

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Creative Minds International PCS**  
**LEA Head of School Name: Chuck Jackson**  
**LEA Type: Pre-K ; Elementary ; Middle School**  
**Date Generated: 08/22/2022**

### 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.**

600

### **a2. Distribution Strategy:**

**The devices are:**

Are distributed to the following group(s) of students at the beginning of the school year

**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.**

90%

**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.

**Creative Minds will distribute T-mobile hotspots to families needing support with Wifi.**

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

**Students in grades 3-8 will have the option to check out a device at the beginning of the school year to keep at home so they do not need to bring the device back and forth from home to school.**

**In the case of a foreseen closure, we will send devices home with students on the last day of in-person learning, if feasible. Additionally, we will host drive-up distribution events for families. If needed, we will drive the device to the student's home.**

## **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.**

To meet the needs of our diverse community, Creative Minds strives to meet families where they are. We provide communications in languages that our community requires as indicated on the

Family Home Language Surveys. Our main platform, ParentSquare translates into a family's preferred language. We engage families using multiple platforms, which may include:

- Email bulletins
- Parent Square
- Social media
- Town halls
- Language Line
- Point-to-point (e.g., phone calls, direct emails)

**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 a small cohort is moved to distance situational learning, our COVID management team notifies the affected stakeholders directly.  
If a school-wide switch to distance situational learning, then notifications will be sent by:

- Email bulletins
- Parent Square
- Social media
- Point-to-point (e.g., phone calls, direct emails)

**c. Additional Considerations**

**i. Family training and support.**

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

Creative Minds takes a proactive approach to prepare for a worst-case scenario in

which a cohort or school-wide switch to distance situational learning by communicating the plan ahead of time. By communicating our plan in advance, families and staff know what to expect and it allows a robust response that preserves the health of the community while maximizing student learning.

In addition, staff are trained during professional development on how to use technology. For families that need additional support with technology, we have staff on hand to assist with issues. We have an email that operates all the time ( [frontdesk@cmipcs.org](mailto:frontdesk@cmipcs.org)) where stakeholders can report issues and receive a reply in a short period of time.

**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.**

In addition, staff are trained during professional development on how to use technology and how to plan for remote learning.

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

**Describe the LEA's expectations in the space below.**

Creative Minds takes a proactive approach to prepare for a worst-case scenario in which a cohort or school-wide switch to distance situational learning by communicating the plan ahead of time.

Staff is informed of expectations and trained on how to execute distance situational learning during professional development, which occurs throughout the year. General expectations are shared with the community (as a resource on ParentSquare) and specifics are shared once a transition to distance situational learning becomes necessary. This information is shared on ParentSquare and point-to-point with impacted stakeholders.

**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 have established a schedule for what instruction will look like should we need to pivot to situational distance learning. See below for details:

## Virtual Learning Schedule: Preschool & PreKindergarten

<b>9:00 a.m.–9:30 a.m.</b>	<b>Morning Meeting</b>	Monday–Friday	Live on Zoom
<b>9:30 a.m.–10:00 a.m.</b>	<b>Learning Center 1:</b> <b>(Music &amp; Movement, Art, Math, Science, Read aloud and Literacy)</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Teacher facilitated</li> <li>• Live on Zoom and recorded</li> </ul>
<b>10:00 a.m.–10:30 a.m.</b>	<b>Learning Center 2</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Teacher facilitated</li> <li>• Live on Zoom and recorded</li> </ul>
<b>10:30 a.m.–11:30 a.m.</b>	<b>Social Groups &amp; Independent Play</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Social Groups: 20 minutes, teacher facilitated, live on Zoom</li> </ul>
<b>11:30 a.m.–1:00 p.m.</b>	<b>Lunch &amp; Nap Time</b>	Monday–Friday	
<b>1:00 p.m.–1:30 p.m.</b>	<b>Learning Center 3</b>	Monday, Tuesday, Wednesday & Thursday	<ul style="list-style-type: none"> <li>• Teacher facilitated</li> <li>• Live on Zoom and recorded</li> <li>• Friday: option to participate in a recorded session</li> </ul>

<b>1:30 p.m.–2:00 p.m.</b>	<b>Enrichment Classes: Art, PE, Languages</b>	Monday, Tuesday, Wednesday & Thursday	• Recorded
<b>*PD Friday afternoons</b>			

