

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Social Justice PCS

LEA Head of School Name: Mr. Myron Long

LEA Type: Middle School

Date Generated: 08/22/2022

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.

a2. Distribution Strategy:

The devices are:

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.

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.

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

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

Currently, the Social Justice School has 240 devices. Social Justice School will contact parents within 48 hours of a potential shift to online instruction.

In the event that our entire campus is closed due to an outbreak (COVID-19), SJS will ensure that our students and families are prepared to transition to distance learning. To do this, we will provide families with an electronic copy of our COVID-19 outbreak distance learning schedule and ensure that each student has a Chromebook and instructional materials. Additionally, our Family Engagement Specialist and Senior Operations Manager will send a robocall, email and automated text message to all families to inform them of the COVID-19 outbreak. As a proactive follow up, we will directly call any family who doesn't pick up the robocall or automated text message. We will then host a Community Meeting on Zoom to review the COVID-19 outbreak schedule. Once we review the schedule with our families, members of our Leadership Team (Director of Operations (DOO), Director of Student Support Services (DSS), Principal, Senior Operations Manager (SOM), Executive Director (ED), and Family Engagement Specialist (FE) will deliver Chromebooks and materials to each scholar's home via contactless drop off. In the event of an unexpected closure or partial closure, we will communicate with families within the same day of the decision by sending a robocall, email and automated text message to inform them of the unexpected or partial closure.

Members of our Leadership Team will be available on an on-call basis to answer any questions that families may have. Our families will be able to reach each Leadership Team member by calling their school-issued cell phone number or by sending an email to their school email address.

Additionally, should our building close unexpectedly, all scholars will be able to access all of our school's curriculum by using our personalized Google Site. This website houses links to all virtual learning platforms that teachers use during daily instruction (i.e. Nearpod, Google Classroom, Zearn, iReady and LearnZillion).

Families will be able to pick up devices for their scholar-activists within 24 hours of the announcement that SJS will transition to online learning. Families who don't come and pick up their devices will be called by the following SJS staff members: Family Engagement Specialist, Operations, Manager and Director of Operations. SJS will deliver devices in the event that a family has an unforeseen emergency and is unable to to pickup a device for their scholar-activist.

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.

Social Justice School is committed to ensuring that families are given as much time as possible to support their scholar-activists in the event that Social Justice School has to transition to online learning. Social Justice School will send monthly newsletters and weekly robo calls to families to provide import updates regarding distance learning. In addition, Social Justice School will host multiple family engagement events online to support scholar-activists during situational learning. Some of those events include: Math, Literacy Nights, Art Therapy, and a virtual cooking class. In addition, our staff will continue our practice of conducting wellness calls and home visits for families if they aren't attending events or responding to our communication.

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.

Staff

Social Justice School will meet with teachers both in-person and online if there is a need to transition distance

learning. In addition, SJS administrators will call all staff members in order to ensure that all staff members are made aware of this decision to move towards distance learning.

Students and Families

Social Justice School will use the following mediums to alert families of a move to situational learning: our robo-call [families will receive a call that has message from the school altering families of the transition to situational learning and next steps, remind [families will receive a text that has a message from the school alerting families of the transition to situational learning and next steps], email, parents will receive an email from the school. The emails and robo calls will go out within one hour of SJS/and or the Mayor's Office making the decision to transition to distance learning. In addition, SJS will host a virtual community meeting in order to answer outstanding questions that students and families may have. We will schedule the virtual community meeting on the same evening in which the emails/robocalls go out to families.

c. Additional Considerations

i. Family training and support.

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

Social Justice School will host one Situational Learning Night per quarter. This session will be hosted on-line and in-person. Families will learn how to navigate our Parent Google site, and Google Classrooms. Families will receive their students email and online passwords needed to access the chromebooks. Sessions will be recorded and sent out to all families. Teachers will run a mock situational distance learning classroom in order for families to simulate the distance learning experience. Families who need support in accessing their scholar-activists programming will be able to email and call our Operations Manager. In addition, families will receive a copy of our online schedule and a copy of our distance learning attendance and engagement policy.

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.

All Social Justice School employees will attend our Summer Institute. Teachers will participate in professional development sessions led by our instructional leaders and our external partners. Some of the sessions that teachers will attend that focus on distance learning are: Google Classroom, Zearn, I-Ready, Zoom and the Poli USB Camera. Teachers will be taught how to 'flip' their classrooms in the event of a sudden transition to distance learning. Teachers will also get training on how to make lesson plans accessible and engaging to students on-line. Teachers will be expected to have a distance learning plan in

order to ensure an efficient transition to remote learning. Teachers will get additional professional development on the abovementioned topics 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 at SJS will use the Poly Studio to support synchronous instruction for students who are learning online. This particular camera model is used by universities and schools across the country and allows teachers to simultaneously teach students in-person and remotely. The Poly camera tracks the person who is speaking so that the teachers can move freely throughout the classroom and so that teachers can provide instruction to both groups of students. Students will follow the instruction (via the Poly camera) on their school-issued Chromebook using an online meeting platform such as Zoom. Teachers will broadcast their lessons via Zoom so that students have the opportunity to ask questions and participate via the chat function on Zoom. Teachers will require students to complete tasks on Google Classroom so that both students who are in-person and online can have the opportunity to share their work. Students at home will have opportunities throughout the lesson to join a small breakout room via Zoom.

