

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Rocketship Education DC PCS

LEA Head of School Name: Candice Bobo

LEA Type: Elementary

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.

2500

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.

We have contracts set up with internet providers to provide hotspots or internet access to families in need.

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

In the event of a school closure, we will provide 100% of our families the ability to check out a learning device, if needed.

Students will be able to access online learning, designed by individual school teams.

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.

We will utilize a combination of methods to best engage our families during situational distance learning. Each of our campuses will proactively own and lead school wide communication efforts, including but not limited to our One Call system led by Operations/ COVID leads and Office Managers, school specific Facebook groups and educator specific efforts to ensure personalized communication and follow up with each of the students/ families.

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.

During any period of situation distance learning, schools will utilize our region-wide One Call system, email, and school specific Facebook groups to inform all stakeholders of the switch in learning modality. Our One Call system allows ease in differentiating communication by stakeholders and will allow our LEA to share relevant information and updates in a timely and comprehensive manner.

c. Additional Considerations

i. Family training and support.

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

Upon pickup and receipt of a Rocketship Chromebook device, families and students will be oriented to proper use of the device, common troubleshooting and important log in details. Once they receive a device, if they need support, families will share any training/ support needs through their classroom educator. Educators will communicate with appropriate school and network partners to ensure that families receive the support and training necessary to monitor and support their student's transition to situational distance learning. School leadership teams will train and provide opportunities for families to be adequately informed and guided through the use of required platforms and technological tools via virtual sessions (1:1 and/or group).

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.

Prior to the transition into situational distance learning, all staff will confirm that they have required technology and tools at their disposal to facilitate situational distance learning. Additionally, each campus leadership team will facilitate at least one mandatory training session for all educators to attend, in order to articulate the required components of the situational distance learning instruction model. It will cover the learning schedule, family engagement and communication expectations, required tools and platforms, as well as educator expectations during this transition.

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

Describe the LEA's expectations in the space below.

Students participating in distance learning will experience learning from home five days a week via synchronous learning. The learning will primarily take place online via virtual classrooms. There will be dedicated small group instruction, socio-emotional learning time, enrichment, and the ability for children to opt into clubs based on personal interests. All instruction will happen in a virtual environment.

For learners, the Assistant principals will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (IT, wrap around services, content), and triage support for the student as needed. Assistant principals will also provide support to all teachers, ensuring that they receive adequate coaching.

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.

Daily attendance will be entered in each learning block by classroom educators and verified by our Office Managers at our respective campuses. Student learning engagement will be measured by student's attendance within learning blocks, as well as the completion of required work during each section of a student's day.

Schedule: Rocketship DC will follow a schedule that aligns with the the components below:

K-1 Humanities	2-5 Humanities	K-1 STEM	2-5 STEM
Read Aloud	Novel Study	Math Meeting	Math Board
Phonics	Close Reading	Number Story	Number Stories
Language Board/OLPs		Spiral Review Lesson	Spiral Review Lesson

Lower Grades HUM		Upper Grades HUM	STEM
8:00	Launch (Whole School Morning Meeting)		
8:20	Teacher Prep Grade Level Meetings 1:1s		
8:40			
9:00	Humanities Instruction	T Prep/ Common Planning /1:1s	
9:20			
9:40			
10:00	T Prep/Common Planning /1:1s	STEM Instruction	
10:20			
10:40			
11:00	Common Planning		

11:20	(11:00-11:30)
11:30	Lunch/ Self Care (11:30-12:30)
12:00	
12:20	
12:40	Student Coaching Calls
1:00	
1:20	
1:40	
2:00	
2:20	
2:40	
3:00	Landing
3:20	Student Coaching Calls
3:40	
4:00	
4:20	
4:40	

K-1 Schedule

Humanities	STEM
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8:00	Launch (Whole School Morning Meeting)	
8:10	Teacher Prep Grade Level Meetings 1:1s	
8:20		
8:30		
8:40		
8:50		
9:00	Read Aloud (9:00-9:15)	T Prep/Common Planning /1:1s
9:10		
9:20	Phonics (9:15-9:45)	
9:30		
9:40	Language Board/OLPS (9:45-10am)	
9:50		
10:00	T Prep/ Common Planning /1:1s	Math Meeting (10:00-10:15)
10:10		
10:20		
10:30		Number Stories (10:15-10:30)
10:40		Spiral Skill Review Lesson (10:30-11:00)
10:50		