## Virtual Learning Schedule: Kindergarten - 4th grade

<b>9:00 a.m.–9:30 a.m.</b>	<b>Morning Meeting</b>	Monday–Friday	Live on Zoom
<b>9:30 a.m.–11:30 a.m.</b>	<b>Live: Small Groups</b> <i>or</i> <b>Recorded: Math, IPC &amp; Literacy</b> <i>or</i> <b>Office Hours</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Small Groups: teacher facilitated</li> <li>• Office Hours: teaching assistants will be available for extra academic support</li> </ul>
<b>11:30 a.m.–12:00 p.m.</b>	<b>Social Groups &amp; Enrichment Classes</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Social Groups: live on Zoom, facilitated by teaching assistants</li> <li>• Enrichment: recorded</li> </ul>
<b>12:00 p.m.–1:00 p.m.</b>	<b>Lunch</b>	Monday–Friday	Optional: live language lunches, movement break, or art exploration with E-Team teachers
<b>1:00 p.m.–2:00 p.m.</b>	<b>Live: Small Groups</b> <i>or</i> <b>Recorded: Math, IPC &amp; Literacy</b> <i>or</i> <b>Office Hours</b>	Monday, Tuesday, Wednesday & Thursday	<ul style="list-style-type: none"> <li>• Small Groups: teacher facilitated</li> <li>• Office Hours: teaching assistants will be available for extra academic support</li> </ul>

<b>2:00 p.m.–2:30 p.m.</b>	<b>Live Share</b>	Monday, Tuesday, Wednesday & Thursday	• Live on Zoom
<b>*PD Friday afternoons</b>			

## Virtual Learning Schedule: 5th - 8th grade

<b>9:00 a.m.–9:45 a.m.</b>	<b>Period 1:</b>	Live on Zoom
<b>9:50 a.m.–10:20 a.m.</b>	<b>Advisory</b> <b>Focus on social-emotional development</b>	Live on Zoom
<b>10:30 a.m.–11:15 a.m.</b>	<b>Period 2</b>	Live on Zoom
<b>11:20 a.m.–12:10 p.m.</b>	<b>Lunch</b>	Option for teacher-facilitated live lunch on Zoom
<b>12:15 p.m.–1:00 p.m.</b>	<b>Period 3</b>	Live on Zoom
<b>1:15 p.m.–2:00 p.m.</b>	<b>Period 4</b>	Live on Zoom
<b>2:00 p.m.–2:45 p.m.</b>	<b>Independent Work</b>	Offline

The schedule was designed with the following criteria in mind:

- Increase opportunities for live engagement
- Maintain flexibility for students and families
- Mindfulness of required screen time
- Provide universal social-emotional support and increase opportunities for connection
- Stay true to Creative Minds' student-centered approach and holistic curriculum

Teachers will take attendance daily during the zoom sessions. If students are not showing up for the sessions, teachers will reach out to families by phone or email. If absences continue, they will set up a



time to meet with the family and see if there is anything we can do to help with getting the child to participate. The school counselor will partner with the teachers and family to identify strategies to help with attendance.

Teachers will monitor and track if students are asking/ answering questions verbally or in the chat. Teachers will also note if students are completing assigned work. Teachers will offer office hours to meet with students who are not meeting expectations.

### **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.creativemindspcs.org/community/covid-19-resources/>

### **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 ; iii. Longer school day ; v. Summer programming

**b. Instructional Changes**

High-impact tutoring ; New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning

**c. Staffing and Related Support**

Additional staffing ; Additional vendor and/or community partner support ; New hardware purchase

**d. Any Other, Please Describe**

Other	Tutoring	X	After 4-6 weeks of school, we will identify students who would benefit from targeted intensive tutoring.  The tutoring will be an added opportunity for students to work on targeted skills. This additional practice will support student learning.

