

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

**LEA Name: Mary McLeod Bethune Day Academy PCS**

**LEA Head of School Name: Linda McKay**

**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.**

500

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

**The devices are:**

Are distributed to all 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.**

78%

**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.**

Mary McLeod Bethune Day Academy has approximately 500 technology devices, sufficient for each student and staff member to have access to a device. Mary McLeod Bethune Day Academy PCS will provide all students and staff with the necessary technology equipment/ physical packets, software, and training to fully participate in-person and remote learning, if needed. We are providing a 1:1 technology distribution to all students in the event of a foreseen school closure (e.g., with advanced warning). where all students PreK3-8th grade will receive a device based on their grade level and a packet if the school year is interrupted.

Students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device. MMBDA will review the inventory of equipment previously assigned to returning students and ensure that the equipment is in working order. For new families joining the school community, an MMBDA Technology Readiness Needs Survey will be completed to assess student needs.

The survey reviews the following measures:

- Internet availability and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: laptop or tablet

Students and families will be assessed for need of internet access through a short survey that asks about access to wifi , cellular data, cell phone hotspot or home wifi. After updating the assessment of need for SY 22/23, parents and or guardians will verify the need for home internet access on a bimonthly (every 2 months) basis via a short survey. In the event of a situational distance learning event, the most up-to-date data will be used to distribute hot spots to students. Devices issued to students by the school will have pre-installed **GoGuardian** software that prevents students from accessing prohibited sites and allows the IT administrator to remotely login to the device, update its software or disable the device entirely.

All eligible students are able to receive the following equipment based on completion of the MMBDA Student Technology Acceptable Use and Safety Agreement form, MMBDA Technology Readiness Survey, and decision of the Instructional Technology Administrator:

Device	PK3-PK4	K-2	3-8
Laptop			X
Hotspot	X	X	X
Tablet	X	X	
Calculator (as needed)			X (3rd-4th only )
Headphones	X	X	X

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

At the beginning of the school year, each student in grades prekindergarten - 8th grade will be assigned an iPad or laptop computer dependent upon grade level. Parents will sign a permission and accountability form that establishes purpose and circumstances for student use. Devices will be distributed to the assigned individual for in person learning during the school day. The assigned devices will be stored at the school and will be used only during the school day except in an unforeseen event, in which the student will be allowed to take the device home for continuous learning during situational distance learning. Devices issued to students by the school will have pre-installed **GoGuardian** software that prevents students from accessing prohibited sites and allows the IT administrator to remotely login to the device, update its software or disable the device entirely.

## **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.**

The distribution of non-digital materials will be implemented at a school-wide expectation. All teachers, grades preK - grade 8 will prepare two weeks of instructional materials in the form of packets in case classes are interrupted. The material packets will be updated in two-week periods and will be aligned to class/grade lesson plans. Packets will be available in the and copies will be distributed the day of the dismissal in the event of a situational distance learning. If the period is extended, teachers will keep posting the assignments and materials in Class Dojo/Google Classrooms, and printed copies will be available at school for pick up or in extenuating circumstances, the school will use the school transportation system or US postal system for identified and extreme situations where the parent/student is unable to receive the printed material.

MMBDA will follow the DC Health Department Guidance. These steps will be followed for individual cases, small groups, or large groups. If a student(s) need(s) to be quarantined, the school will provide the device, packet, and tools at the last dismissal for the students to transition to online learning. If the student/s is/are not on campus, parents will be able to pick up the tools from school. Teachers will share the Google Meet link for the week and the student will connect during instruction time that includes morning meetings, ELA, Math, Social Studies, Science and Specials. These procedures will take place for the time that students are learning from home.

## **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.**

MMBDA shall communicate with families about distance learning platforms used by teachers, such as Google classroom, and Class DoJo. Virtual workshops will be provided, live and then also recorded that will provide information on use, further communication tools and the system for monitoring student assignments and work progress. Website Updates, social media, weekly and monthly bulletins/Newsletters from administrators, and COVID Notification Letters with the specific instructions will be provided on a consistent and timely basis throughout the situational distant learning time.. It is expected that the communication methods will help support parent engagement throughout the year. The Parent Coordinator will also work closely with the leadership team to devise additional plans of action to keep parents engaged and involved in the school community. Currently the PIC is planning to invite parents and guests during the school year to virtual or in person sessions with local agencies or businesses to support family engagement. The school leadership, instructional staff and parent involvement coordinator will communicate with parents and provide information regarding school resources such as tutoring, homework supports, parent conferences, and what parents can do while at home to increase the academic mastery of each child.

