

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

**LEA Name: Inspired Teaching Demonstration PCS**

**LEA Head of School Name: Dr. Sundai Riggins**

**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.**

663

### **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.**

95%

**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.**

As we have done in the past, if students do not have access to internet at home ITDS will provide a hotspot to the family. Alternatively, if health conditions allow, we will make 1-2 classrooms available as learning hubs where students can come to the school to access the distance learning program.

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

Anyone who needs a Chromebook (1:1 learning devices) for home use will take one home (depending on when/how the closure is determined) AND/OR families may come to school the next morning to pick-up a Chromebook for home use

## **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.**

Distribution of learning materials that are not digital (ie: packets and other supplies) will be sent home with students (depending on when/how the closure is determined) AND/OR families may come to school the next morning to pick-up supplies.

## **3. Other**

**Please describe, Other**

Teaching staff will be prepared to move teaching and learning to our virtual platforms; the school has continued its subscriptions to various learning platforms since March 2020 so that teachers and students/families are familiar with how to access teaching and learning.

## **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.**

Family engagement (including communication) during situational distance learning will follow many ITDS standard communication procedures.

- Communication to students and families will happen across many media: access to resources and information on the school website, posted signage in the building, regularly scheduled communication from school leadership/teachers, and on-demand notification through social media channels and individual outreach via email, text and/or phone calls.
- ITDS will connect with families directly through email, text, and/or robocalls to communicate whole school announcements, high priorities, sensitive student-related information, and to schedule ways to connect in-person or via phone/video. ITDS has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used to build broad awareness of ITDS, engage the broader DC community (and country) in the success of ITDS students and staff, and provide updates on operating status, continuous learning plan

adjustments as needed, and updates on community activities.

- To meet the needs of our diverse community, school-based communication (both written and presentations) will be available in all languages that our community requires as indicated on student/Family Home Language Surveys via the use of a translation service, live interpreters, the language line, or computer software.
- The ITDS website will be the primary location for general information about the school as well as targeted communication around time-sensitive topics such as situational distance learning.

ITDS will solicit, review and incorporate ongoing feedback on a regular basis so that we can maintain a safe learning environment, especially during moments of interrupted instruction and modified instructional programming.

In order to monitor student progress and adjust supports, ITDS will assess students and communicate with families about student progress on a regular basis through: trimester progress reports and trimester report cards, student-led conferences, regular 1:1 communication between families and teacher, weekly general communication between the teacher and all class families, and BoY/MoY/EoY assessments.

**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 case of a need of situational distance learning, ITDS will communicate with students, families and staff using the following methods:

- Email to all families/students and staff as soon as closure is determined
- Text alert, as appropriate/needed
- Phone calls, as appropriate/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.**

Many ITDS students are familiar with the use and care of school Chromebooks, as they have used them regularly during their time at ITDS. For those who are new to them, school staff will provide resource materials (via email, website, and webinar sessions) on how to use the Chromebooks. We will also have individual tech support available via phone or email. Throughout the time the school is offering virtual learning, we will offer Tech Support through a variety of accessible mechanisms including translation and interpretation as necessary:

- Introductory webinar/Q&A for students and families with staff
- Email or phone call availability with school technology staff
- Database of "how-to" videos/webinars available for view on the website
- Centralized location of Technology FAQ
- Coordinated group of Tech Support Families who make themselves available for individual support to other parents

Additionally, ITDS will continue to support parent training for students receiving instruction via distance learning by continuing to implement key aspects of our instructional support plans from both SY20-21 and SY21-22. Families will

have access to staff for support in:

- How to use all instructional platforms, *if applicable*
- Role of a supervising or supporting adult, and how to support the student's needs in accessing instructional sessions
- Building independence
- Scaffolding and prompting
- Literacy or math strategies being utilized with the student
- Identifying for instructional staff when lessons feel too difficult or too easy for the student

ITDS will also take the following steps to ensure that family members with disabilities can access content to support their student's learning by conducting a survey to determine the needs of families, and to identify appropriate modifications or accommodations to promote equal access to both in-person and virtual opportunities. These may include, but are not limited to, closed-captioning, speech-to-text and text-to-speech technology, browser extensions, language translation/interpretation. ITDS will ensure training for all general education staff in how to accommodate families with disabilities based on the results of the needs assessment. ITDS will also engage in continuing conversations with those families to determine the efficacy and sufficiency of accommodations.

