

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: DC Bilingual PCS

LEA Head of School Name: Daniela Anello

LEA Type: Pre-K ; Elementary

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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 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.

530

a2. Distribution Strategy:

The devices are:

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

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.

98%

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.

Hotspot WiFi access points will be made available to any student that does not have access to high speed internet at the location of SDL. These will be distributed on an as-needed basis to families at any time.

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

All materials will be sanitized prior to assigning to a student for the duration of its use. For students who are unable to travel to school, the materials will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, hotspot) will be returned by the student following completion of their SDL time or if the hotspot is no longer needed. The same process will be repeated for checking in materials.

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.

We will provide all necessary learning materials, including desks if requested, so that students can make a comparable home work space to learn. We also have staff on site to help with technology access and setup, as well as any issues as they arise. Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

3. Other

Please describe, Other

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.

DC Bilingual will notify families via automated call, text, and email to all impacted families with students participating in SDL. Once the appropriate amount of time has passed for the closure or quarantine, DC Bilingual will send a follow-up communication to inform families of when their student will be able to return for in-person learning.

Staff involved in SDL and classroom teachers will communicate directly with families about any academic impacts or needs. Communication between SDL staff and families will take place through the Bloomz platform, email, text, or call, according to family communication preferences.

Students and families are able to access all learning materials virtually through Google Classroom.

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.

DC Bilingual will notify families via automated call, text, and email to all impacted families by 5:00pm the day before an unexpected closure, partial closure, individual or group quarantines.

Additionally, the message will be sent to families using the Bloomz platform. All messages will be sent in both English and Spanish. (Both the automated robocall system and the Bloomz platform can translate into languages other than English and Spanish.)

Families are able to contact our main office by phone or email if they have questions about the closure announcement.

c. Additional Considerations

i. Family training and support.

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

We have documents in English and Spanish walking families through the sign in process to access SDL. This information is sent via email, and printed, and goes home with each family upon notice of SDL. Academic leaders as well as the Community Health Managers are available for any 1:1 support needed, and our Technology Coordinator steps in for technical assistance.

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.

Using resources from 2+ years of remote learning, we have banked archives of lessons in English and Spanish. Academic leaders walk the appropriate staff through the resources to identify what to use for who and when. Since the model uses systems currently in place that students use whether in SDL or on site, the transition is smoother than if we used a completely different process. Teachers also have planning time to get materials and resources together when appropriate (i.e. if the majority of a class is in SDL).

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

Describe the LEA's expectations in the space below.

Depending on the need for SDL the expectations are as follows:

Students: If a student is well enough to attend virtual learning, the expectation is that they do so for every day available. If they are not, the families should communicate to the school that they will be absent due to medical need. If we do not hear from the families after 2 days of missed virtual learning, the school will follow up with the families directly.

Teachers: Led by instructional leaders, teachers will share weekly plans and any supplemental resources that can be modified by either a virtual teacher or an identified staff member for virtual learning.

Families: Families will pick up needed materials from the school (learning resources, computer, hot spot, etc), communicate if the student is absent due to illness, and/or any other barrier to accessing SDL.

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.

Students participating in SDL will continue with the following ways in which students will be marked present during their virtual learning experience.

Synchronous attendance in live lessons

Asynchronous viewing of recorded lesson & completion of follow up activity

Completion of daily work as assigned

Criteria defined by grade level

Students will not be counted tardy if they are late to their scheduled synchronous learning time or in-person days, but they will be held accountable for submitting any work missed during the time they were not connected. All work should be submitted via Bloomz or Google Classroom. If the student is unable to attend synchronous live sessions or submit daily work assigned (asynchronous work) they must inform the school.

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://dcbilingual.org/wp-content/uploads/2022/08/Health-and-Safety-Plan-SY22-23.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

iii. Longer school day

b. Instructional Changes

High-impact tutoring ; 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 ; Additional vendor and/or community partner support ; New software purchase

d. Any Other, Please Describe

N/A

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.

DC Bilingual has an extended school day, 8:15am - 4:00pm. High impact tutoring will be provided via AARP or another vendor. New curriculum purchases include all new Spanish curricula in K-5 (Benchmark), and a SLL curriculum to support students new to Spanish (AIM). Early release Fridays and other planning time will be used for PLC meetings regarding new curricula and DDI cycles. There will be two weeks of August training focused on accelerated learning. Additional staffing includes additional substitutes (to prevent intervention teachers from being pulled to cover classes), additional instructional leaders/coaches, an additional interventionist, and an additional SPED teacher. New software purchases include Lexia and Benchmark.

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

Barriers include student quarantine, and external provider/vendor shortages.

ii. The LEA's plan to address those barriers

DC Bilingual has contracts with multiple vendors that can complete assessments, despite shortages.

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

DC Bilingual contacts families via email, telephone, and DocuSign to streamline communication and ensure timely completion of documents and scheduling of meetings.

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.

DC Bilingual has reviewed the case of each individual student with an IEP to determine eligibility for compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in 2020-21 or 2021-22. These determinations were made for each individual student using eligibility criteria.

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.

As of summer 2022, all families with students with IEPs have received a letter with eligibility determinations for compensatory education to mitigate the impacts of school closure or distance instruction from Spring 2020 through Spring 2022 (2020-21 and 2021-22 school year), these letters have been uploaded as PWNs in SEDS.

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.