11:00	Common Planning (11:00-11:30)
11:10	
11:20	
11:30	Lunch/ Self Care (11:30-12:30)
11:40	
11:50	
12:00	
12:20	Student Coaching Calls
11:30	
12:40	
1:00	
1:20	
1:40	
2:00	
2:20	
2:40	
3:00	Landing
3:20	Student Coaching Calls
3:40	

4:00	
4:20	
4:40	

2-5 Schedule

Humanities		STEM	
8:00	Launch (Whole School Morning Meeting)		
8:10	Teacher Prep Grade Level Meetings 1:1s		
8:20			
8:30			
8:40			
8:50			
9:00			
9:10			
9:20	Close Reading (9:20-9:50am)		
9:30			
9:40			
9:50	T Prep/Common Planning /1:1s/Break		
10:00			Movement Break (Go Noodle)

	(9:50-11:00)	(10:05-10:10)
10:10		Math board (10:10-10:20)
10:20		
10:30		Number Stories (10:20-10:35)
10:40		Spiral Skill Review Lesson (10:35-11:00)
10:50		
11:00	Common Planning (11:00-11:30)	
11:10		
11:20		
11:30	Lunch /Self Care (11:30-12:30)	
11:40		
11:50		
12:00		
12:00		
12:20	Student Coaching Calls	
12:40		
1:00		
1:20		
1:40		

2:00	
2:20	
2:40	
3:00	Landing
3:20	Student Coaching Calls
3:40	
4:00	
4:20	
4:40	

- **Synchronous learning with HUM/STEM Content Teacher (SL w/CT):** When remote, this instruction is conducted via platforms Zoom and Seesaw, in which student(s) and teacher are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. The expectation is that the student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.
- **Synchronous learning without Content Teacher (SL w/o CT):** Instruction takes the form of tasks that students will be expected to do to engage in learning. One way to think about this type of instruction is “Guided Practice.” Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their Supporting Individualized Learning Specialist, Enrichment Coordinator or Assistant Teacher. When remote, the student would do this task independently. If the student needs support, the teacher is immediately available by phone, email, text, or “chat”. If the Supporting Individualized Learning Specialist, Enrichment Teacher or Assistant Teacher happens to also be the content teacher assigning the work, support can be provided in-person. If the Supporting Individualized Learning Specialist, Enrichment Teacher or Assistant Teacher is not the content teacher, the content teacher may provide support in the same manner as for students learning remotely, per the school’s Technology Plan.

Asynchronous learning without Content Teacher (ASL w/o CT): This instruction is individual or group work that can be done independently. The work would be at the student’s learning level, so they should not experience frustration, nor should it be too easy for them. We will utilize online learning programs (OLPs) that support that student's individual level. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work while their Supporting Individualized Learning Specialist, Enrichment Teacher or Assistant Teacher may be providing instruction to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected throughout the week and will be used as one way to measure attendance and engagement. The product of these work blocks are often referred to as “exit tickets” or “student reflections.”

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.rocketshipschools.org/wp-content/uploads/2017/09/2022-23-Health-and-Safety-Plans.pdf>

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

c. Staffing and Related Support

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.