## **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.**

During August's two-week professional development prior to school beginning, new staff will be provided with training materials on the school's technology platforms that will be used if distance learning occurs. After assessing the needs of new staff, in-person training and/or office hours with Teacher Leaders and administrators will be offered. All staff will receive training during August PD on new tools and technology platforms (ie: NWEA MAP assessments). Additionally, throughout the school year, ongoing trainings focused on technology, and tools will be provided during Wednesday PD sessions to ensure that instructional time during situational distance learning is maximized.

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

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

Should ITDS need to move to a short-term situational distance learning stance, students, families, and teachers can expect the following schedule and plan for learning activities:

<b>Grades</b>	<b>Situational Distance Learning Expectations</b>
<b>PS-PK</b>	<ul style="list-style-type: none"><li>• Daily morning meeting (required participation) <b>THIS IS ATTENDANCE</b></li><li>• Daily read aloud (offered)</li><li>• Menu of asynchronous learning activities</li></ul>
<b>K-4</b>	<ul style="list-style-type: none"><li>• Daily morning meeting (required participation) <b>THIS IS ATTENDANCE</b></li><li>• 1 live or recorded mini-lesson per subject</li><li>• Small groups <b>(live)</b></li></ul>

<b>5-6</b>	<ul style="list-style-type: none"> <li>• Daily morning meeting (required participation) <b>THIS IS ATTENDANCE</b></li> <li>• 1 live or recorded mini-lesson per subject</li> <li>• Small groups <b>(live)</b></li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>• Daily morning meeting (required participation) <b>THIS IS ATTENDANCE</b></li> <li>• 1 live or recorded mini-lesson per subject, 1 live time per day for students with a teacher.</li> <li>• Small groups-content teachers check in with students who are falling behind.</li> </ul>
<b>Specials</b>	<ul style="list-style-type: none"> <li>• PS/PK- Asynch activity options</li> <li>• K-8- Live or recorded lesson on their assigned day/time</li> </ul>
<b>CEA</b>	<ul style="list-style-type: none"> <li>• Synchronous Zoom sessions</li> </ul>
<b>SpEd Groups</b>	<ul style="list-style-type: none"> <li>• Synchronous Zoom sessions</li> </ul>

Below are examples of FAQs that will be shared with families related to situational distance learning.

- **How will families access videos or work for students?**

*Videos and work will all be available through your child's Google Classroom. You will receive information about this at the beginning of situational distance learning.*

- **How will computers get home?**

*If known ahead of time, computers will be sent home prior to situational distance learning and should be returned when students return to in-person learning. If NOT known ahead of time, families will be able to pick up student computers at ITDS. Computers should be returned to the building once situational distance learning has ended.*

- **When will Morning Meeting happen?**

*Daily morning meeting (used for attendance) will take place over Zoom during its regular planned/scheduled time.*

- **When will live lessons occur?**

*Grade-level teams will share the situational distance learning schedule (which will happen via Zoom) with families.*

- **Will every student be in a small group for each subject-reading, writing, math?**

*The goal is one group per day. Teachers will identify students for content-specific small groups (reading/math) based on student needs and rotate these groups during quarantine.*

- **Will there need to be consistency across a grade level?**

*Yes! Teaching teams will have coordinated which lessons will be live and which will be recorded.*

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.

### Situational Distance Learning Overview

ITDS will be using a combination of Zoom, Google Classroom (LMS), and individual student contact/interactions/evidence of educational engagement. Examples of different student interactions that ITDS will use during any virtual learning, include the following methods:

- Participation in daily morning meeting
- Weekly phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- Small group online contact through class Zoom, Skype, Google Hangout, etc.
- Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work
- Completed daily assignments uploaded to Google Classroom (>80% complete will be considered present, regardless of accuracy)
- Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities to Google Classroom.

