

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: DC Wildflower PCS

LEA Head of School Name: RACHEL KIMBOKO

LEA Type: Pre-K

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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.

a2. Distribution Strategy:

The devices are:

a3. An accurate assessment of current student access to broadband internet/WIFI.

a4. Approximately ___% of our students have access to broadband internet/WIFI at their situational distance place of learning.

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

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

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

Our approach to situational distance learning will start with avoiding it as long as it is safe to do so. Before closing a classroom or site, we will maximize the use of our extensive outdoor work and play spaces to support safely distanced learning. We have learned in the past two years that Montessori learning for pre-school learners does not translate well in a 1:1 technology-based solution. Rather, we will focus on helping families to bring their students' Montessori learning home by developing guides for at-home activities that parallel what their student engages in at school. In addition, we will provide at-home versions of Montessori materials and other supplies that students will need to support their learning.

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 Wildflower families have ongoing access to school information they need via Bloomz, our communication system. Bloomz allows families to receive communication via email, an app, and even text messages and calls (for urgent announcements) in their language of preference. DC Wildflower Teacher Leaders explain our communications plan for sharing information with families regularly and our methods for quickly notifying all students, staff, and families during home visits and orientation sessions held before school begins.

They will reach out by phone to families with limited access to the Bloomz platform or who experience possible technological or language barriers. If needed, Teacher Leaders will work with a Language Line to communicate with families that identify any language other than English on their student/Family Home Language Surveys.

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.

If we need to move to situational distance learning, our Teacher Leaders and their campus team will meet with the charter support team to review our at-home learning plans. Then we will communicate about the reason and length of the at-home learning arrangements, resources available for families, and any other information that will help students have a successful experience.

We will provide, at minimum, weekly updates and resources related to at-home learning. We will communicate with all families through our school communication system, Bloomz, first and then follow up with phone calls as needed.

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 will host one or more information and training sessions for families to provide an overview of the at-home learning plan and tools we will use during this time. In this session we will share a sample student schedule, how to best prepare for learning at home, what we expect from families and students during this time, and tools we will use. Additionally, we may share with families any optional online learning apps we may recommend. These sessions will be recorded so that they're available to those who cannot attend.

We will offer Office Hours to answer questions or help families to navigate the materials we will use. Priority will be given to our Title 1, reduced lunch, and other special populations. While we do not plan to implement a 1:1 technology distribution, we will offer families technology support (like a Chromebook or hotspot) if it is needed for them to access Bloomz.

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.

Our Teacher Leaders have experience with how Montessori learning can successfully transfer to at-home learning. They will be the lead developers of the student schedule, learning plans, and develop the materials and supplies lists. As well, they will use their experience with previous distance learning to identify optional online applications that can augment hands-on work.

If we need to move to at-home learning, we will ensure that all staff are familiar with our model and protocols as it will require a collaborative effort among the whole team to support our students and families.

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

Describe the LEA's expectations in the space below.

If we need to return to at-home learning, we will share our expectations for all our stakeholders before we begin. For families, this will be via Bloomz. We will also review these expectations during any information and training sessions we host to prepare families for at-home learning.

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.

We will create at-home learning schedules based on the ages and current work of the children to ensure that they receive appropriate and sufficient academic instruction. There will be an expectation that families will check-in daily.

We will measure attendance by asking teachers to note which families have posted an update each day. Anticipating that Bloomz will be our platform, this could be as simple as sending an email with a picture of a work product or posting to a shared photo album. We will also offer families a way to track their student's attendance in case they are unable to share evidence of school-related work.

We will continue to hold attendance meetings in order to prevent truancy and ensure that children are engaged in 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.

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

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

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.

Work Time: In the Montessori classroom there is an “uninterrupted work period.” During this time students select a learning task (“work”) and proceed without interruption by whole-class activities. This dramatically decreases instructional loss due to transitions, builds the ability to focus and prioritize, and supports the development of independence. We are maximizing the uninterrupted work time for children by ensuring that there is a three-hour morning work cycle. Should we need to make adjustments to the schedule, we will make sure the varying needs of our children will be met. We will integrate opportunities for rest and play as needed to maintain an uninterrupted work cycle.

After School: We will work with our extended day partner to identify ways to extend an experiential learning. This programming will include learning experiences aligned to core Montessori curriculum.

Instructional Changes: We will use our annual academic priorities and rigorous attention to the progress students are making to decide whether or not to add interventions, and what form they might take.

Interventions: DC Wildflower will address students’ learning loss through targeted interventions and small group work facilitated by our teachers. We will base our decision for interventions on a rigorous MTSS and provide “just in time” support. ² Please see OSSE’s guide, High-Impact Tutoring: A Proven Strategy to Accelerate Student Learning, released March 15, 2021. ⁵ A comprehensive approach to collecting, analyzing, and using data to inform instruction will inform our supports. At the most fundamental level, teachers will collect daily observational data and use short-cycle assessments to adjust instruction and to identify student needs. This instructional planning is informed by regular coaching and instructional support from our Student Support Partner and Executive Director.

Effective interventions can occur throughout the day, including transitions, songs, after nap, etc. Another opportunity for extending learning is our extended day period, which we can develop in collaboration with our partner.

We will add accelerated learning to our slate of professional development experiences, focused on our overall academic learning priorities for the year.

Staffing and Related Supports: Because both of our Teacher Leaders are Montessori-trained we have a second teacher in the work cycle with the flexibility to support and/or extend the work of students, in close collaboration with the lead teacher. A second trained Teacher Leader is an interventionist in the room who can support accelerated learning. All accelerated teaching staff are previously training and/or will receive professional learning in the implementation of our Montessori pedagogy.

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

The two biggest barriers to meeting these requirements are in acquiring parent consent and obtaining evaluations.

ii. The LEA's plan to address those barriers

Our LEA will continue to conduct individual reviews for students with disabilities. During these reviews, our IEP teams will review individual academic and social emotional student data to determine and address barriers that reduced a student's capability to adapt and acclimate to the new norm. The IEP team will complete a recovery plan to determine if recovery services are warranted.

It is never our goal to place any student in a more restrictive environment than is warranted based on individual student data. We will follow LRE protocol to determine the least restrictive environment for each student with a disability. As needed, DC Wildflower will purchase intervention programs to assist the recovery process for our students with disabilities.

Additionally, we have developed a comprehensive Student Support Playbook, which summarizes our entire process (from Child Study to Special Education) for staff. It also includes parent-facing resources to support parent education and the benefits of early identification, evaluation, and intervention. We will engage a consultant to provide our Student Support Partner with quality assurance and coaching in our start-up year. We have partnered with two organizations for related service providers and therapeutic services who share our commitment to timely intervention.

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

DC Wildflower will determine and design appropriate services through the recovery process during these meetings for students with disabilities. Our parents are part of the IEP team. All parents of students with disabilities will be notified of the plan to hold individual meetings to consider and address any gaps of loss of services caused by the Pandemic.

In addition, we will hold back to school nights at each campus with sessions for parents of students with disabilities. Additionally, family communication is a key focus for student support this year. We believe trusting relationships with families are foundational and are actively building them with families through home visits. We will also develop tools and a communication system that centralizes parent inquiries and allows the team to track responses. This, in turn, will help us better track the entire process and identify systemic issues that we can then address. We will also offer multiple parenting trainings for students with disabilities in addition to broader community meetings about inclusive practices and special education.

DC Wildflower will make every effort to accommodate family members with disabilities in the special education process. We have access to assistive technology and interpreters to accommodate family members with disabilities.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

We do not have any students with compensatory services at this time.

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.

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.