

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Latin American Montessori Bilingual PCS

LEA Head of School Name: Dr. Charis Sharp

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.

80

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.

99%

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.

Mobile hotspots will be provided to students identified to have no access to the internet at home

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

A device request form will be distributed to all students and a pick-up will be scheduled for parents to receive devices.

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.

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.

In the case of situational distance learning, our LEA plans to communicate with families about the reason and length of the distance learning arrangements, students' schedules, resources available for families, and any other information that will help students have a successful distance learning experience.

LAMB families will have ongoing access to the information they need about distance learning via ParentSquare, our communication system. This system allows families to receive communication via email, an app, and even text messages and calls (for urgent announcements) in their language of preference. We will provide weekly updates and resources related to distance learning.

Furthermore, our Family Engagement team will also reach out by phone to families with limited access to the

ParentSquare platform or who experience possible technological or language barriers. In addition, Family Engagement will work with a Language Line to communicate with families that identify any other home language 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.

In the event that we need to move to situational distance learning, we would coordinate meetings of all educators by department and grade level. We would use these meetings to review our distance learning schedule and protocol.

We would communicate with all families through our school communication system, ParentSquare.

c. Additional Considerations

i. Family training and support.

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

In case we move into situational distance learning, we will host an information and training session for families to provide an overview of the plan and tools we will use during this time. In this session we will cover the students' schedules, how to best prepare for these sessions, what we expect from families and students during this time, and the tools we will use. Additionally, we will train families on how to use the technology we will use: Google Classrooms, Google Meets, and any online learning apps we may select.

Additionally, we will offer Technology Help Hours so we can help families that have questions or are having a hard time navigating the online tools we will use. Priority will be given to our Title 1, reduced lunch, and other special populations.

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.

We have previously trained teachers on how to use their computers to assign lessons and follow our schedules. All teachers are proficient in using Google Classroom to teach children.

Before the year starts, we will ensure that all new teachers are familiar with our remote teaching model and protocols.

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 distance learning we will share our expectations for all our stakeholders before we actually start online learning. We will outline these expectations and share them via ParentSquare. We will also go over these expectations during the information and training session we host to prepare families for online 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 would use the situational distance learning schedules that we created for the 2021-2022 school year in order to ensure that children receive sufficient academic instruction.

We will measure attendance by asking teachers to note down which children are present in their classes virtually. We will also offer families away to track their attendance in case the children cannot attend virtually but are doing other school-related academic 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.

<https://www.lambpcs.org/covid>

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 ; v. Summer programming

b. Instructional Changes

High-impact tutoring ; New curriculum purchase ; New intervention program or support

c. Staffing and Related 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 cycle.” During this time students select work from a weekly work plan (elementary) and work 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.

Summer Tutoring: This summer (2022), with the help of a Summer Strong grant from the DME’s office, we were able to offer intensive daily tutoring with our teachers to our students with the greatest needs – mostly students who are on FARMs – through our summer program.

Curriculum: We identified Montessori materials and curricula that are particularly effective for addressing learning loss and purchased them. In the Montessori classroom, there is often only one copy of a particular material. Having multiple copies of these materials aids in this work.

Interventions: We are continuing our work with a dedicated English language and reading interventionist and are increasing the hours for our Spanish language interventionist. Our Spanish language interventionist focuses primarily on math instruction.

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 in obtaining evaluations.

ii. The LEA's plan to address those barriers

We are increasing our staff that supports family services in order to help parents understand the SPED process and the benefits of early identification, evaluation, and intervention. We have also added an additional SPED coordinator. We are constantly seeking service providers to conduct the necessary evaluations in a timely fashion.

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

Family communication is a key focus for SPED and Student Support Services this year. We are developing an additional handbook, a webpage, 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.

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.

COVID-19 IEP Recovery/Compensatory Education Plan

LAMB's SPED team will make individual student decisions regarding compensatory services using the following matrix.

Criteria	Description & Analysis	IEP Team Consensus	
Criterion 1: School level data on the services provided during the COVID-19	What instruction/support was provided through the general education distance learning program? When did distance learning begin for all students?	Was the student's IEP implemented? Consider the following: <ul style="list-style-type: none">• Were there services that could not be provided	NO CONTINUE TO NEXT CRITERION

<p>distance learning time period</p> <p>Detail services that student received during distance learning time period</p>	<p>When did special education services begin for this student?</p> <p>What special education services were made available?</p> <ul style="list-style-type: none"> - Specialized Instruction: - Related Services: - Accommodations/other aids and supports: - Anything else provided to ensure access to general education distance learning: <p>If services were offered but not received, why were the services not received?</p> <p>What efforts were made to ensure services were received?</p>	<p>remotely?</p> <ul style="list-style-type: none"> • Was there a delay in the provision of services after the school's distance learning program began for all students? <p>Was the student unavailable for services? If so, why?</p>	<p>YES = CONTINUE DETERMINATION WITH CRITERIA 2 AND 3</p>
<p>Criterion 2:</p> <p>School level data on progress experienced by all students during the COVID-19 distance learning time period</p> <p>What progress did individual student make during distance learning?</p>	<p>What progress was expected/experienced by individual student with disability?</p> <ul style="list-style-type: none"> • expectations for appropriate progress in light of the distance learning program and student's individual circumstances • analysis of assessment data: • analysis of IEP goal progress: 	<p>Did the student make progress that we would expect given the distance learning program and the student's individual circumstances?</p>	<p>NO</p> <p>CONTINUE TO NEXT CRITERION TO DETERMINE IF REGRESSION OCCURRED</p> <hr/> <p>YES</p> <p>COMPENSATORY EDUCATION SERVICES MAY NOT BE NEEDED BUT CONTINUE TO NEXT CRITERION</p>

How does individual student progress compare to progress for all students?			TO DETERMINE IF REGRESSION OCCURRED
<p>Criterion 3:</p> <p>School level data on regression experienced by all students during the COVID-19 distance learning time period</p> <p>Is there evidence of regression for individual student? Does individual student data show regression in performance during the COVID-19 distance learning time period as compared to general education peers?</p>	<p>What regression was experienced by individual student with disability?</p> <ul style="list-style-type: none"> • analysis of assessment data: • analysis of IEP goal progress: 	Does individual student data show regression during the distance learning time period?	<p>NO</p> <p>COMPENSATORY EDUCATION MAY NOT BE NEEDED BUT CONSIDER PREVIOUS CRITERION BEFORE MAKING FINAL DETERMINATION</p> <hr/> <p>YES</p> <p>CONTINUE TO COMPENSATORY EDUCATION</p>

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.

LAMB will communicate via email and phone call (or in-person, if possible) regarding compensatory services as soon as possible and before delivery of services begins. All parties will need to sign off on the plan for compensatory services to ensure proper notification and compliance.

The following template will be used for communication and signing off on these plans:

Does the student require additional Compensatory Education/Recovery Services beyond what is available through the school's general education plan? ____ NO ____ YES				
Explain team's rationale:				
Detail Recovery/Compensatory Education Plan that student will receive:				
Service	Amount	Location	Time Frame	Provider
Date of Determination:				
Parent & LEA Rep				
Name	Signature		Date	

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.