**Daily Log-In:** ITDS has established that students will log in daily to Google Classroom (LMS). We recognize that this requirement does not take into account the amount of actual work completed by the student during the time online.

**Assigned Sessions & Tasks:** Another method ITDS will use to track attendance is assigning students to regularly participate in scheduled sessions/tasks on both a daily or weekly basis. If a student completes/participates in at least 80% of the tasks during the specified amount of time, he or she is considered in attendance. Tasks may include but are not limited to those described as student interactions above including daily/weekly phone conversations, virtual class meetings and small groups, daily postings in Google Classroom, and uploading assignments from asynchronous and/or synchronous sessions.

**Minimum Work Completion:** The third method ITDS aims to capture student attendance is directly tied to what the student accomplishes and/or produces over a given period of time. The assignments completed will help to serve as evidence that a student has been in attendance, and if no work is produced, then a student is not considered to be in attendance. The timeline established for completion of work is critical as some students may require more/less time to complete assignments.

All three of the above methods will be used by ITDS to track student attendance. Variations between the methods based on grade bands are expected and outlined below.

### Grade-Level Considerations

#### Preschool and Pre-kindergarten

Classroom teachers and Assistant teachers will be responsible for tracking student attendance. Students will participate in a synchronous daily morning meeting and have the option to attend a read-aloud. Additionally, students will have opportunities for asynchronous activities, including special subjects, where students can upload work to share with teachers (**minimum work completion requirements**). Students will not be expected to use Google Classroom.

#### K-3rd

Classroom teachers and Assistant teachers will be responsible for tracking student attendance. Students will participate in a synchronous daily morning meeting, whole group 'mini-lessons', and small groups (**assigned sessions & tasks**). Additionally, students will have opportunities for asynchronous activities, including special subjects, where students can upload work to share with teachers (**minimum work completion requirements**). Students will be expected to use Google Classroom, including posting (**daily log-in**).

#### 4th-8th Grade (with multiple teachers)

Each content area teacher and Assistant teacher (grade 4 only) will be responsible for tracking student attendance.

Students will participate in a synchronous daily morning meeting, whole group 'mini-lessons', and small groups **(assigned sessions & tasks)**. Additionally, students will have opportunities for asynchronous activities, including special subjects, where students can upload work to share with teachers **(minimum work completion requirements)**. Students will be expected to use Google Classroom, including posting **(daily log-in)**.

ITDS will take the following steps to track student attendance:

- During in-person learning, teachers are responsible for daily attendance and will follow existing attendance protocols.
- During virtual learning, teachers will take attendance in Powerschool at the close of every synchronous class period.
- During situational distance learning, teachers will take attendance in Powerschool during morning meeting and make any necessary adjustments for asynchronous learning periods by 3:30 PM

### Situational Distance Learning Schedule Template

During situational distance learning, teachers will complete the template below to share with families:

### Situational Distance Learning Schedule [Template]

Grade Level:

Dates: **[ADD HERE]**

Questions? Email **[ADD EMAIL HERE]**

Time	Student activity	Asynch or synch?	Teacher	Zoom link (if applicable)	Due by the end of the day

### Example Situational Distance Learning Schedule

### Situational Distance Learning Schedule

Grade Level: **6th Grade**

Dates: **[ADD HERE]**



Questions? Email **Ms. Mac** ([courtney.mcintosh-peters@inspredteachingschool.org](mailto:courtney.mcintosh-peters@inspredteachingschool.org))

