

SY 2023-24 Continuous Education Plan (CEP)

LEA Name: Thurgood Marshall Academy PCS

LEA Head of School Name: Raymond Weeden

LEA Type: High School

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2023-24 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, 2024. **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 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:

Provisions for learning

- 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: **As of the submission of this plan, the LEA has 400 learning devices.**
 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials: **As of the submission of this plan, technology will be distributed to all students at the beginning of the school year.**
 3. Other: **Approximately 80% of our students have access to broadband internet/WIFI at their situational distance of learning.**

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.

All students will be offered internet access and technology during the first week of school. TMA has secured hotspots and is working to sign families up for the internet through local providers.

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

New to TMA students will receive devices during the first two weeks of school during advisory.

Distribution of Non-Digital Materials

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.

Other

Please describe, Other

- **Communication with Stakeholders**
- **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 in the space below.

The school will offer the core academic content for students through the Canvas LMS. We have found that the following remote learning practices provide the most effective instruction. We will tailor instruction depending on the students' needs and learning styles. TMA will use high-engagement strategies with students during distance learning, including but not limited to leveraging Canvas, providing access to small group instruction, and mirroring to support students' experience during remote learning. TMA will continue to leverage tools such as video conferencing to allow seamless transitions between in-person and distance learning environments for students and parents.

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.

In the event of an unexpected or partial closure due to emergencies, Thurgood Marshall Academy leaders will communicate with families via the school's "auto-dialer" software-as-a-service system, which sends recorded phone messages, emails, and text messages. The school maintains this system in the normal course of business for snow days and other emergency closures. The school will communicate as soon as feasible following a decision by school leadership that closure is needed. The LEA anticipates that students and staff will already have online access to curricular materials in such closure. Students and staff already have devices for distance learning—each student has a Chromebook dedicated to home use, and teachers and non-instructional staff have laptops. Closure messages will communicate class schedules. The LEA anticipates continued use of online curriculum management tools, so teachers and students will likely be directed to pivot fully to reliance on those tools during distance learning.

Additional Considerations

i. Family training and support.

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

Before the school reopens in the fall, we will host a virtual and in-person parent/student orientation where we discuss and share our CEP, approach to safe reopening, and how we plan to accelerate student learning throughout the school year. This information will also be shared in our parent newsletter, the Warrior Weekly, which will be sent out weekly by email, posted on our website, and texted to families to keep them abreast of school activities, programming, and operational updates. In addition, as the year progresses, we will also provide several vehicles for families to share input directly with Leadership, including surveys at the close of each marking period and the implementation of a semi-monthly virtual meeting.

Three academic updates will be provided quarterly (two progress reports and one report card). Families can access the school Learning Management System and Student Information System to track student progress against learning objectives. Access to these programs will be consistently available except for downtime periods for scheduled maintenance. Teachers will also communicate directly with families by phone, email, or text a minimum of three times per quarter to provide updates on student progress. All student grades will be recorded in the school SIS. Teacher grade books will be monitored bi-weekly to ensure that grades are recorded and that students receive assignment feedback.

Advisors will be the first point of contact for advisees and their families. Team building and community engagement activities will be facilitated through the advisory block. Advisors will connect with advisees routinely to monitor participation in our learning program and provide support as needed. Advisors will regularly connect with advisees' families to check in about student progress and overall family well-being.

TMA understands every parent may not be English language proficient and will determine needs for interpretation and translation to support Limited English Proficient families based on the language noted on the Home Language Survey or spoken language communicated with the school. TMA will translate any written communication sent home to the families and invite a translator to in-person events, meetings, or conversations held with families.

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.

TMA will use Agust Warrior Academy to train all team members in the process needed to support our students if remote instruction is necessary. This includes but is not limited to using the SIS and LMS systems and tools to communicate with families and students. Our Head of School, Department Chairs, and teachers lead the process. Using information gleaned from the last three school years, we will continue to leverage strategies that helped meet our students' actual needs after the year. As the year continues, we will use data, including interim assessments, student behavior logs, student engagement, and student in-seat attendance. We hope that these tactics respond to emerging student needs.

