



UPDATED: August 31, 2023

Continuous Education Plan

Background and Purpose:

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** 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.

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

○ **Option 1:** Provision of 1:1 learning devices.

1. As of the submission of this plan, the LEA has 2,932 learning devices.

2. Distribution Strategy:

a. The devices:

i. Are distributed to all students at the beginning of the school year.

ii. Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).

iii. Are distributed to the following group(s) of students at the beginning of the school year; List here.

Students in grades 5 - 12 will be issued devices at the beginning of the school year. Students will utilize these devices both at school and at home throughout the school year.

3. ☒ An accurate assessment of current student access to broadband internet/WIFI.
4. Approximately 79.7% of our students have access to broadband internet/WIFI at their situational-distance place of learning.
5. 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.

Capital City will continue to provide Capital City-owned internet hotspots to families who need enhanced internet access.

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

As noted above, students in grades 5 - 12 will be issued Chromebooks that are theirs to utilize throughout the school year, both in school and at home. Students in grade PK - 4 will utilize devices while at school only. If the need arises to transition to situational distance learning, we will provide families the opportunity to check out devices for at-home learning during the closure.

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

○ **Option 3:** Other (describe in the space below).

- b. Communicating with all interested stakeholders, including:

○ **Method for family engagement (including communication) during situational distance learning.** Describe the LEA's method for family engagement during situational distance learning.

Capital City PCS will continue to communicate relevant information with families through our weekly e-newsletter and website. More urgent or timely messages will be sent to families via robo texts and emails. Notifications on our website and/or social media are also used to disseminate information. In the event of a move or potential move to situational distance learning, more frequent communication will be sent to families to keep them abreast of the situation. All materials will be translated to Spanish, which is the primary second language for our school community. Our Family Engagement team and academic technology coordinators will be available to support families over email, text or phone with questions about situational distance learning and all materials will be available to families through email, Remind or our educational software systems for each campus.

- **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 event of a move to situational distance learning, families will be notified through email, text and our Remind communication software. The affected campus(es) will transition to a distance learning posture, which should be relatively seamless given student access to a computer at home and staff maintaining online Learning Management Systems (LMS) throughout the year. It may be necessary to adjust schedules, to limit screen time in an age-appropriate way. Shifts to schedules will be communicated with families through email, text and Remind. Necessary instructional materials will be available online, through the relevant LMS. Families can communicate any questions to their child's teacher/crew leader/advisor, or by contacting our bilingual (Spanish/English) Family Engagement team via families@ccpcs.org.

c. The following additional considerations:

- **Family training and support.** Describe the LEA's situational distance learning training and support for families.

We will provide written handouts to support families in how to use technology tools for learning at home. The Academic Technology Coordinators will work with our Family Engagement team to schedule and host training sessions as needs arrive. Families will also be able to reach out to our families@ccpcs.org email address in order to receive support.

- **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 continue to build on the work we have done in previous years to ensure that teachers are prepared to teach with digital tools, not just as part of remote instruction, but as part of our in-person modes of learning. We will provide teachers access to a knowledge base where they can search for help guides on how to use instructional tools for remote learning. Our Academic Technology Coordinators will host office hours and provide coaching for teachers who want support with improving their use of technology for instruction.

- **Articulation of clearly communicated student, teacher and family situational distance learning expectations.** Describe the LEA's expectations in the space below.

In the event of situational distance learning, teachers will be supported in adapting lesson plans to allow for any adjustments to schedules to limit screen time in an age-appropriate way. Teachers will be expected to provide direct instruction, support to students in completing learning tasks, and opportunities for asynchronous engagement. Synchronous learning will be managed via Google Meets and the learning management systems that students will use consistently, even during in-person instruction (Clever, SeeSaw, Google Classroom and/or Canvas).

Students will be expected to attend all scheduled synchronous sessions via Meets and participate as they would during in-person learning. Expectations for any asynchronous activities will be explicitly shared by teachers.

Families will be expected to support their students with logging into Meets, attending all scheduled synchronous activities, and completing any asynchronous work throughout the period of situational distance learning. We also ask families to stay in communication with their students' teacher/crew leader/advisor to share any struggles or difficulties they are having in participating during this time.

Campus engagement teams will reach out to families and students who are not attending or are disengaged to support these students during situational distance learning. As noted above, families can also contact families@ccpcs.org with questions.