Time	Student activity	Asynch or synch?	Teacher	Zoom link (if applicable)	Due by the end of the day
8:30 - 8:45 am	Morning Meeting	Synch	Ms. Mac	<a href="#">Link</a>	None
9:30 - 10:00 am	ELA	Synch	Mr. Blum	<a href="#">Link</a>	Check Google Classroom
10:00 - 10:45 am	Complete ELA Work	Asynch	None	N/A	Check Google Classroom
10:45- 11:15 am	Social Studies	Synch	Mr. Blum	<a href="#">Link</a>	Check Google Classroom
11:15 - 11:30 am	Complete Social Studies Work	Asynch	None	N/A	Check Google Classroom
11:30 am - 12:00 pm	Math	Synch	Ms. Mac	<a href="#">Link</a>	Check Google Classroom
12:00 - 1:00 pm	Recess/Lunch	Asynch	None	N/A	None
1:00 - 1:45 pm	Complete Math Work	Asynch	None	N/A	Check Google Classroom
1:45 - 2:15 pm	Science	Synch	Ms. Ash	<a href="#">Link</a>	Check Google Classroom
2:15 pm - 2:30 pm	Complete Science Work	Asynch	None	N/A	Check Google Classroom
3:15- 3:45	Math & ELA Office	Synch	Teacher	<a href="#">Link</a>	Work from Synch

	Hours		Robinson		mini-lessons
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### **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.inspiredteachingschool.org/apps/pages/index.jsp?uREC\\_ID=1175429&type=d&pREC\\_ID=1779256](https://www.inspiredteachingschool.org/apps/pages/index.jsp?uREC_ID=1175429&type=d&pREC_ID=1779256)

### **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 ; v. Summer programming

#### **b. Instructional Changes**

New curriculum purchase ; New intervention program or support ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

#### **c. Staffing and Related Support**

**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.**

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	X	Identified time in the daily class schedule for academic intervention and enrichment to include centers in the younger grades and focused differentiated groups in the upper grades. This dedicated classroom instructional time helps to support student learning while ensuring students don't miss out on key parts of instruction.
	After-school programming	X	ITDS is working to expand after-school programming to include academic/social-emotional supports for students. Our goal would be to offer both enrichment and intervention options for students/families. We are working to consider whether programming should be provided by ITDS staff or by a community partner.
	Summer programming	X	In summer 2021 and 2022, ITDS identified a small number of students in grades K-3 who would benefit from ongoing instruction to help maintain academic progress and minimize any loss/disruption caused by summer. Summer programming was offered.
Instructional Changes	New curriculum purchase	X	New phonics curriculum purchase ( <i>From Phonics to Reading</i> ); Building Fact Fluency/Figuring Out Fluency in grades K-5 for math support; FOSS Science for grades 4-8 and OpenSci for grades 6-8;

			Big History Project for middle school; and Quaver for health, PE, and music
	New intervention program or support	X	ITDS will incorporate easyCBM, a research-based intervention curriculum with math and ready diagnostics, lessons, and progress monitoring. EasyCBM incorporates focal point standards from the NCTM, CCSS, and the 'Big 5' reading constructs as defined by the National Reading Panel Report. Additionally, ITDS will be using Amplify for targeted classroom based phonics intervention.
	New uses of staff planning time for accelerated learning	X	Planning time will incorporate Kid Talks to analyze existing student data including academics, attendance, and behavior. Teachers will work within and across grade level teams to create data-driven action plans that include accelerated learning as needed.
	New professional development for staff on accelerated learning	X	Teachers will have weekly professional development on Wednesdays to learn new strategies, dissect their teaching pedagogy, and review classroom practices (e.g. early literacy and structured phonics, progress monitoring and formative assessment, high leverage teaching practices, etc.). On Mondays, meetings will be held to reinforce PD as part of team meetings, grade level meetings, Kid Talks, etc.
Staffing and Related Supports	Additional staffing	X	3-5 additional lead teachers/assistant teachers to support intervention and enrichment, small groups, and scheduling
	New software purchase	X	Based on teacher recommendations, ITDS has

			transitioned from Common Curriculum for unit and daily lesson planning.
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ITDS has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support whenever necessary. The plan includes the use of an academic dashboard coupled with the creation of spreadsheets and reports focused on progress monitoring and a combination of grade-level and division meetings, professional development throughout the year, as well as teacher support through coaching, and data analysis protocols.

The ongoing systematic and intentional process used for standards prioritization during the past two school years has helped ITDS identify learning gaps and provide student support throughout the year using our tiered MTSS system.