**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.**

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	X	In lower school we will continue with the longer instructional blocks created last year to account for increased time in one subject/ content area.  In middle school, we will continue with the intervention time built into the end of each class period.  These adjustments to the schedule allowed for longer focused time in one content area. In lower school, teachers will be able to deliver a mini lesson to

			<p>the whole group and then be able to utilize the longer time in small groups to differentiate the content to meet the individual needs of the students. In middle school, the additional time at the end of class will be used to practice skills and to collect data to determine the lesson for the following day. This additional opportunity to practice will help with skill mastery.</p>
	After-school programming	X	<p>We are exploring a tutoring program to offer as part of our afterschool program.</p> <p>We plan to incorporate additional academic learning time into our after school program. The tutors will work with students 1:1 and in small groups to practice skills they were working on during the school day. This targeted instruction will provide ongoing practice of skills to help students master skills.</p>
	Longer school day	X	<p>The school day will continue to end in lower school at 3:30 pm and in middle school at 4:00 pm.</p> <p>The longer day for students allows additional time spent on academic learning and additional opportunities to practice skills.</p>
	Longer school year		
	Summer 2022 programming	X	<p>We are offering Extended School Year during Summer 2022 to students as identified in their Individual Education</p>

			<p>Plan. We have also invited additional students who experienced difficulties with distance learning during the school year to participate in Boost Camp in collaboration with the Department of Parks and Recreation.</p> <p>We wanted to start right away with providing academic instruction to some of our students with the greatest need. This intensive four week program worked on goals from their Individual Education Plans and grade level skills. There was also time built into the days for social emotional learning. We want to provide ongoing academic support to ensure students have access to learning during the summer months.</p>
	Summer 2023 programming	X	<p>We plan to offer Extended School Year during Summer 2023 to students as identified in their Individual Education Plan.</p> <p>We plan to offer an intensive summer program to work on goals from their Individual Education Plans and grade level skills. There was also time built into the days for social emotional learning. We want to provide ongoing academic support to ensure students have access to learning during the summer months.</p>
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		

Instructional Changes	High-dosage tutoring <sup>5</sup>		During our summer Boost camp (Department of Parks and Recreation) we partnered with Tutor Time 4 You. They offered individual and small group tutoring to students in Kindergarten through 7th grade
	New curriculum purchase	X	<p>We will implement a new reading curriculum for our lower school program. We will implement MyView in conjunction with our International Primary Years Program.</p> <p>With the Myviewprogram students participate in frequent discourse supported by a range of text-dependent questions and tasks; writing instruction occurs daily with students producing both on-demand and process-driven products that align to the requirements of the standards. The materials include explicit instruction of grammar and conventions; throughout all units, students receive instruction in and practice of phonics, fluency, and word recognition and analysis skills. The lessons around the anchor texts are structured to engage students and build comprehension skills, including student demonstration of these skills. Expectations for each lesson are clearly stated and the teacher's guide is structured for scaffolded instruction that allows for teacher modeling, peer work and release to independent demonstration of skills.</p>
	New intervention program or support	X	We partnered with the SPED coop to create a comprehensive Response to Intervention (RTI) process.

			<p>We will implement our new <u>RTI</u> process will ensure that we are identifying students who are in need of additional support. We will be able to start interventions early. Research shows that early intervention is key to ensuring students continue to make gains in their learning.</p>
	New uses of staff planning time for accelerated learning	X	<p>We have added additional positions to our staffing for the upcoming school year, including an EL teacher and two tutor positions. The addition of these roles will ensure that we have teachers to support our growing EL population and offer more opportunities for reading instruction. Our EL teachers will have smaller caseloads to be able to meet the individual needs of the students. The tutors will offer additional reading support to those students without IEP's who would benefit from learning reading strategies and additional practice reading.</p>
	New professional development for staff on accelerated learning		
Staffing and Related Supports	Additional staffing	X	<p>We have added additional positions to our staffing for the upcoming school year, including two additional instructional coaches. We have added two Urban Teachers ('21 residents) as co-teachers at 3rd and 4th grades.</p> <p>The two new instructional coach</p>

			<p>positions will ensure that our teachers receive more frequent feedback to improve their practice. Since the coaches will have fewer teachers that they support, they will be able to provide specific techniques and strategies to the teachers that will directly impact how students are learning in the classroom. The coaches will focus on maximizing learning time and differentiating instruction.</p> <p>We will be increasing the number of classrooms with the co teaching model of one inclusion teacher and one general education teacher. This model will provide two teachers in our 3rd and 4th grade classes to be able to support students.</p>
	Additional vendor and/or community partner support	X	<p>We will continue our partnership with Paving the Way (Community Based Organization) and the SPED Co-op.</p> <p>We want to be prepared to meet the social emotional needs of our students by having additional staff members available for counseling services. Many of our students have not been in school for 18 months. We want to ensure that we have enough staff to be able to support our students. Paving the Way will be able to offer resources to teachers and families.</p>
	New hardware purchase	X	<p>We will purchase enough devices for students to access in a developmentally appropriate manner for their age band.</p> <ul style="list-style-type: none"> <li>• In preschool, there will be a 1:5 ratio (1 IPAD for every 5 students) in each class for students to use occasionally as needed during</li> </ul>