- **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.

In the event of situational distance learning, students will be expected to log into the correct Meets link by 8:30a each day. We do not expect class schedules to change in most cases, but there may be a need for adjustments to limit screen time in an age-appropriate way. Teachers will share any schedule changes for the situational distance learning period during the first class (Homeroom in Lower and Middle Schools; 1st period in High School). Students will attend all synchronous classes/activities via Meets. Class links will be available in Learning Management Systems (Clever, Google Classroom and/or Canvas). Students and families will be directed to these links throughout the school year, and links will be included in all communications that go out about the switch to situational distance learning.

Daily attendance will be recorded following the same policies as in-person instruction. Teachers will monitor student engagement during synchronous activities; engagement for any asynchronous activities will be determined via submitted work.

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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

- ☐ Adjusted class/block/bell schedules X
- ☐ After-school programming X
- ☐ Longer school day
- ☐ Longer school year
- ☐ Summer programming X
- ☐ School break/holiday programming
- ☐ Weekend programming (e.g., Saturday school)

b. Instructional Changes

- ☐ High-impact tutoring X
- ☐ New curriculum purchase X
- ☐ New intervention program or support
- ☐ New uses of staff planning time for accelerated learning
- ☐ New professional development for staff on accelerated learning X

c. Staffing and Related Supports

- ☐ Additional staffing X
- ☐ Additional vendor and/or community partner support X
- ☐ New hardware purchase
- ☐ New software purchase X

d. 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.

Capital City will maximize accelerated learning opportunities for students by employing the following strategies across our schools. All of these programs are offered at no-cost to families:

● **Adjusted Scheduling**

- ☐ Lower School is not making any significant scheduling changes from SY 2022-23. They will continue to offer four days of Intensives during the school year.
- ☐ Middle School's schedule will shift slightly: "Crew" is moved to mid-morning, to ensure late arrivals can still take advantage of the Social-Emotional Learning curriculum; students will have an "X Block" during which they receive at least one academic support block, in addition to Spanish and Fitness and a "Y Block" during which they will receive Spanish, Fitness, Arts and Health education. Staff will continue to host Math Lab and Literacy Lab after school, providing targeted support for students. Middle School also offers after school programming that increases students' logic, problem-solving, and academic skill sets in academic and extracurricular settings.
- ☐ High School is moving to a 7-period block schedule. Students attend 4 85-minute classes each

day, Monday through Thursday, and then attend all 7 classes on Fridays, for 50 minutes each. This schedule allows students to earn more credits than required to graduate, as well as take courses in subjects about which they are passionate. Students also have the opportunity to earn dual enrollment credits and take multiple AP or Honors courses. High school will offer after school programming that increases students' logic, problem-solving, and academic skill sets in academic and extracurricular settings.

- **Summer Programming**

- We plan to continue our summer offerings moving forward, as long as we are able to secure funding. Our Summer 2023 programming included:
 - A Lower School Summer Intensive program, which served approximately 90 students in grades PK - 4 who needed additional academic support.
 - A Middle School Summer STEM/Summer Enrichment program, which served approximately 60 current Middle School students, focusing on enrichment in the field of Science, Technology, Engineering and Math (STEM).
 - Eagle Camp, a 3-day introductory program offered to all new-to-Capital City middle school students, aimed at orienting students to Capital City culture, and each other.
 - A High School Credit Recovery program that served students who needed to recover credits in core classes, including English, Algebra and Spanish. High School students also had the opportunity to participate in dual enrollment classes, or in the Summer Youth Employment Program (SYEP).
 - New Student Orientation (NSO), a 4-week program offered to all incoming High School students. This program gives students the opportunity to get a head start in Math, English, and CCPCS culture before the new school year begins.
 - Lower School and High School also provided Extended School Year services to qualifying students with disabilities; there were no qualifying students in Middle School last year.

