



## SY 2023-2024 Continuous Education Plan (CEP)

LEA Name: St. Coletta Special Education PCS  
LEA Head of School Name: Michael Rodrigues (CEO); Amy Warden (Principal)  
LEA Type: Pre-K; Elementary; Middle School; High School; Adult  
Date Generated: 08/15/2023

### **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.

### **Situational Preparedness**

#### **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 another 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.

As of the submission of the 2023/2024 Continuous Education Plan, St. Coletta had 250 Chromebooks available for student use during times of situational distance learning. Families will have access to Chromebooks and the school will distribute new/additional Chromebooks as needed. For those students who do not yet have a school-issued Chromebook, parents will have the opportunity to come to the school during designated times to pick up their child’s Chromebook. Directions for access will be provided to the family with the Chromebook, and St. Coletta information technology department will be available for technological support. Currently, 70-80% of students have access to WIFI or broadband internet within their home. The first and preferred step for families without internet would be to connect them with the FCC program Emergency Broadband Benefit: <https://dc.gov/release/new-federal-program-launches-help-eligible-dc-residents-access-internet>. Families will also be provided with information about the Districts “Internet for All program.” Finally, should parents continue to have difficulty accessing WIFI or broadband internet services, St. Coletta would purchase and distribute hotspots. Twenty hotspots were purchased during the 2020/2021 school year and distributed to families in need at that time. In addition, students will be provided work packets tailored to meet the individual goals of each student. Completion of these assignments will be tracked for progress as well as attendance purposes.

Should St. Coletta shift to situational distance learning due to an increase in COVID-19 positive cases across the District, families will be engaged through consistent communication between the teacher and the family using virtual meetings, phone calls and e-mails. Parents will be encouraged to participate in virtual instruction with their child and opportunities for virtual trainings will be offered throughout the course of situational distance learning.

St. Coletta will continue to provide multiple opportunities to support parents throughout the Distance Learning process. Parents will receive training on accessing the Google Meet platform for lessons, and will be provided with support from St. Coletta Information Technology Department via requests made by e-mail. School leadership will hold virtual Town Halls to update the St. Coletta community on program updates. These meetings will be held virtually and parents will be informed via e-mail, Class Dojo and text alert of any scheduled meetings and topics. Parents will continue to receive training and support from St. Coletta teaching and behavior support staff on how to set up the home space for instruction. Parent/Teacher conferences and Individual Education Plan meetings will continue to be offered virtually. Family newsletters from the school will be sent monthly to update parents on programming. Parents will receive e-mail communications with situational updates regarding changes in COVID-19 protocols based on levels of spread within the community. Updated and information will be posted on the school website, [www.stcoletta.org](http://www.stcoletta.org). In addition to e-mail, St. Coletta utilized the School Messenger Application and Class Dojo to provide instantaneous, electronic updates on school programming, to include communications regarding changes to a situational distance learning posture.

Teaching staff will be provided trainings on the Google Meet platform and curriculum resources during the 2023-2024 school year orientation. Additional trainings will be held throughout the year as needed. St. Coletta Curriculum and Information Technology department will provide direct support as needed. In addition, IEP meetings will continue to be held virtually using the Google Meet platform.

A family “Town Hall” held during 2022-2023 school year afforded parents an opportunity to receive information and provide feedback on updated COVID response protocols. The school will dedicate a portion of its annual Open House to address the Continuing Education Plan, reiterating the policies and procedures guiding the school’s approach to the reduction of COVID transmission. Documents will be translated in to languages other than English for those families who are need of them. Parents and families will continue to have the opportunity to provide information throughout the school year during school-wide Town Hall Meetings, administrative outreach events and through surveys as needed. Parents can also

contact their child's teacher or school leadership at any time. Students' IEP progress will continue to be communicated to parents by way of quarterly progress reports. Recovery learning updates and progress will continue to be communicated to the family following the meetings by way of providing a copy of the finalized IEP, meeting notes from the meeting and a letter of Prior Written Notice.