**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.**

MMBDA plans to communicate with students, educators and families in an event of closure through letter notifications, school website, email blasts to all stakeholders, robocalls, communication on all social media and classroom-based platforms (Class Dojo, Google classroom). The school website provides immediate translation into 26 different languages to support meeting the needs of our diverse community. Details will be available in all languages that our community serves on the school website.

**c. Additional Considerations**

**i. Family training and support.**

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

MMBDA will provide ongoing support to parents and families to ensure that students have access to technology and printed material and have full understanding of its functionality.

All training will be provided remotely or in person if needed in each campus. Links for online training will be provided through the website, email, and text message. All sessions will be recorded and posted on the website.

Teacher Meetings: Individual classroom teachers will hold parent meetings for all parents, via Google Classroom live and subsequent recordings to assist parents using instructional tools.

- ClassDojo/Teaching Strategies Gold- (PreK3-PreK4)
- PowerSchool- (1st-8th Grade)
- Google Classroom/Gmail: (Kindergarten-8th Grade)

School leadership and instructional support teams will provide assistance to parents in the use of schoolwide instructional assessment systems.

- iReady: (Kindergarten-8th Grade)
- Edulastic: (Kindergarten-8th Grade)

**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.**

MMBDA will provide professional development opportunities for its staff aligned with its Professional Development Plan, which is developed to address the goals of the school year 2022-2023. Throughout the year, teachers will be provided professional development opportunities in the following areas including: All academic curriculum tools, LMS platforms like G Suite for Education I and II, GoGuardian, Clever, Khan Academy, Edulastic, and Class Dojo; Social-Emotional Development, Iready, and Early Childhood Education. Additionally, new and current faculty are offered Google Certification Level 1 and Level 2 Training and Certification opportunities. Components of the training included: Developing and Implementing Accelerating Learning Plans: Literacy Plan; Designing Authentic Assessment Measures and Digital Portfolios; Dual Language

Plan; Progress Monitoring; and Strengthening Instructional Service Delivery Through Virtual Accommodations and Modifications.

Teachers will receive training on a variety of topics including: Attendance, Student Engagement, Planning, Effective Communication and Accelerated Learning.

The teachers also received training on platforms and apps to provide the support synchronous or asynchronous. The training will focus on content delivery and checking for understanding.

A comprehensive plan for the annual Professional Development Institute to follow, which will be held in August has been developed with offerings including:

- Edulastic implementation for formative assessments
- GoGuardian
- Data and assessments
- Reading strategies
- Engage NY curriculum and pacing guide
- G Suite for Education I and II
- Khan Academy Certification
- iReady
- Move This World
- Daily Health Checks and Employee Safety
- Enterprise System utilization
- Danielson Framework lesson planning and implementation
- Parent Engagement Strategies
- B Category 1 and Category 2 training / Units of inquiry
- Child Find policy and implications for instruction for all
- Mandated reporter training
- CPR and First Aid training
- Dual Language instruction environments
- CLASS Domains and ECE development

For ongoing Professional Development throughout the year, all staff will receive weekly content specific or monitored-need professional development. The development will focus on assessing student learning, engagement, and building community. Teachers will also support one another and collaborate in grade level meetings. Staff will receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of failure. Future professional development will be planned based on the results of instruction and engagement analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Additionally, each day, teachers and community leaders will have access to behavioral support specialists, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will be addressed in our school PBIS and RTI



intervention plans.

INSTRUCTIONAL STRATEGIES that will be used are:

- Direct instruction from teacher via OWI and chat,
- Recording online lectures and providing self learning material
- Digital conversations
- Virtual learning platforms such as iReady, Reading A to Z, and Khan Academy and other teacher selected grade/age appropriate platforms aligned to the EngageNY and IB curriculum.
- Collaborative learning with in-school student(s)
- Posting Assignments to the Digital Classroom: Class Dojo/Google Classroom
- Pre-assessments, I-Ready, Edulastic, and other interim benchmark assessments for differentiated instruction
- Personalized instruction to track, monitor, and assess student mastery such as Moby Max
- One on one during office hours for conferencing

To ensure that the above remote learning model is highly effective, we will employ the following:

- Staffing: Classroom teacher, tutor, counselor if needed
- Materials-- art material, grade related math manipulatives
- Technology: Ipad for grades prek - 2; computer for grades 3 - 8,
- OWL 360 degree video conferencing camera
- Schedule: Students online will follow the in-person schedule and will be asynchronous.

