

SY 2022-23 LEA

Continuous Education Plan

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring 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 will also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds.

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's [Guiding Principles for Continuous Education](#).¹ 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. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2022-23 school year, including for in-person learning and situational distance learning under limited circumstances.



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.

1. To be prepared for situational distance learning, the LEA has a plan for
 - a. Provision of 1:1 learning devices.
 - i. As of the submission of this plan, the LEA has ~1200 learning devices.
 - ii. Distribution Strategy:
 1. The devices:
 - a. Are distributed to all students at the beginning of the school year.
 - iii. An accurate assessment of current student access to broadband internet/WIFI. All students will have access to Wifi, and we will support those families that do not with hotspots and other creative ways to access the internet away from the school. We assess this during the first week of school's orientation for all students.
 - iv. Approximately 97 % of our students have access to broadband internet/WIFI at their situational distance place of learning.
 - v. 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. We will have hotspots available for students who do not have access to internet, and we will have a limited number of seats for in-person, virtual instruction, meaning students who cannot access the internet will be able to come to the building safely and with adult supervision to utilize the internet and access online instruction in the building.
 - vi. In the space below, please describe in detail the LEA's plan to distribute learning devices to students. During student orientation (the first week of school), all students will receive a Chromebook. We provide daily help-desk service for students who need support with their devices.
 - 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.

Before the school year begins, the LEA will send out surveys to parents regarding their current internet connectivity status, provide training on



the use of distance learning technology and platforms during parent orientation and ensure all familial contact information is appropriately loaded in their “mass notification system” so notice of situation distance learning days can happen rapidly. Because Paul PCS employs a weekly distance instructional program that ensures homes and students have the requisite technology to engage in virtual, synchronous instruction the transition to a situational distance learning day only requires family notification. Students and staff go home daily with the required materials to engage in virtual instruction/learning if and when necessary.

Additionally, Paul PCS is a one-to-one device school. All students are issued a personal device for use at the beginning of the school year. Because this is the third year that the organization has relied heavily on the use of technology, students, staff and families are aware of and use the technology ticketing system to receive the necessary support to ensure devices are functioning and/or replaced. Additionally there is staff support in place to help students and families access and utilize all platforms.

- 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.

The LEA will send notice of the transition to situational distance learning through their Constant Contact and Blackboard notification systems.

These platforms send notices to families via three modalities (text, call and email) to ensure the requisite information is received, Additionally, the LEA will post notices on their social media pages and website.

- c. The following additional considerations:

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

Paul PCS expects parents to support their child’s/children’s success during virtual programming by participating in the training sessions focused on familiarizing them with the platforms students will use and by encouraging their scholar to adhere to the expectations established for virtual instructional days. These training sessions will take place during parent/family orientation at the start of the school year. The training will also be linked in the “parent resources” section of the LEA’s website for reference throughout the year.



- 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.

Paul PCS is entering its third school year of using technology to deliver instruction virtually to students. As such, the LEA will continue their standard regime of teacher development on the best "practices" for engaging students in virtual, synchronous instruction, how to effectively use the platforms the LEA subscribes to, and troubleshooting/managing common technical difficulties that arise during distance learning. This professional development theme launches in August of 2022 and will continue intermittently throughout the school year.

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

Teachers: Paul PCS has established and will implement routines and practices for lesson plan submission and review, conduct virtual instructional rounds and frequently gather student data. Information collected from these sources will be analyzed regularly and course corrections will be implemented to ensure the progress of students and quality of programming across both campuses.

Parents: Paul PCS expects parents to support their child's/children's success during VF programming by participating in the training sessions focused on familiarizing them with the platforms students will use and by encouraging their scholar to adhere to the expectations established for Virtual Fridays. Paul PCS also ensures that tech support is readily available to support both students and families, and that teachers and leaders are accessible to answer questions they may have.

Student expectations are as follows:

Virtual Uniform Expectations

On days that students attend school virtually, they are expected to be in school uniform. The uniform on those days however, consists of their assigned color Paul polo shirt and whatever appropriate bottoms they select as their legs will not be visible on camera.

Students who appear on camera out of uniform will be instructed to immediately correct their attire prior to being readmitted to their virtual classroom.



Virtual Attendance Expectations

Students attending school virtually (on VF days) are expected to log in to their classes 3 minutes prior to the start of the instructional block. Teachers will take attendance at the start of each class and multiple times throughout the period to ensure virtual participants remain actively engaged and present. Students who are absent from class on virtual days will be subject to all absence enforcement actions as described in the section above.

Additionally, students who are tardy to more than one class/module in a day will receive a consequence that may include virtual detention at the end of the school day.