For a full school closure, we would revert back to our distance learning program using virtual lessons, telehealth related services, on-line curriculum supports, and physical materials. A distance learning schedule with information on classroom links and resources would be provided. All students were assigned a Chromebook at the beginning of the school year to use in the event of a COVID-19 related quarantine. Should St. Coletta shift to situational distance learning, students be expected to participate in 6 hours daily virtual instruction via live streamed lessons, and asynchronous work packets. Students will receive a combination of group and individual instruction presented by the classroom teacher and specials teacher, with support from classroom staff and therapists as indicated per the student's individualized education plan. Students Individual Education Program will be implemented through virtual instruction and through individualized learning materials sent to families on a weekly basis. St. Coletta will continue to take attendance daily in accordance with DC regulations while engaged in distance learning. More specifically, students must attend at least 60% of the scheduled school day to be considered present. Absences as well as late arrivals/early departures will continue to be considered unexcused/excused, just as if students were attending in-person lessons. Only when the school receives a valid excuse (i.e. doctor appointments, illness, court appointments, death in the immediate family, or other reasons approved by the school's administration) in writing within five days of the students return, will the absence/late arrival/early departure be considered excused. The school will not make daily calls regarding student absences while in distance learning. Instead, parents must communicate this information to the school by way of emailing our Attendance Coordinator, Judyvette Acevedo (jacevedo@stcoletta.org). Absences/late arrivals/early departures will remain unexcused if the parent does not provide a valid excuse in writing. Families may not "opt-out" of virtual learning given that attendance requirements remain in place.

Instructional leaders will check in if students are absent more than two days to discuss options for distance learning. They will then log onto virtual lessons designated for their age group and/or be provided with work packets and scheduled times for individual instruction in addition to asynchronous lessons. After a 10-day absence, instructional leaders will reach out to discuss scheduling a meeting to see if the student requires additional accommodations for distance learning.

### **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.

### **2023-2024 Health and Safety Plans**

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.

## **Accelerated Learning**

### **Employing Intentional Strategies for Accelerating Learning**

At the start of the 2023/2024 school year, students will be assessed using research-based literacy and numeracy assessments as well as the Essential Skills Assessment (designed by St. Coletta behavior analysts to track learner readiness behaviors). In addition, students may receive assessment on academics, adaptive skills, therapeutic services and behavior throughout the year as part of the IEP process. This is determined on an individual basis through a decision made by the IEP team. Data collected on IEP goal progress will also be collected and analyzed through the year to determine individual progress. At weekly Student Accommodations Team meetings, individual student progress data is analyzed and decisions made by the team to adjust instruction and goals based on student progress. These team meetings will continue into the 2023/2024 school year. Data from the informal assessments will be used to determine student grouping for instruction and will allow for more targeted individual instruction on literacy and numeracy goals within more structured literacy and numeracy programs that will be implemented during the 2023/2024 school year (Readtopia, ReadtopiaGo, Touch Math, First Author Writing, Heggerty and Foundations). Each program is specifically designed or adapted to meet the needs of students who have cognitive disabilities and will be implemented in conjunction with the student's Individualized Education Plan. In addition, each student will have access to technology that will allow access to the new curriculum as well as other applications that will support learning in across domains.

Additionally, St. Coletta will use individual progress reports as yet another measure of engagement. Progress reporting is provided to parents/guardians/students on a quarterly basis and school Student Accommodation teams analyze student data monthly and make programming adjustments or hold IEP meetings if warranted. While student engagement with the educational program is seen as critical to the successful return to learning, parental engagement is also viewed by the school as essential. St. Coletta will continue to use the school's website, text alert system and emails to continue to promote parental engagement in the form of town hall meetings and parent training opportunities.

During the 2021/2023 school year, Student Accommodation Teams met to determine the impact that distance learning had on the progress of each student as well as plan for recovery learning. An IEP meeting was held for any student for whom data showed negative impact due to the closure and subsequent distance learning program. Recovery Learning supports included plans for targeted instruction within the classroom setting, focus on specific disciplines, focus on specific goals and introduction of new teaching strategies to ensure progress is made on areas of impact. A written recovery learning plan was developed and a prior written notice was issued describing actions to be taken. These plans were implemented during the 2022/2023 school year and progress will continue to be monitored throughout the 2023-2024 school year. Student Accommodation Teams will meet monthly to review progress and plan for further individual supports.

### **Students with Disabilities**

All students at St. Coletta have an IEP and received Specialized Instruction. A student's IEP team will meet weekly to review and analyze assessment and instructional data. Quarterly Progress reports will be generated to track overall progress or regression on IEP goals. Adjustments will be made to instruction or to the IEP document as needed. IEP meetings will continue to be held yearly at minimum and more often if

adjustments are needed. LRE discussions are determined as part of the IEP process. All supports and services are individualized to the students and based on the needs and goals identified within their IEPs. All services and goals designated within the IEP will be delivered as part of their instruction, whether in-person or through a Distance learning model should the student receive a medical exemption. Any changes to services that may be required based on a student's virtual status will be made as part of the IEP process.