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

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

All school policies, expectations, schoolwide behaviors (PBIS) are articulated in our school/parent handbook and are verbally articulated in our annual parent orientaton. As an IB World School, students are provided and reinforced consistently in the expectations from students and the entiire school community, the culture, academic rigor and IB attitudes that are to be exhibited daily. Parents and students sign a parents/school/student compact thta shares expectations for roles, responsibilities and school cultural norms. MMBDA's approach to engaging students during the 2022-23 school year involves a collaborative approach among members of the School Administration in partnership with the School's Attendance Committee. In school year (SY) 2022-23, MMBDA students will be identified as being consistently less engaged with distance learning measured on the following behaviors: (*e.g. student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity on-line; participation in class discussions*). "Consistently less engaged" students is defined as the student who:

- does not attend school on a consistent basis

- is not participating actively in the activities in the classroom
- does not submit assignments

MMBDA will hold Student Support Team Meetings for students with attendance issues. Data on the amount of SST Meetings held for attendance will be reported to OSSE. A Comprehensive Attendance Outreach Plan was developed and implemented during the 2022-2023 School Year.

Attendance interventions include teacher, counselor, and administrator outreach via telephone calls, letters, text messages, emails, and robocalls were used to engage families. Detailed records of attendance outreach attempts were shared with all school stakeholders. An Attendance Committee met bimonthly to review student outreach data and identify students who were less engaged. They met on a weekly basis to track student attendance and engage students who were less engaged. The students with chronic absenteeism were given the opportunity to have instructional materials delivered to their home. Students with engagement concerns in distance learning were also invited to participate in the In School Support Program.

**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.**

MMBDA's approach to engaging students during the 2022-23 school year involves a collaborative approach among members of the School Administration in partnership with the School's Attendance Committee. In school year (SY) 2022-23, MMBDA students will be identified as being consistently less engaged with distance learning measured on the following behaviors: (*e.g. student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity on-line; participation in class discussions*).

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During the 2021-2022 school year, the School Administrative team met on a quarterly basis to review student attendance and engagement data to identify students in need of additional support and/or re-engagement. Ongoing follow up and monitoring will be conducted during the 2022-2023 school year, and meetings to update student status will be held. Students in need of additional support will be provided additional interventions.

*Per OSSE's Guidelines for Attendance, MMBDA adheres to the following:*

- *Students who reach five years of age on or before September 30 of the current school year are required to come to school on every school day. Students must attend school daily until they meet high school graduation requirements or reach their 18th birthday (DC Official Code § 38-202(a)).*
- *Absences are only 'excused' if they are one of the types on the school's list of acceptable excuses. A parent or guardian's permission is not enough to make an absence 'excused.' Absences will only be 'excused' if a valid explanation is given to the school in a reasonable time.*
- *To be considered 'present,' students must be at school for 60% of the school day. This means being late or skipping a class may end up counting as an absence.*
- *Students and their parents have a right to know how many absences they have. In most cases, calling the school will allow you to find out this information.*
- *After five unexcused absences, students are by law guaranteed a Student Support Team (SST) meeting to help students work on attendance issues. SST meetings should include the school attendance counselor, a teacher, an administrator, and sometimes a school nurse or social worker. Parents are also supposed to attend the first meeting.*

*Under DC law, students between 5 and 13 years old who have 10 or more unexcused absences within a school year will be referred to the Child and Family Services Agency (CFSA) for possible action.*

- *The law also requires that students between 14 and 17 years old who have 15 or more unexcused absences within a school year be referred to court for possible legal action against them and their parents.*

*Additional guidance for the 2022-23 school year. All students will have access to school-provided equipment by October 1st and technology issues will be addressed on-going basis, or when brought to staff's attention.*

For these students who were consistently less engaged with learning, the school is considering the following strategies: a two week summer school to reengage students in an SEL environment in the school building. RTI tutoring, interventions.

MMBDA will review data on student engagement on the following basis: Weekly, monthly, quarterly, annually. The dean of students and school counselor in partnership with classroom teachers will communicate with families when students are absent. The administrative assistant will call parents when a student is absent on the day of the student's absence. Additionally, Teachers will notify parents/guardians of the progress through the monthly updates, direct conversations, progress report and individual conferences as needed.

