

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Lee Montessori PCS
LEA Head of School Name: Chris Pencikowski
LEA Type: Pre-K ; Elementary ; Middle School
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Background and Purpose

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

LMPCS has learned a significant amount during the COVID years. Our ability to quickly and efficiently scale up distribution of materials was frequently put to work during the 20-21 and 21-22 school years. In particular, teachers have already created extensive 'virtual' lesson plans including printed materials that can quickly and easily be re-used for this school year, at any point during the year. Teachers, in coordination with school leadership and the Operations Team, are able to create, organize, and communicate the distribution of materials to families within a short timeframe. We still have many supplies and tools leftover from distance learning to support the rapid creation of new materials should the need arise.

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.

LMPCS will continue utilizing our existing family communication tool, ParentSquare, for all communication and instructions regarding transitions to distance learning.

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.

LMPCS will work internally to develop a communication strategy, lead by our Director of Communications and supported by campus Principals, and craft a message that will reach all families. We will rely on existing and trusted communication platforms, including ParentSquare (which has the ability to send emails and texts) and hard-copy letters to families to ensure that

c. Additional Considerations

i. Family training and support.

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

Families will be provided instruction and guidance on distance learning expectations when distance learning is announced. Families will have a variety of support options, including direct connection with their child's guide through ParentSquare, continued ability to call the school front desk with questions (the Operations Team maintains open phone lines even when we are not physically in the building), and access to emails for various members of school leadership, all of which will be provided when the distance learning announcement is made.

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.

Teachers are provided with laptops that have Zoom and Google Meet pre-installed, allowing them to create, host, and join sessions with families. All staff are provided an overview of the technology capabilities once during the beginning of the school year. If the school decides to move to distance learning, additional training may be offered in order to best prepare our staff to deliver remote instruction.

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

Describe the LEA's expectations in the space below.

Expectations will be clearly articulated to families during the announcement of distance learning, and through subsequent follow up. Families are expected to make their children available during the school day (8:30am - 3:45pm) to complete assigned work packets, and to join virtual sessions or 1:1 tutoring calls with their teacher, as dictated and decided by individual classroom teams. LMPCS will still maintain our high expectations for daily attendance even while in a distance learning posture, and will continue to send absent notifications to families that do not report in during the school day.

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 and families will be expected to be available for learning from 8:30am to 3:45pm daily, the same as if school was meeting in-person. Attendance will continue to be recorded by the classroom assistant and confirmed by a member of the Operations Team before being submitted to OSSE daily. Guides will be expected to have one "touchpoint" with families on a daily basis, which can take the form of a morning meeting, 1:1 tutoring session, or small group lesson virtually.

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.leemontessori.org/public-information>

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

ii. After-school programming ; v. Summer programming

b. Instructional Changes

High-impact tutoring ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional staffing

d. Any Other, Please Describe

e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

LMPCS' strategies for the SY22-23 school year are interconnected and support one another. Arguably the most significant change we are making for the upcoming school year to better support student learning is the hiring of a Managing Director of Academics. This individual, who previously served as the Head of School at our Brookland campus, and brings years of Montessori classroom experience as well, will ensure high-quality academic outcomes for both our campuses, and to help coordinate student support services, curriculum development, and professional development. We are excited that this new role will be able to streamline functions that previously lived under different teams, and anticipate strong academic outcomes for our students as a result.

In addition to staffing changes, LMPCS will be entering a contract with a tutoring agency to bring further support to our student population, particularly those students who we've identified as either falling behind or not making significant academic progress during the preceding two school years. This partnership builds on work that was started during the 2021-22 school year, where we were able to offer tutoring opportunities to a number of students as part of our daily, afternoon, and summer schedule.

LMPCS develops and runs our aftercare program in house, allowing us the flexibility to tailor the curriculum and programming to meet the needs of students. Our Extended Day team also plans and executes summer programming, allowing seamless coordination between the after-school and summer time enrichment opportunities. In coordination with our Managing Director of Academics, our Out of School Time Manager, and Extended Day Campus Site Leads, programming can be developed to support students who need accelerated learning opportunities. This overlaps with other supports identified here, including the partnership with high-impact tutoring services, which can take place during after school hours or summer school hours.

Using information gleaned from school year 2021-22 as well as from the above mentioned strategies we are planning on supporting teachers through a robust preservice training calendar and will continue to implement new strategies and training once we understand students' actual needs after the start of the year. As the year continues, we will continue to build out our internal professional development calendar and curriculum, to support our staff in improving their practice and grow them as life-long learners, using existing tools and resources to better leverage data about our students and clearly identify accelerated learning opportunities for each individual child.

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

LMPCS experienced staffing transitions this summer in a number of key special education roles. As new staff are onboarded, there could be delays in scheduling and holding meetings, and determining final eligibility.

ii. The LEA's plan to address those barriers

When we learned of the staffing changes, we moved quickly to fill the planned vacancies. In addition to successfully onboarding a Director of Special Education before the end of the 2021-22 school year (and allowing for some overlap and knowledge transfer with outgoing staff members), we also expanded the team to include campus-level Managers of Special Education, to provide further capacity in meeting special education requirements and better serving our campus populations. Increased staffing will give us the ability to more diligently deliver timely assessments, and to more quickly arrive at eligibility determinations.

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

As with all our other outreach to families, frequent and reliable communication channels are key. Staff members are accessible and available to families to answer calls and ensure support is given where needed. An expanded student services team ensures that we are better able to follow up with families that need reminders and help completing their requirements. This school year the school is hiring an additional in-house Speech and Language Therapist and an Occupational Therapist to support meeting evaluation deadlines. The team is updated on evaluation timeline requirements and is working diligently to meet evaluation requirements.

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.

Our student support team will communicate each IEP decision with families on an expedited basis, to ensure that all parties are aligned on the specific support for each child. Expediency is key, as it ensures that services are able to be delivered even sooner and help mitigate prolonged periods of school closure from previous school years. LMPCS has invested in and expanded our student support team from 2021-2022, which will help us ensure that we are meeting all identified services for each student with an IEP in our building.

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.

Our student support team will communicate each IEP decision with families on an expedited basis, to ensure that all parties are aligned on the specific support for each child. Expediency is key, as it ensures that services are able to be delivered even sooner and help mitigate prolonged periods of school closure from previous school years. LMPCS has invested in and expanded our student support team from 2021-2022, which will help us ensure that we are meeting all identified services for each student with an IEP in our building.

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.