Student Conduct Expectations on Virtual Fridays

Virtual Friday M.E.R.I.T Matrix:

Paul PCS Pirate Pride...	Be Motivated	Be Educated	Be Responsible	Be Independent	Be a Thinker
Online	Stay fully engaged during the lesson. Actively listen and participate Be on time	Show academic integrity by using appropriate sites and following copyright laws Own YOUR academic success	Follow virtual classroom norms Be prepared for class Handle equipment with care	Communicate issues and concerns ie; academic, cyber-bullying and technical issues Ensure you are checking your student emails throughout the day for communication from your teachers and or Admin.	Do research using multiple appropriate and reliable sources



- 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.

Paul PCS will have no shifts to the normal school day schedule in the event of a situational distance learning day. The LEA staff and its students are familiar with the use of video conferencing technology and will attend classes according to their regularly planned schedules if a SDL day is required. Attendance will be taken during the first period, as it is daily, and reported through the same mechanisms that are used when students are onsite. The daily schedule, that would also be adhered to on a virtual day, is below:

Bell Schedule (M-Th)

Middle School			High School					
Middle School Lunch A			High School Lunch 1			High School Lunch 2		
Period	Start	End	Period	Start	End	Period	Start	End
HR	8:05 AM	8:36 AM	1	8:15 AM	9:08 AM	1	8:15 AM	9:08 AM
1	8:39 AM	9:30 AM	2	9:11 AM	10:04 AM	2	9:11 AM	10:04 AM
2	9:33 AM	10:24 AM	3	10:07 AM	11:00 AM	3	10:07 AM	11:00 AM
3	10:27 AM	11:18 AM	HR	11:03 AM	11:33 AM	HR	11:03 AM	11:33 AM
Lunch	11:21 AM	11:51 AM	4	11:36 AM	12:29 PM	4	11:36 AM	12:29 PM
4	11:54 AM	12:45 PM	Lunch	12:32 PM	12:57 PM	5B	12:32 PM	1:25 PM
5	12:48 PM	1:40 PM	5A	1:00 PM	1:53 PM	Lunch	1:28 PM	1:53 PM
6	1:43 PM	2:35 PM	6	1:56 PM	2:49 PM	6	1:56 PM	2:49 PM
7	2:38 PM	3:30 PM	7	2:52 PM	3:45 PM	7	2:52 PM	3:45 PM

Virtual Friday

Middle School			High School					
Middle School Lunch A			High School Lunch A			High School Lunch B		
Period	Start	End	Period	Start	End	Period	Start	End
HR	8:05	8:15	HR	8:05	8:15	HR	8:05	8:15
1	8:18	8:55	1	8:18	8:54	1	8:18	8:54
2	8:58	9:35	2	8:57	9:33	2	8:57	9:33
3	9:38	10:15	3	9:36	10:12	3	9:36	10:12
Lunch	10:18	10:51	4	10:15	10:51	4	10:15	10:51
4	10:54	11:31	Lunch	10:54	11:33	5B	10:54	11:30
5	11:34	12:11	5A	11:36	12:12	Lunch	11:33	12:12
6	12:14	12:51	6	12:15	12:51	6	12:15	12:51
7	12:54	13:31	7	12:54	13:30	7	12:54	13:30

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 the 2022-23 school year. 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 respond to and reduce the risk of coronavirus (COVID-19) transmission among students, staff and visitors in the 2022-23 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools is available [here](#).



1. 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 COVID-19 in its facilities.

<https://www.paulcharter.org/wp-content/uploads/2022/07/Paul-PCS-Health-and-Safety-Plan-2022-2023.pdf>

Employing Intentional Strategies for Accelerating Learning

2. 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
 - iii. Weekend programming (e.g., Saturday school)
 - b. Instructional Changes
 - i. New intervention program or support
 - ii. New uses of staff planning time for accelerated learning
 - iii. New professional development for staff on accelerated learning
 - c. Staffing and Related Supports
 - i. Additional vendor and/or community partner support
 - d. Other
 - i. 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.

Adjusted Schedule/Instructional Changes:

Paul PCS will implement a virtual program on Fridays (acronym- VF- Virtual Friday) that consists of three core components. The overarching focus of VF programming is to provide a heightened level of differentiated and programmatic variance to strengthen students' ability to master grade-level content, address individual learning acceleration and recovery needs, provide diverse socio-emotional wellness opportunities, and ensure teachers have the requisite time and space to analyze student data and plan for instruction. There are three components of the Paul PCS VF program:

Component 1: Deepening student learning through the provision of individualized, accelerated learning experiences. During VFs, students will be assigned to small groups based upon their most pervasive academic and social needs. Small group types (synchronous) include:



- *Interventions- To address learning gaps and foundational skills*
- *Extension Activities- To enrich and anchor grade-level learning*
- *SAT, AP and/or Dual Credit Groups- To increase focus and preparation for postsecondary readiness assessments and courses*
- *Counseling Groups- To address the behavioral and psychological needs of students*
- *Specialized Clubs- To enhance the gifts and talents of Paul's children and provide opportunities to extend learning through non-core content areas*

Asynchronous learning opportunities will include:

- *Extension/Practice of Skills- For students whose formative data from the week shows that they need additional opportunities to secure new learning*
- *Grade or Credit Recovery- To ensure students are able to improve work performance and complete missing assignments in a timely manner*

Component 2: Re-envisioning learning experiences that provide enrichment and contribute to overall student wellness. This includes:

- *Enhanced Homeroom- The focus during this block includes SEL lessons, engagement in data analysis, and reinforcing behavioral and conduct expectations*
- *Town Hall Meetings- Monthly grade level meetings that focus on SEL topics, student and staff celebrations, incentives, upcoming events, grade-level data trends, etc.*
- *Whole School /Grade Level Excursions (at least 1x Advisory)- Opportunities for students to engage in external learning experiences through participating in field trips, college trips/tours, and community service*

Component 3: Increase professional development & collaboration time for staff to ensure all are prepared to address the comprehensive needs of our students and their families. This includes:

- *Increased Collaborative Planning Time- The increase in variance relative to student and familial needs necessitates an increase in time and focus on data analysis and planning*
- *Focused Professional Development- Content team, staff meeting and planning time focused on refining instruction and wellness support*
- *Familial Engagement and Outreach- Concentrated, weekly efforts to stay connected with the broader needs of our students' families to ensure the proper wraparound services and home support*



Time Frame	Instructional Block
8:00-8:30	Homeroom (attendance) <ul style="list-style-type: none">• SEL Lessons• Weekly data analysis• CREW/Team Building
8:30-11:00	Small Group Instruction <ul style="list-style-type: none">• Intervention• IEP goal intensive• Wida standards intensive• Counseling groups• SAT/AP/DE support• Extension enrichment
11:00-12:00	Asynchronous Learning <ul style="list-style-type: none">• Read/Math 180 virtual modules• Grade recovery/missing work completion• PSAT/SAT Prep• Individual intervention on assigned platforms• Extension of skills by course
12:00-12:30	Lunch
12:30-1:00	Asynchronous Learning Cont... <ul style="list-style-type: none">• Read/Math 180 virtual modules• Grade recovery/missing work completion• PSAT/SAT Prep• Individual intervention on assigned platforms• Extension of skills by course
1:00-1:30	Grade Level Town Hall (attendance) <ul style="list-style-type: none">• Student and staff celebration• Incentives• Upcoming events• Grade-level data trends

Afterschool Tutoring/Vendor Support:

Afterschool tutoring will continue to be offered/required for students whose weekly academic data shows they are in need of additional instructional support. Tutoring will take place daily from 3:45 to 5:00 pm. Teachers and selected external vendors will provide instructional support during this time.



Students with Disabilities

1. 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.

Paul PCS follows the IDEA timelines and completes all of the step-by-step processes of initial or reevaluation for special education services eligibility outlined in the Special Education Data System (SEDS), which are aligned in with the IDEA mandates. Based on the IEP team's determination after their analysis of existing data and after the parent signs consent for initial/re-evaluation, Paul's in-house school psychologist administers assessments and completes the evaluation report. Within 60 days, the IEP team reviews the evaluation report and conducts an eligibility meeting to determine the student's final eligibility for special education.

2. 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.

Paul PCS developed a compensatory education worksheet with criteria for determining whether students with disabilities are eligible for compensatory education due to distance instruction during the pandemic. Paul PCS gathered and reviewed multiple data points for all students with IEPs from the past two school years. Based on the review of individual student data and completion of the compensatory education worksheet, Paul PCS offers a menu of services for the IEP team to consider as part of a compensatory services plan for students who qualify for compensatory education services. The IEP team makes a final determination of the compensatory education/recovery services for the students and develops a plan for the delivery of services.

- a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families and how the LEA plans to ensure the delivery of these services to students.
In July 2022, Paul PCS sent emails and mailed letters to families to provide information on compensatory education, including the criteria and the steps in the final determination of students' eligibility for compensatory education. Prior Written Notices (PWNs) will be issued to families regarding the proposed actions and recommendations. At the beginning of the school year 2022-2023, IEP team meetings will be held with families of scholars who meet the eligibility criteria for compensatory education. The IEP team will develop a compensatory education plan that would include clear timelines for the implementation of services. The LEA and the IEP team will track and progress monitor the delivery of services to students.