			<p>center time.</p> <ul style="list-style-type: none"> <li>• in Kindergarten- 4th grade, there will be a 1:1 ratio (1 chrombook or tablet for each child) with devices.</li> <li>• In 5th-8th grade, there will be a 2:1 ratio (2 devices for each student), one for use during the day at school and one to keep at home.</li> </ul>
	New software purchase		
Other	Tutoring	X	<p>After 4-6 weeks of school, we will identify students who would benefit from targeted intensive tutoring.</p> <p>The tutoring will be an added opportunity for students to work on targeted skills. This additional practice will support student learning.</p>

**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 LEA plans to conduct an initial or reevaluation for special education service eligibility by ensuring that the process starts as early as possible. The IEP team will convene to review existing data and determine if additional assessments are warranted. The school will conduct a student's initial evaluation within 60 days of receiving parental consent. The IEP team will convene within 30 days of determining that the student needs special education and related services. The school will conduct a reevaluation for the student not more than once a year unless the school and parent agree otherwise; and at least once every three years unless the school and parent agree otherwise. In order to avoid initial evaluation and reevaluation backlogs, the school will partner with additional companies that provide evaluation services. Additionally, to abide by the district timeline for reevaluations, the IEP team will stagger the evaluations throughout the school year.



In order to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year, the school will continue to monitor the progress of students with disabilities and collaborate with the parents/guardians to determine if additional services or compensatory education are needed. The IEP Team will consider the impact of the missed session on the child's progress and performance and ensure the continued provision of FAPE. If a student did not receive any amount of service (that is, the student received some but not all), the IEP team would consider whether the missed services amounted to a denial of FAPE necessitating the provision of compensatory services or makeup services.

CMI will hold compensated meetings for students who need them. That includes students who did not receive services during the pandemic and students who were adversely impacted by distance learning. CMI will provide individualized communication to families after individual reviews to inform parents of the school's thoughts after internal review and inform them of their right to request a meeting. If the parent opts out of the meeting, the school will document all communication in the communication log in SEDS and document the outcome of the internal review/meeting offering in a PWN. The case manager will also upload completed compensatory education worksheet. If a parent requests compensated, the IEP Team will convene to discuss such a request. The school would ensure all related communication is in SEDS communication log and complete PWNs after meetings are held, and upload meeting notes and worksheets in SEDS.

To enhance our partnership with families, the inclusion teachers will connect with the parents of their caseload students at least once per month to offer support and recommendations as needed. When a parent requests additional support and services, the IEP Team will convene to discuss the parent's requests. The parent will receive a response from the school within ten business days from the time the request was made. A Prior Written Notice (PWN) will be issued if the team declines such a request justifying the refusal. To increase parent involvement in the special education process, the IEP team will continue to offer virtual meetings or availability to hold meetings outside of traditional work hours to accommodate some parents' work schedules.

Element	LEA
How the need for accelerated learning for students with	<div></div> <p>Same data that is used for all students</p>

disabilities will be evaluated	Progress monitoring IEP from Q4 & ESY
How appropriate services will be determined or designed for students with disabilities	CMI will conduct an internal review and hold comp ed meetings for students who need them. That includes students who did not receive services during the pandemic and students who were adversely impacted by distance learning. CMI will provide individualized communication to families after individual reviews to inform parents of the school's thoughts after internal review and inform them of their right to request a meeting. If a parent requests comp ed, the IEP Team will convene to discuss the parent's request.
How accelerated learning will be scheduled and delivered to students with disabilities	In collaboration with Gen ed and Inclusion teacher & RSPs and paraprofessionals
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	Report cards, parent-teacher conferences, progress monitoring through IEP

The inclusion leadership team will continue to provide training related to IDEA compliance, specialized instruction, accommodations, assistive technology, behavior management and interventions, family engagement to school staff. Instructional staff will also receive training and guidance on the special education process, data-based decision-making, and high-leverage practices in special education to ensure that students receive high-quality instruction and interventions.

**ii. The LEA's plan to address those barriers**

See response to Q4(i).

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

See response to Q4(i).

**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.**

See response to Q4(i).

**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.**

See response to Q4(i).

**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.