We will provide all assignments to students learning from home on Google Classroom as well as provide access to all texts via Learnzillion, Amplify Science, or Google Classroom. Students learning from home will also have access to i-ready (for reading and math enrichment and intervention)..

Scholar-Activists Expectations

When I am at Home, my Learning Looks Like

- I will do my best to stay on a consistent schedule (will be provided with a schedule on days when remote class time is required)
- I will follow my remote learning schedule and be on time to all virtual classes Completing my individual class assignments and assessments by the expected due dates
- I will check my emails and Google Classrooms for new messages and feedback from my teachers
- I will reach out to my teachers if I need extra help and attending office hours as often as possible
- I will reach out to my Crew Leader and/or social worker when I need emotional/mental health support or when I need to talk to a trusted adult

Staff Expectations

When I am at teaching virtually, my Teaching Looks Like

- I will post my lesson plan and content materials to Google Classroom 48 hours in advance
- I will take attendance for students who are online
- I will create breakout rooms for students in order to facilitate small group instructions
- I will contact parents of students who are consistently not engaged during distance learning
- I will refer students to our Dean of Culture and Social Worker if they are consistently not engaged or not attending school online

Parent Expectations

When my scholar-activists is participating virtual school, my Parenting Looks Like

- I will ensure that my scholar-activists logs online and follows their daily schedules
- I will ensure that my scholar-activist completes all synchronous and asynchronous assignments
- I will contact my scholar-activists Crew Leader or teacher if I am having trouble accessing assignments

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.

Our distance learning schedule can be found [here](#). Scholar-Activists will be expected to have their devices on and complete an assignment in order to be marked present for online learning. Teachers will take attendance at the beginning and end of each period. At the beginning of the period, teachers will check to ensure that all scholar-activists have their cameras on. Teachers will check to see if students are completing their assignments during the middle and end of each period. Students who get points for each checkpoint will be marked as present for that period.

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://docs.google.com/document/d/1UOItJ441NcMtZp1kraKdV8sgahQoc1X9DdaCu73X-Bs/edit>

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 ; v. Summer programming

b. Instructional Changes

New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional 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.

Section	Activity	Explanation of approach and expected impact on student learning
Schedule Adjustments	Adjusted class/block/bell schedules	SJS has increased the length of all classes. Scholar-activists will attend classes for 55 minutes. In

		<p>addition, they will attend our intervention periods 4 times per week.</p> <p>SJS will use the additional time of the instructional block to ensure that our scholar-activists receive targeted small group instruction which will allow our scholar-activists to accelerate their learning. In addition, each scholar-activist will be receive, based on data analysis, the ‘best fit’ intervention each day.</p>
	<p>After-school programming</p>	<p>We will offer a variety of after-school programming options for our scholar-activists. This will include: photojournalism, debate, basketball, track and field, , dance, art, teacher led tutoring and cooking. Scholar-activists will be able to attend after care Mon-Friday. SJS wanted to ensure that we had afterschool programming that addressed both academic and social-emotional needs of our students.</p> <p>We believe that these options will lead to an increase in our students' sense of belonging as evidenced by the Panorama survey.</p>
	<p>Summer 2022 programming</p>	<p>This summer, we are offering our Ella Baker Summer Academy (EBSA). EBSA will run for five weeks throughout the summer starting on 7/5 and ending on August 5. We are partnering with the Children's Defense Fund to provide summer programming for Math and ELA. Students will spend the first two hours in a Math/ELA class and the second two hours in one of the following</p>

		<p>enrichment classes: sewing, african drumming, art, sports, and hip-hop. We offered this program to all students and prioritized students who needed additional support this year as a result of a lack of attendance or overall engagement this school year. We expect students to make growth in Math and ELA as measured by a pre/post assessment. In addition, we expect students to increase their sense of belonging as our programming will be in person.</p>
Instructional Changes	High-dosage tutoring ⁵	<p>SJS is planning to partner with the Math Corps, a proven and reputable organization that provides Math support through high-dosage tutoring. The Math Corps tutors will push into our intervention block and will provide small group instructional support for students who need additional tailored instruction. The math tutors will be able to provide more targeted instruction which will lead to an increase in their achievement.</p>
	New curriculum purchase	<p>Social Justice School is partnering with OSSE to implement Zearn, a highly rated math curriculum. Zearn provides lessons for teachers to implement both in-person and on-line. In addition, it has a built in tiered intervention program that allows for students who need additional support. This curricula shift will require professional development that will be provided through OSSE and by our Assistant Principal of Math. The implementation of zearn will result in an increase in math proficiency and growth over time for our scholar-activists.</p>