### **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.**

www.mmbethune.org

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

**c. Staffing and Related Support**

Additional staffing ; Additional vendor and/or community partner support

**d. Any Other, Please Describe**

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

Section	Activity	Yes/No	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	Yes	Schedule follows a weekly A/B block schedule; Instruction begins at 9:00am for all students Pre-K (3) thru 8th Grade. For Pre-K (3) thru 4th grade the school day ends at 4:00pm; 5th thru 8th ends at 5:00pm
	After-school programming	Yes	After-School Programming includes Tutoring, Chess Wizards, Extra  Curricular Sports and Clubs
	Longer school day	YES	Our 5th thru 8th grade run to 5:00 pm

	Summer 2023	YES	The content of our
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	programming		<p>Summer 2023</p> <p>programming has yet to be decided. Data on student academic success during the 2022-2023 year will determine the programming.</p>	
	School break/holiday programming	YES	Students will receive a packet to practice/re-enforce at home.	
	Instructional Changes	High-dosage tutoring <sup>5</sup>	YES	MMBDA employs tutors to provide high dosage personalized academic intervention that will provide support for students to access grade level instruction.
New curriculum purchase		YES	<p>Expansion of our ELA program to include Fountas &amp; Pinnell, a multi-text approach to literacy instruction to support both whole- and small-group instruction. This addition will improve the teacher literacy library and bolster our American history texts.</p> <p>Moby Max will be used to address</p> <p>learning gaps for all students. It will</p>	

			support differentiated instruction in all areas
New intervention program or support			<p>Moby Max will be used to address</p> <p>learning gaps for all students. It will support differentiated instruction in all areas. Moby Max will be used as a Tier I intervention or support in alignment with a teacher's reteaching efforts. Cognitive skill manipulatives will be used to push students to develop critical thinking skills, become better problem solvers, and develop a deeper understanding of content.</p>

	New uses of staff planning time for accelerated learning	YES	Daily/Weekly horizontal planning time by grade level. During summer onboarding and full day PDs, vertical planning will provide staff with additional and consistent accelerated learning training and support.
	New professional development for staff on accelerated learning	YES	An accelerated learning professional development will be held during our 2022- 2023 Teacher Orientation and periodically during PLC's to support accelerated learning.
Staffing and Related Supports	Additional staffing		A new staff member with the title of Interventionist has been created to

	Additional vendor		provide additional support for students.
Staffing and Related Supports	International Baccalaureate		<p>The IB Primary Years Program is an inquiry-based, transdisciplinary curriculum framework.</p> <p>Implemented in grades PK - 6</p> <p>Fosters student agency and action, encouraging students and teachers to be partners in the teaching and learning process.</p> <p>During the 2022-23 school year, all elementary staff will:</p> <p>Engage in school-based professional development focused on the Primary Years Program.</p> <p>Receive instructional support to plan and implement units of inquiry</p> <p>Receive IB certified Cat. 1/Cat. 2 training</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**



In the past distance learning events, barriers to exact compliance with IDEA in pursuit of initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements were the meeting timelines for MDT meetings and effective communication mechanisms for meetings and signature timeliness. Although special education staff used Zoom, home visits and other communication methods, it was difficult at times to secure parent notification documentation and timely meetings, due to parents not responding always to requests for meetings and or non responsiveness for evaluations due to quarantine, illness or ambivalence in in-person contact for evaluations and student attendance.

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

MMBDA will continue to support family members of students with disabilities to enable them to access content to support their student's learning. Additional team meetings will be held to identify and support any potential barrier to a parent's ability to access the resources needed to participate meaningfully in their child's educational experience. MMBDA encourages all parents and invited guests of parents to attend MDT Meetings to support a parent's ability to meaningfully participate in the process. The school will continue to use Zoom virtual meetings and where possible, will meet at the school for initial and triennial evaluations. The school will use more mailings and will collaborate with the parent involvement coordinator and classroom teachers along with the case managers to visit Google classrooms to send messages to parents regarding meeting, evaluations and other IDEA responsibilities.

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

The Special Education Coordinator is modifying the compliance calendar to ensure that the timeliness of meeting dates is accelerated to provide more time in completing IEP requirements. There will be an increase in communication methods and letters to parents that provide more reminders for the individual student calendar of events for IEP compliance. The calendar reminders will be sent to parents via, emails, Us postal letters, Remind cell phone notices, telephone calls and hand delivered notices.

**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.**

The fMDT will make individual decisions for compensatory services and consider factors that may be relevant for the group of knowledgeable persons, (i.e., teacher, case manager, service providers, parent), to consider in determining the appropriate type and amount of compensatory services:

- the frequency and duration of missed instruction and related services;
- whether special education and/or related services that were provided during the situational distant learning period were appropriate based on the student's individual needs;
- a student's present level of performance;
- previous rates of progress;
- the results of updated evaluations;
- whether evaluations were delayed; and
- any other relevant information.

Ideally, the team of knowledgeable persons will come to a mutually acceptable decision regarding compensatory services to mitigate the impact of the period on the child's receipt of services.

**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.**

The special education team will meet to decide the need and amount of compensatory services for the individual students and will communicate the decision to the parent and service providers via mailed letter(s), email, telephone call and possible home visit.

### **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.