During the 2021/2022 school year, Student Accommodation Teams met to determine the impact that distance learning had on the progress of each student as well as plan for recovery learning. An IEP meeting was held for any student for whom data showed negative impact due to the closure and subsequent distance learning program. Recovery Learning supports included plans for targeted instruction within the classroom setting, focus on specific disciplines, focus on specific goals and introduction of new teaching strategies to ensure progress is made on areas of impact. A written recovery learning plan was developed and a prior written notice was issued describing actions to be taken. These plans were implemented during the 2022/2023 school year, data will be collected on progress. Student Accommodation Teams will meet monthly to review progress and plan for further individual supports.

### Assurance Statement for Continuous Education Plans (CEPs)

The LEA attests to the following statements regarding **delivery of instruction**:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math and science across grades K-12.

The LEA attests to the following statement regarding **2023-24 school year attendance**:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for the 2022-23 school year.

The LEA attests to the following statement regarding **graduation and promotion** for the 2022-23 school year:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving **students with disabilities**, including students in non-public special education school settings (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 EL students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its EL program and services to all EL students across both situational distance and in-person learning environments,
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

- The LEA will ensure that, to the extent its situational distance learning program uses technology, each student will have access to a device, other needed technology and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family, stakeholder and public engagement** (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 2023-24 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 2023-24 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2024.

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

LEA Name: St. Coletta  
LEA Leader Name: Amy Warden, Principal  
LEA Leader Signature: Amy Warden  
Date: 8/15/2023

#### Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with applicable **DC Health**

Revised 8/15/2023

**and OSSE COVID-19 guidance:**

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.

LEA Name: St. Coletta  
LEA Leader Name: Amy Warden, Principal  
LEA Leader Signature: Amy Warden  
Date: 8-15-2023





### Introduction

St. Coletta's 2023-2024 Health and Safety Plan outlines daily protocols that focus on the health and safety of our students and staff. St. Coletta will follow routine health and hygiene practices in order to mitigate the spread of illness as well as implement a tiered set of guidelines for COVID-19 response that will be determined by the rate of COVID-19 hospitalizations within the District of Columbia community. District law requires schools to verify student compliance with pediatric immunization requirements as part of enrollment and attendance. In addition to typical childhood vaccinations, any student age 16 or older at the start of the 2023-2024 school year must also have received their primary COVID-19 vaccination series (or be proceeding in accordance with the series) or they, too, will be subject to OSSE's immunization attendance policies. Students may only attend school for 20 school days without proof of immunization. If St. Coletta does not have documentation that your child has received the required immunizations, we will send home a written notice stating that you have 20 school days to present proof of immunization or your child will not be allowed to return to school until we proof has been received. For more information, families can access the [District of Columbia Immunization Attendance Policy | osse \(dc.gov\)](#) by clicking on this link. This plan was developed in accordance with the guidance provided by DC Health, which can be accessed here: [DC Health guidance](#).

### General Health and Safety Practices

- Receipt of Required Immunizations
  - **Ages 2-3:**
    - 4 doses of Diphtheria/Tetanus/Pertussis (DTaP)
    - 3 doses of Polio
    - 1 dose Varicella if no history of chickenpox
    - 1 dose of Measles/Mumps/Rubella (MMR)
    - 3 doses of Hepatitis B
    - 2 doses of Hepatitis A
    - 3 or 4 doses\* of Hib (Hemophilus Influenza Type B)
    - 4 doses of PCV (Pneumococcal)
  - **Ages 4-6:**
    - all vaccinations listed under 2-3 years of age
    - 1 dose of Diphtheria/Tetanus/ Pertussis (DTaP)
    - 1 dose of Polio
    - 1 dose of Varicella if no history of chickenpox
    - 1 dose of Measles/Mumps/ Rubella (MMR)
  - **Ages 7-10:**
    - all vaccinations listed under 2-3 and 4-6 years of age



- **Ages 11-16:**
  - All vaccinations listed under 2-3 and 4-6 years of age
  - 1 dose of Tdap
  - 2 doses of Meningococcal (Men ACWY)
  - 2 or 3 doses of Human Papillomavirus Vaccine (HPV)
- **At age 12**
  - Full Course of a COVID-19 mRNA vaccine series
- **Ages 16+:**
  - All vaccinations listed under 2-3, 4-6 and 11-16 years of age
  - Full Course of a COVID-19 mRNA vaccine series

\*All Students ARE STRONGLY RECOMMENDED to receive an ANNUAL FLU VACCINE

➤ Everyday prevention measures (regardless of COVID-19 Hospital Admission Level):

- COVID-19 vaccination
- Staying home when sick
- COVID-19 diagnostic testing
- Isolation (for symptomatic or COVID-19 positive people)
- Hand hygiene and respiratory etiquette
- Optimizing indoor ventilation and air quality
- Cleaning and disinfection

➤ Daily Facility Cleaning & Disinfecting

- Desktops, hands-on learning items, light switches, and door knobs will be cleaned daily
- Each classroom will have a supply of sanitizer wipes and disinfectant spray
- After students exit the building, staff will clean and wipe down each student's personal space and equipment used for the day
- All classrooms and offices have air purifier
- The after-hours cleaning company will come in to thoroughly clean and sanitize each classroom, floors, carpet areas, office space, windows, bathrooms, etc.