	New intervention program or support	We are going to use I-Ready for our ELA Intervention and Zearn for Math Intervention.. Students will attend their intervention class 4 times per week. We expect for each student to make at least 1.5-2 years of growth. See above.
	New uses of staff planning time for accelerated learning	Social Justice School has hired several additional Math and ELA teachers to support students. We have hired additional inclusion teachers to support students as they return to school. SJS will now use targeted ELA and Math department team meetings where teachers will unpack standards, and analyze data in order to increase and accelerate student learning. Math and Literacy teachers will analyze data, and student work
	New professional development for staff on accelerated learning	SJS is partnering with OSSE to provide professional development on the Zearn Math Platform. Zearn is a research based program that contains programming for acceleration and blended learning. We are working with Relay Graduate School of Education, through a partnership with OSSE, to develop a multi-year comprehensive plan to support our exceptional learners.
Staffing and Related Supports	Additional staffing Additional vendor	We added two additional Math teachers, 2 additional ELA teachers, 2 additional Math teachers and 2 additional Inclusion ELA and Math teachers to our staffing model. This revised staffing model will allow ELA and Math teachers to focus on one grade level and will provide more flexible staffing for our

		<p>intervention block.</p> <p>In addition, SJS has hired an Assistant Principal of Math and Literacy which will significantly reduce the coaching caseload for our instructional leaders. As a result, our instructional leaders will be able to provide more targeted support for our math teachers which will lead to an increase in student achievement. Lastly, SJS has hired two Deans of Culture in order to support the emotional and behavioral needs of our scholar-activists which will remove the behavioral barriers that prevent student achievement.</p>
Other	High dosage tutoring	<p>SJS is partnering with Math Corps a reputable tutoring company that focuses on providing targeted standard align support to students in Math. SJS will have one, possibly two, tutor who will provide this targeted support. SJS anticipates that students will meet their growth goals as a result of this structure.</p>

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

Currently, we do not have an in-house psychologist due to a high demand for psychologists and other providers across the district. We do, however, have a contract with the agency End to End Solutions to support our students who receive related services such as Speech, Occupational Therapy, and Physical Therapy. The administrative team is working collaboratively to identify psychologists that can provide the evaluations and assessments needed to ensure that we remain in compliance. Once we have identified the necessary

providers, a calendar of all meetings will be provided and a timeline will be established to ensure we meet all deadlines. We are confident that we will have a psychologist who will be able to provide the evaluations and assessments for our scholar-activists prior to the beginning of the school year.

ii. The LEA's plan to address those barriers

The LEA is currently interviewing various organizations with the objective of establishing a partnership to support re-evaluations for students currently receiving special education services and provide evaluations and assessments for students being referred to the special education process. We are in the final stage of contract negotiations with Young and Well, a reputable related services provider, to provide physiological evaluations for our scholar-activists. Once we have established a partnership with an organization, they will be provided with a calendar of all meetings for the academic year. The LEA will work with the identified organization to develop a timeline that reflects the compliance standards as they relate to evaluating/assessing students and new special education referrals.

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

The LEA plans to maintain communication with parents and families regarding any disruptions to the timeline or anything that may impact the students ability to be evaluated in a timely manner. Communication to parents will take place in the form of emails, phone calls, and letters. Parents will receive all associated letters of invitation within the specified timeframe as identified by OSSE and IDEA.

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 do not currently have any students currently qualified to receive compensatory services as outlined by IDEA. However, in the event that we do, SJS will first look at whole school student data to determine whole school learning loss. We will review this data in order to assess if the learning loss for students with disabilities was proportional or disproportional to

the general population. We will review this data by grade level and cohort. After reviewing the data, we will also review the documents of special education services that were provided by SJS and also related service providers. Based on those findings, we will contact families to let them know if there was learning loss and how we will address those gaps in services from SJS or related service providers. SJS will adapt our multi-tiered response to intervention to recover the learning loss.

- Tier 1: Recovery services administered to all students at SJS based on overall school trends (e.g., full school tutoring and/or evidence-based interventions, progress report and end of quarter report card analyses and improvement planning in Crew; and Empowerment [SJS intervention block]
- Tier 2: Recovery services administered to small groups of students at SJS based on subpopulation trends (e.g., learning loss classes/interventions for students struggling with a specific area - math support, reading support, math and reading recovery tutoring)
- Tier 3: Recovery services administered to individual students at SJS based on specific, individual trends (e.g., Comp.Ed., increase in IEP hours, RTI plan, etc.).

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.

We do not have any students currently qualified to receive compensatory services as outlined by IDEA. In the event that we do have students who qualify for compensatory services, SJS will contact families by phone, email and certified mail. Our Director of Student Support Services will conduct weekly walkthroughs with our Principal in order to ensure that the plans are being implemented. In addition, our Director of Student Support Services will meet with IEP team members monthly to assess progress and evaluate the plan that is being implemented.

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 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 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.