

Harmony DC PCS
Continuous Education Plan
Revised on January 25, 2023

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.

Question 1(Q1)

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)

- | | | |
|---|--|-----------------------------------|
| <input checked="" type="checkbox"/> 1. Provision of 1:1 learning devices. | <input type="checkbox"/> 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials. | <input type="checkbox"/> 3. Other |
|---|--|-----------------------------------|

1. Provision of 1:1 learning devices

1. As of the submission of this plan, the LEA has ___ learning devices.
200

2. Distribution Strategy:

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

3. An accurate assessment of current student access to broadband internet/WIFI.

4. Approximately ___% of our students have access to broadband internet/WIFI at their situational distance place of learning.
90%

5. 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 have contracts with Verizon for hotspots. We will provide one hotspot to each student who does not have broadband internet/wifi at home while distributing learning devices to students.

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

All learning devices are programmed to be used by any student with their one-sign login information which will be provided to students and parents at the start of school year. Students will use the same login information to use school based devices. When a school closure is foreseen, we will distribute devices to students and parents. We will deliver devices to students if their parents cannot make it to school.

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.

School will communicate with all interested stakeholders through emails, phone calls, Dojo messages, and newsletters. Our teachers and other staff members will communicate daily to inform parents of schedules, learning structure, attendance tracking, and such. School will also use social media and its website for schoolwide announcements.

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.

School will work with OSSE, PCSB, DME, and DC Health closely to quickly learn if there is any statewide possible school closure. When a statewide or schoolwide closure is probable, school will notify parents and students immediately with alternative plans. Plans will include possible distance learning days, learning device distribution information, attendance requirements, food service information, and etc.

c. Additional Considerations

i. Family training and support.

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

School will hold training sessions for families to prepare them for possible school closure. These training sessions will be done during back to school night events and home visits. Also, schoolwide online trainings will be offered throughout first quarter.

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.

Teachers will receive Google Classroom and Google Suite training during staff orientation early August. School technology coordinator and instructional dean will prepare learning modules for staff members to be equipped with skills needed for remote instruction.

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

Describe the LEA's expectations in the space below.

During staff and parents technology trainings, distance learning expectations will be explained and provided in written format to the parties.

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.

For synchronous learning, students will need to login Google Meets to attend their classes. Teachers will take attendance for the first hour and for the rest of their classes.

For a synchronous learning, students will need to submit their classwork everyday on Google Classroom for their engagement and grades.

Question 2(Q2)

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://harmonydc.org/school-health-plan-2022-23-school-year/>

Question 3(Q3)

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 schedulesii. After-school programmingv. Summer programmingvii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

High-impact tutoring

c. Staffing and Related Support

New hardware purchaseNew software purchase

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.

School hired one full-time math and one full-time reading interventionist to provide high-impact tutoring. Also, a part of STEM teacher's hours will be dedicated to supporting small group intervention in Kindergarten and 1st grade classroom. Students will be given a biweekly assessment on math and reading. Data meetings will be held weekly to review student work and assessment results, and the intervention planning for the next two weeks will be made using this standards-based data.

After-school programming will be available to select students who need extra time with their teachers. Teachers/interventionists will help students with the day's content, so students are prepared to receive new content on the next day.

Saturday Academy will start in the 2nd quarter based on diagnostics assessments (NWEA, mCLASS) and interim assessments (ANet) data. Students in 3rd-5th grade will be invited to participate in Saturday Academy. The instruction will be based on the standards covered until that point. Students will be prepared to access grade-level content and will be exposed to PARCC like questions. This work will give students an opportunity to close their foundational gaps. Saturday Academy classes are taught by Harmony teachers.

Summer school at Harmony is blended with summer camp where students receive math and reading instruction in the morning and participate in clubs in the afternoon. This program is type of bridge to next grade level program where students are able review the content they were exposed to previous year and have not mastered during regular school year. Summer school classes are taught by Harmony teachers.

School purchased devices to make sure students have one device at the school and one at home (when needed).

School also purchased Zearn, Razkids, and Learning.com. Zearn is a digital math program based on Eureka Math (school's math curriculum) which allows students to practice math concepts they learn daily in the classroom. Razkids is a reading program that allows students to read teacher-assigned books or the books they choose based on their reading levels. Learning.com is a technology program that allows students to learn typing and coding.

Question 4(Q4)

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

One barrier we had last year was the backlog of the evaluation providers. We wanted to move more timely, but most of the time they had many students in their caseload, and we had to wait longer for the evaluations to be completed.

ii. The LEA's plan to address those barriers

This year we signed contracts with two different companies to receive evaluation services.

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

LEA will communicate with families in a timely fashion to make sure consent for evaluations is received timely. School's Special Education Coordinator will send communications to parents before the evaluations are due, so all paperwork are received and school is ready to move forward with evaluations.

Also, school will keep parents up to date with the progress of evaluation, the days of the evaluation (so students are present on those days), and the expected date of the evaluation completion.

Question 5(Q5)

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.

School IEP teams discuss the possible compensatory education need for each student and make determinations based on student attendance and student progress in 2020-21 and 2021-22 school year.

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.

Families are part of IEP teams, and when a decision is made for compensatory education, families will be provided a copy of updated IEP which also will include information on compensatory education. LEA will create a compensatory education for each eligible student to make sure compensatory education is provided in a timely manner.

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.