ITDS uses a Multi-Tiered System of Supports (MTSS), which is a framework that helps provide academic, social-emotional, and behavioral strategies for all students and their various needs. Key components include:

- Universal screening of all students early in the school year
- Tiers of supports/interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Family involvement

Programming is available at 3 tiers of intervention:

#### Tier 1 (Whole school or grade level services)

- Core content instruction for all students
- Responsive classroom morning meeting or advisory
- Second Step
- Grade level specific whole group instruction including social-emotional programming (i.e. boundaries, signs of depression, anti-drug)
- Progress monitoring- both academic and social emotional (Devereux Student Strengths Assessment-DESSA) administered to K-8 students 3x a year

#### Tier 2 (Small group or 1:1 intervention services)

- DESSA aligned small groups facilitated by Culture, Equity & Access team members
- Social work small groups
- Restorative Justice circles
- Affinity groups with school social workers
- Evidence-based interventions/enrichments in the classroom or with a specialist
- Intensive, research-based interventions in small group or 1:1 settings multiple times a week

#### Tier 3 (IEP and 504 services)

- Specialized instruction
- Social work groups and individualized sessions
- Testing accommodations and modifications

We are in the process of creating our staff professional learning plan for SY2022-2023 to account for lessons learned since March 2020 and build skills for staff to meet new and emerging student needs around student well-being, and accelerated learning. The process is being led by our Head of School, Principal, Assistant Principals, Director of Culture, Equity & Access, Instructional Coaches, and Teacher Leaders. We are identifying what worked well by looking at a variety of factors gathered through a combination of surveys and focus groups to key stakeholders (students, families, staff, and board members). We are planning on supporting teachers through our two weeks of pre-service professional development in August and ongoing dedicated professional development and meeting sessions held on Mondays and Wednesdays. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the 2022-2023 school year. As the year continues, we will use a combination of data points, including, but not limited to assessment results, student behavior logs, student engagement, and stakeholder feedback.

**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**

ITDS has encountered backlogs of evaluators, specifically psychologists and speech-language pathologists. Additionally, students and providers were subject to quarantine policies that may result in prolonged absences and unavailability for testing.

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

ITDS has expanded its contracts and capacity with two contracted evaluation providers for each area to ensure there is consistently a backup option if the school's primary evaluation team is not available. ITDS has adjusted quarantine policies as emerging public health guidance has evolved, and students are able to test-to-stay, resulting in increased in-person attendance.

ITDS has accelerated reevaluation processes where appropriate, completing several Fall 2022 triennial eligibility evaluations during the Spring and Summer 2022, in order to avoid additional burdens on beginning of year assessment caseloads.

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

ITDS consistently and proactively communicates with families and documents any known or anticipated delays or barriers via Prior Written Notices (PWN). ITDS also ensures that families have the name and contact information of assigned evaluators in order to effectuate direct communication and scheduling of assessments.

**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.**

Members of the school's Academics, Data, and Assessment Team; culture, equity, and Access Team; and Student Support Team will review individual student performance data at key points throughout the year. Data will specifically be disaggregated to analyze the performance of students with disabilities who are eligible for special education services. Any school staff member or student guardian may make a request to the Special Education Manager for a student with disabilities to receive compensatory services. Decisions about compensatory services for students will be made on an individual basis. A team of school staff will meet to examine individual student data, collect input from teachers, and solicit input from families when making the determination about services. The Special Education Manager will coordinate with school administration, special education and general education teachers to ensure the developed plan for services mitigates any learning loss brought on by distance learning. Students who qualify for compensatory services will receive

these services during the school day in instructional blocks that do not interfere with their current core content classes.

**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.**

ITDS plans to communicate decisions regarding eligibility for compensatory education to families during annual IEP review meetings. ITDS plans to ensure the delivery of these services to students by continuing the school-wide intervention/enrichment block, which ensures students have access to recovery and compensatory services without missing core content classes. Additionally, ITDS authorizes payment for private and third-party compensatory services where necessary and appropriate to remediate an identified loss of educational benefit.

**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.