➤ **Hand Hygiene**

- Daily Hand Washing
  - Before and after all meals; snacks included
  - Upon arrival
  - After using the restroom or toileting
  - When changing or taking off masks
  - After blowing your nose, sneezing, and coughing
  - After touching trash cans

- After coming in from outdoors
- Hand sanitizing dispensers are installed in high-traffic areas in the building
- Continue sufficient handwashing techniques (ex. counting and singing for 20 sec)

➤ **Close Contact Identification and Reporting**

- **Contact identification and communication**
  - When a case of COVID-19 is identified at a school or childcare facility, contact identification will be carried out by the COVID-19 administration to identify and dismiss potential close contacts.
  - The COVID-19 Administrator will notify individuals who may have been exposed to COVID-19 at the facility by phone and e-mail.
  - Contact identification will focus on COVID-19 cases who started having symptoms or tested positive for COVID-19 in the last 5 days.
  - Contact notification will focus on those who were exposed in the last 5 days.
  - Schools and childcare facilities will share the following with potentially exposed staff and parents/guardians of potentially exposed students:
    - Education about COVID-19, including the signs and symptoms of COVID-19
    - Referral to Guidance for Close Contacts of a Person Confirmed to have COVID-19: Quarantine and Testing, available at [coronavirus.dc.gov/healthguidance](https://coronavirus.dc.gov/healthguidance)
    - Information on options for COVID-19 testing in the District of Columbia, available at [coronavirus.dc.gov/testing](https://coronavirus.dc.gov/testing).
  - The privacy of the staff or student will be maintained.
  
- **Reporting**
  - St. Coletta's COVID-19 Administrator will notify DC Health if there have been 25 or more confirmed COVID-19 cases tied to a single event that occurred at or was hosted/sponsored by the facility.
  - DC Health will be notified by submitting an online form on the DC Health COVID-19 Reporting Requirements website
  - DC Health will be notified on the same day the outbreak was reported to the facility

## **Tiered Response Plan**

Community Hospital Admission Levels will be identified using the CDC resources located at [CDC COVID Data Tracker: Maps by Geographic Area](#)

### ➤ **Low COVID-19 Hospital Admission Level**

- Health and Hygiene procedures in place
  - COVID-19 vaccinations required for students 12 and older and for all staff (up-to-date vaccination booster recommended)
  - COVID-19 vaccination recommended for students aged 3-11
  - On-site Rapid antigen testing as requested
  - Cleaning, sanitizing
  - Optimal ventilation throughout building
  
- Close Contact Protocol
  - Testing with Rapid Antigen Test on Day 5 if close contact is at school
  - Follow definition of close contact in accordance with CDC guidelines based on staff/student report
  
- COVID positive case
  - Isolate for five (5) days at home

### ➤ **Medium COVID-19 Hospital Admission Level**

- Masking:
  - Masking is recommended if individual is at risk for getting very sick
  
- Health and Hygiene procedures in place:
  - COVID-19 vaccinations required for students 16 and older and for all staff (up-to-date vaccination booster recommended)
  - COVID-19 vaccination recommended for students aged 3-11

- On-site Rapid antigen testing as requested
- Cleaning, sanitizing
- Optimal ventilation throughout building
- Close Contact Protocol
  - Testing with Rapid Antigen Test 5 days post exposure
  - Revised definition of close contact to be in accordance with CDC guidelines based on staff/student report
- COVID-19 positive individual
  - Continue 5-day isolation at home

➤ **High COVID-19 Hospital Admission**

- Masking
  - Masks recommended indoors
- Health and Hygiene Procedures
  - COVID-19 vaccinations required for students 12 and older and for all staff (up-to-date vaccination booster recommended)
  - COVID-19 vaccination recommended for students aged 3-11
  - specials and meals to be held in classrooms)
  - On-site Rapid antigen testing as requested
  - Cleaning, sanitizing
  - Optimal ventilation throughout building
  - Follow guidance of the Center for Disease Control (CDC)
- Close Contact Protocol
  - Testing with Rapid Antigen Test 5 days post exposure
  - Revised definition of close contact to be in accordance with CDC guidelines based on staff/student report
- COVID-19 positive individual
  - Continue 5-day isolation at home