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

Consistent and clear communication is vital for maintaining the health and safety of the school community. Communication to our team, students, and families will happen across many media platforms: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach. Student and Family Orientation will occur in August. Sessions will be used to communicate expectations for the school year.

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.

The schedule will mirror that of students who attend on-site learning options to the extent feasible. This includes supporting students with specific needs. For students with IEPs, the Special Education teacher assigned to the student will ensure that learning time matches (to the extent feasible) on-campus time and complies with applicable DC and federal time-of-instruction rules (subject to waivers or special provisions provided to all schools or Thurgood Marshall Academy).

Student and Staff Well-Being

Beyond 2023-24 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 [2023-24 CEP Update Submission Guidance](#). 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.

2023-24 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 2023-24 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://thurgoodmarshallacademy.org/wp-content/uploads/2022/07/Health-Safety-Plan_Thurgood-Marshall-Academy-PCS_v2022-07_final.pdf

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

b. Instructional Changes

High-impact tutoring

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.

Adjusted class/block/bell schedules: TMA has revised the bell schedule to meet the current needs of its students. The new year's bell schedule has eliminated many early release days to increase the amount of time students have with teachers. Teachers and students will meet at least two days a week during four-day weeks and three days during five-day weeks. Students will also be provided a graduation work plan to help them monitor their progress of credits.

After-school programming: Students have access to Homework Help and Office hours weekly. Homework Help is time for students to meet with tutors who will support them in understanding and completing any assignment they may have difficulty with. This is also time for students to work on upcoming projects and assignments. Office Hours are the time for students to work directly with teachers to review material they have not demonstrated proficiency yet.

Summer programming: TMA provided summer enrichment for its incoming students to help them get adjusted to the school community. During Summer Prep, students were also provided reading and math intervention through Read and Math 180.

TMA also provides opportunities for students to recover credit for courses not passed during the school year. Students are placed in small group cohorts and provided teachers to support their progress on our self-paced online courses. Students in Algebra, Geometry, English I and ENGLISH II participate in a live thought course to remove barriers that may come from the need from self-paced modules.

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

Every student with an IEP has at least one IEP Meeting per school year. New students' IEPs from their previous school will be reviewed to help determine the initial services a student should receive. This meeting will be within thirty (30) calendar days of enrollment. TMA will decide to either adopt the student's IEP from the previous LEA or develop a new IEP that meets the applicable requirements of the IEP process. TMA asks that parents of new students should advise the school of any previous IEPs or special services their child received in the past.

Thurgood Marshall Academy places students with IEPs in the least restrictive environments available for those students. The IEP describes the programs and services offered to help these students reach their goals. Student IEPs will be reviewed annually as required by the Individuals with Disability Education Act (IDEA). The IEP team consists of the student, their parent/guardian, a special education teacher, general education teachers, and other personnel as needed. A re-evaluation of the IEP will be completed at least once every three years to determine whether the student is still eligible for special education services and what services the student needs.

Additional information regarding special education, including how to request services at Thurgood Marshall Academy, can be found on our website at www.thurgoodmarshallacademy.org.

ii. The LEA's plan to address those barriers

See above.

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

TMA will communicate general instructional approaches to families during orientation/back-to-school parent meetings and the weekly TMA newsletter. However, individualized emails/meetings/or phone calls will be held with families to discuss the specific instructional support for the student. Quarterly progress will be provided to parents to communicate the progress of students' learning.

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.

TMA has reviewed IEPs and the progress of each student with an IEP over the last two years. Students who need additional services to mitigate school closures or services that were not able to be met due to remote learning have and will continue to be discussed by the IEP team for each individual student. The team will determine if a student should receive additional services to support their growth and achievement at TMA.

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.

The family is part of the IEP team, which determines any additional support a student may need due to closures or remote learning. All changes with services will be approved by the IEP team.

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 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 2023-24.

The LEA attests to the following statement regarding graduation and promotion for 2023-24

- 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 :

- 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 model.
- 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 require 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:

- 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 2023-24 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan for the 2023-34 school year, in an understandable and uniform format; and
 - An accessible, family-facing description of their health and safety 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 2023-24 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, 2024.

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.