Adjusted class/block/bell schedules

- Humanities Block: We are increasing the amount of instructional time dedicated to English-Language Arts instruction, with leveled reading and Social Studies components.
- All of our Humanities classroom will include leveled guided reading taught daily, based on individual STEP reading assessment targets using texts on scholars' instructional reading levels. This allows us to personalize and target instruction based on a student's current reading ability and focus on specific skills they need to master.
- Our Humanities blocks will also include phonics and close reading instruction based on gradespan. Scholars from Kindergarten through 2nd grade will receive explicit phonics instruction in phonemic awareness, letter-sound correspondence, word-level blending and segmenting, comprehension and fluency. Scholars practice reading with accuracy, fluency, and comprehension in the context of decodable books. Scholars in Grades 3-5 will read a short grade-level text together as a class. Collectively, the class works through the meaning of the text by engaging in rich discussion of what the text is about, and what moves the author made to convey their idea.
- Thematic Units are used to teach fluent reading comprehension skills to students through a read aloud text that also incorporates Social Studies topics to build scholar schema.
- In our math instructional blocks, we will increase the allocation of Tier 1 instructional time in designated Math block using Eureka math curriculum; Daily bell schedule breakdown (Spiral Review - opportunities for targeted at-bats of previously taught standards using data to guide instruction, Eureka Math - Tier 1 instruction of new content, Cognitively Guided Instruction - student-centered opportunity for exploratory approach to solving math problems, tasks, or stories)
- For our enrichment instructional blocks we are increasing instructional time to provide students with expanded opportunities to engage in learning related to the Arts (visual and performing), P.E./Health, and Science.
- Part of our instructional model emphasizes personalized learning through our Learning Lab content block. These instructional blocks are adjusted into 3 segments that support social-emotional learning, prosocial skills, and Tier 2 interventions for Humanities and STEM content.

After-school programming

- Rocket Booster! allows students to spend time in a safe, nurturing environment both before and after school. Rocket Booster! serves as an extension of our school day programming and will provide academic intervention, enrichment opportunities, and social-emotional support for Rocketeers. Rocket Booster! Before and Aftercare Launched at the beginning of the 21.22 school year and provided extended day services to 300 students across our three campuses daily. During services, 100% of our students had access to both physical and academic enrichments designed to build off of lessons they were receiving throughout the school day. Every day for aftercare, students were provided supper and recess time.

Longer school day

- All Rocketship DC schools operate on a full eight hour school day. We believe access to high quality content and curriculum requires our instructional block to include; Humanities, STEM - Science, Technology, Engineering and Math, Enrichment, Social-Emotional learning, Enrichment offerings (Art, PE, Health, Music, Dance), whole group culture building, and lunch and recess.

Summer programming

- The Rocket Booster Extended Learning Program also provides summer school services at each of our three campuses. For four weeks over the summer over 300 students were provided the opportunity to attend summer school five days a week. Throughout camp students engaged in academic enrichment, art, Lego engineering, and physical enrichment. We are also proud to have provided our students an opportunity to engage in the *Amazing Athletes* program every Friday. This program focuses on teaching health and wellness to our students.

High-impact tutoring

- In our Learning Labs and our early childhood classrooms, we have staff, Assistant Teachers and Individualized Learning Specialists, that are dedicated to providing individualized tutoring/intervention.

New curriculum purchase

- Enrichment: We are implementing 4 new curricula: Art of Education: Flex Curriculum, QuaverEd Health/PE Curriculum, QuaverEd Music Curriculum, and Arts Consulting Dance Curriculum
- Math: Transitioning from math curriculum created internally, to Eureka Math

<i>STEM Vision & Priorities</i>		
<i>Regional Outcomes</i>		
<i>Attendance</i> <i>92% Regional Average</i>	<i>Achievement</i> <i>56% of Rocketeers Meet their tiered growth goals on NWEA</i>	<i>Student Experience</i> <i>X% of RPS DC Ts score at or above a 3.3 on the TPR and 90% of rocketeers feel safe connected and supported (as measured by the student survey)</i>
<i>STEM Priorities - Meeting Achievement Goals By:</i> <i>Strengthening Tier 1 instruction through systems of</i> <i>1) Intellectual Prep, 2) Eureka Math curriculum execution, and 3) standards-driven data analysis.</i>		
<i>Establish systems for high-quality Intellectual Prep for all components of daily STEM blocks</i>	<i>Execute all components of the Eureka Math curriculum with fidelity</i>	<i>Establish systems for qualitative + quantitative data analysis focused on Common Core Standards, including Standards for Mathematical Habits</i>

<i>The “What”</i>
<ul style="list-style-type: none"> • <i>Establish systems for high-quality Intellectual Prep for all components of daily STEM blocks:</i>

