will set up a Zoom "classroom," a specific link that will be published and shared with students and families. This will ensure that, in the event we shift to situational distance learning, everyone knows where to go and what to do.

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

Describe the LEA's expectations in the space below.

Our expectations for situational distance learning are as follows:

- Classes will occur at their normal time;
- Assignments must be posted in and submitted through the Google classroom;
- Cameras will be turned on during synchronous instruction;
- Attendance will be taken and we will follow up with any students who do not attend virtual classes; and
- All students must engage in the learning activities (which means teachers must design lessons that require full student engagement).

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.

Situational distance learning will follow the same schedule as our in-person school days. Our day begins at 8 AM and ends at 3:40 PM. We have seven 55-minute periods during the day.

Attendance will be taken based on who shows up to virtual class within Zoom. Teachers will take attendance and submit in PowerSchool. Engagement will be measured by the completion of learning activities during the lesson, as well as the completion of assignments which are posted in the Google classroom.

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://www.seedschooldc.org/sy-2223-schoolwide-plans>

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 ; vi. School break/holiday programming **b.**

Instructional Changes

New curriculum purchase ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional staffing

d. Any Other, Please Describe

We will continue with double-blocking Algebra I and Geometry.

We will offer Acceleration Academies (intensive, targeted instruction in ELA and math) during vacation weeks.

We will increase "academic learning time" in classes by focusing on learning activities that produce the most learning (e.g. reading, writing, discussion, practice).

We will implement literacy across content areas.

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.

Double-Blocking Math

We hired an additional Algebra and Geometry teacher. We created a master schedule that ensures all 9th and 10th grade students have two periods of math. We will monitor curriculum implementation to ensure proper pacing through the curriculum. We will use curriculum assessments and MAP assessments to measure student learning progress.

This strategy will accelerate student learning by providing twice as much time for math teaching and learning.

Acceleration Academies

We will hire teachers to teach foundational skills in ELA and math during the February break and the Spring break. We will recruit students to participate who would benefit from more instruction and practice. We will provide 20 hours of intensive instruction during the Acceleration Academy.

This strategy will accelerate student learning by increasing the amount of time students spend learning foundational skills. It will also provide us with an opportunity to reinforce previously learned skills. This strategy, often referred to as spaced practice, has a strong evidence base to support its use.

Academic Learning Time

An inordinate amount of instructional time in schools is often wasted due to poor [instructional] time management and poorly designed lessons. Not all learning activities are created equal, and not all activities have the same effect on learning. For example, there is a lot a teacher can do to support comprehension of a text (e.g. ask students to look up vocabulary words, have students complete a graphic organizer, etc.). However, when compared to actual reading time, these activities do not have the same value. We will train our teachers to know and implement learning activities that produce the most learning, and we will monitor academic learning time in classrooms to ensure that students are spending the vast majority of their time doing things that lead to learning.

Literacy Across Content Areas

We will train teachers in all content areas to understand the value of literacy learning in their discipline. We will also require students to read and write in all classes. The reading and writing activities will be specified in the lesson plan template. We will provide training in specific literacy strategies that can be implemented in any course, such as reading high quality texts related to the subject area content, writing objective summaries of a text, and facilitating small group discussions with high quality questions related to the text, among other strategies.

This strategy will accelerate student learning by increasing the quality and quantity of reading and writing assignments across the curriculum. More reading and writing, especially when the texts are carefully selected and the writing assignments are purposeful, will increase the literacy skills of our students which will make them more capable learners in all disciplines.

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

We do not have any barriers in meeting this requirement. We have systems and procedures in place to ensure timely initial and re-evaluation for special education and related services. The AED process will be utilized to determine evaluation and assessment needs. Our school psychologist as well as our contractors for related services and psychological assessments will administer all assessments.

ii. The LEA's plan to address those barriers

In the event of a delay related to parents, student non-compliance, or COVID-19, SEED will document the delay through the issuance of a Prior Written Notice and proceed with evaluation at the earliest opportunity.

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

We send written communication to all families regarding their evaluation process and timeline. We follow up with phone calls to families to ensure they understand the process and timeline. We use a spreadsheet to keep track of these communications.

We will also provide both in-person and virtual options for meetings as well as the ability to use electronic signatures when necessary.

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 202122 school year.

All students with disabilities will take a math and reading interim assessment (NWEA MAP) at the beginning of the school year to assess their educational progress and measure any impacts from interrupted instruction due to the pandemic. IEPs will be updated based on the assessment data. We will use historical MAP scores as a reference point in measuring the effect of interrupted instruction. For students who have regressed, we will provide additional instructional support, such as tutoring during the evening program, to accelerate student learning. IEP Team meetings will be held to further analyze data with families to determine the need for compensatory education services. Additionally, students with disabilities will participate in additional intervention programs for Math and Reading skills to address gaps in grade level performance.

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.

When SEED's IEP Team has determined that a student will receive compensatory education services, we will issue a PWN to that effect on the day of decision. Additionally, families will receive a schedule of services and providers as well as a determination if the student is eligible for transportation services. SEED's SEC and the parent will discuss a mutually agreed upon time for service.

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 nonpublic 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.