- **Instructional Programs**

- Lower School will continue to dedicate time in the daily schedule for intensive academic support in literacy (using Lexia Core5) and math (using Dreambox) in grades K - 4. Grades K-4 will continue to implement the EL Education Language Arts curriculum. New for the 2023-24 school year, the PreK program will implement the Teaching Strategies Creative Curriculum and select grades will pilot the Illustrative Math curriculum, which is already in use by the Middle School.
- Middle School will enter its second year of implementation of the EL Education Language Arts curriculum modules in all grades. They will continue to dedicate time in the daily schedule for intensive academic support in literacy (using Lexia Core5/Power Up) and math (using MAP Accelerator) in grades 5 - 8.
- High School will maintain its partnerships with DC-CAP's STEM Ready programming, Georgetown tutors, as well as continuing to provide homework centers and a Writing Center to students.
- Professional development, both in August 2023, and throughout the year, will reflect our commitment to effective co-teaching models. Staff will engage with a variety of content, including co-teaching and the Universal Design for Learning framework (UDL), to support their work of maximizing learning opportunities for all learners through evidence-based approaches.

- **Staffing and Related Supports**

- We continue to offer a co-teaching model on all three campuses in core classrooms.
- All three campuses will continue to use [HighFive](#) (formerly BehaviorFlip) to track and report behavior and discipline incidents and support.
- We will implement [Bullseye](#) this school year across all three campuses. This K-12 walkthrough, coaching and feedback platform helps improve teachers' instructional practices and students' test scores.
- We have added a Social and Emotional Learning Specialist at the Middle School and High School this year. This role now exists across all three campuses. The focus of this role is to support tier 1 implementation of SEL strategies and to provide coaching and support to teachers and students in this area.

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Students with Disabilities

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.

Capital City ensures that students receive timely assessments by creating the LEA's Evaluation Timeline outlining the evaluation process for identified students. This includes initial referrals through the child find process and re-evaluations for identified students. The timeline provides case managers with internal time requirements designed to accommodate for unexpected delays that could impact timely final eligibility determinations.

a. Identify:

- i. Any barriers the LEA has in meeting these requirements

Potential barriers to providing timely assessments include COVID-related quarantine requirements and bilingual evaluation needs.

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

Capital City has added an additional 30 days to the LEA's Re-evaluation Timeline process to ensure that there is sufficient time for eligibility determinations should COVID quarantine impact the evaluation process. In addition, Capital City will partner with the DC Special Education Cooperative to identify external bilingual evaluators as potential contractors.

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

Capital City partners with families throughout the evaluation process. Families are integral members of the IEP Team. As such, they are notified through each part of the process including the AED meeting to gain consent for evaluation and the evaluation review to aid in eligibility determination. Communication includes prior written notice documenting agreements during the process.

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.

All students, including students with disabilities will be assessed at the start of the year to establish baseline performance for progress monitoring throughout the year. Special education data will be compared to general education data to determine the rate of impact and the interventions necessary to address it. Capital City will implement Extended Day compensatory services for any student determined to have impact during periods of quarantine.

Additionally, Capital City will take the following steps to update Individual Education Plans (IEPs) as appropriate to guarantee that supports designed to ensure access to general education curriculum are made available to all students with disabilities:

- a. Continue to work with families to schedule IEP-related meetings in accordance with IDEA timelines at mutually agreeable times;
- b. Provide interpretation and translation of IEPs in the family's home language as needed;
- c. Document services through service logs in SEDS;
- d. Report IEP progress quarterly; and
- e. Implement internal progress monitoring systems which will allow IEP teams to determine interventions needed and available to students.

The primary mode of service delivery will be through inclusion in the general education classroom. Special education teachers will, to the greatest extent possible, serve students in general education sessions and provide small group or individual sessions to ensure student access to the general education curriculum and a focus on student IEP goals.

- 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.

Students with disabilities who have been determined to demonstrate impact requiring compensatory education for specialized instruction or related services will receive prior written notice before the end of the first quarter notifying families of their eligibility for Extended Day compensatory services. Extended Day services are taught by Capital City teachers and convene twice per week for an additional hour right after school. Capital City will also partner with an external tutoring provider to offer additional services at the parent's convenience for families who are unable to participate in Extended Day.

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 the 2023-24 school year.

The LEA attests to the following statement regarding **graduation and promotion** for the 2023-24 school year:

- 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 statements regarding serving **students with disabilities**, including students in non-public special education school settings:

- 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**:

- The LEA will ensure that EL 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 EL program and services to all EL students across both situational distance and in-person learning environments,
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology**:

- 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 statements regarding **family, stakeholder and public engagement**:

- 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 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.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education during potential situational distance learning and accelerate learning for the 2023-24 school year.

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