- Building content expertise at the Regional level is critical in ensuring that all 3 campuses have high quality, intentional Tier 1 math instruction during all components of daily STEM blocks. The first step in building this content expertise is establishing high-quality, consistent systems for both teacher & leader Intellectual Prep. Using the 3-Step Preparation and Customization processes for Eureka Math modules and lessons, the curriculum itself acts as daily individualized content PD for SLs and Ts, developing regional content expertise throughout the year. Additionally, having Intellectual Prep systems for any STEM instruction that happens outside of daily Eureka Math lessons is critical in ensuring that SLs and Ts are developing transferable skill sets that are rooted in standards and data-driven instruction in various STEM settings.
- *Execute all components of the Eureka Math curriculum with fidelity:*
 - As Intellectual Prep systems are solidified and maintained, particularly in regards to the Eureka Math curriculum, executing this curriculum with fidelity is the next step. In our pilot year, in order to make meaningful long term decisions, ensure alignment vertically across grade levels and across campuses, and have comparative data between 22-23 NWEA results (using Eureka curriculum) and previous NWEA results (not using Eureka curriculum), it is imperative that the curriculum is delivered in the way it was strategically designed.
- *Establish systems for qualitative + quantitative data analysis focused on Common Core Standards, including Standards for Mathematical Practice:*
 - As Intellectual Prep and Eureka math execution systems are implemented with fidelity, qualitative and quantitative data from student work and assessments will be produced. Data analysis systems rooted in Common Core standards and identifying trends in student work will then position SLs and Ts to make intentional decisions around upcoming instruction, which ties directly into the first system of Intellectual Prep.

The “How”

- *Establish systems for high-quality Intellectual Prep for all components of daily STEM blocks:*
 - 100% of SLs and Ts will meet Regional STEM weekly Intellectual Prep system expectations. This includes:
 - SLs and Ts routinely engaging in Eureka Math’s Preparation and Customization processes at the module and lesson levels.
 - Ts submitting weekly exemplars of lesson plans and student materials for all STEM block components.
 - SLs provide direct feedback on these exemplars, aligning calendars accordingly, and holding accountability.
- *Execute all components of the Eureka Math curriculum with fidelity:*
 - 100% of SLs and Ts will execute the Eureka Math curriculum with fidelity. This includes:
 - SLs creating a concrete calendaring system to proactively and backward plan at the module, weekly, and daily level for all GLs at the campus level. *[As customizations and/or adjustments are needed, they are done sparingly, with intentionality, and use Eureka Math’s recommendations.]*
 - Ts demonstrating a high level of internalization at the module, weekly, and daily level by executing all components of every Eureka Math lesson.
 - SLs providing direct, regular feedback on the fidelity of execution using Eureka Math’s lesson observation tool and other STEM instructional rubrics.
- *Establish systems for qualitative + quantitative data analysis focused on Common Core Standards, including Standards for Mathematical Practice:*
 - 100% of SLs and Ts establish qualitative and quantitative data analysis systems that build the transferable skill set of identifying trends in student work based on habits and Common Core Standards. This includes:
 - SLs creating a concrete calendaring system at the BOY for consistent weekly data meetings for all STEM Ts at the campus level.
 - SLs and Ts analyzing Eureka Math Mid-Module and End of Module Assessment data aligned to rubrics provided in the curriculum.
 - SLs and Ts engaging in regular stack audits of Eureka Math Exit Tickets to identify trends and takeaways to apply to upcoming instruction.

New uses of staff planning time for accelerated learning

- We will utilize common planning time for our grade level staff that allows content coaching, professional development, and common plan time by content and subject area expertise.

New professional development for staff on accelerated learning

- We are providing Rocketship network-wide training focused on the following content:
 - Help Me See It - Students are able to utilize core visuals aligned with the key concepts and vocabulary for each lesson.
 - Voice my View - Students use sentence frames, response frames and resistance language to engage in peer discussion
 - Head to Toe - Students are able to utilize a variety of ways to process, understand and express ideas. This can be chants, cheers, physical responses or use chants & cheers for learning crafted by the teacher and student respectively.
 - Set and Reflect - Students setting and reflecting on individualized goals for academics and social emotional development
 - Express It - Students have resources to organize their thinking and demonstrate their learning. Students create and utilize provided graphic organizers to take their own notes and complete complex texts.

Additional vendor and/or community partner support

- We are utilizing Reading Partners at 2 of our 3 campuses to help address reading deficits. Reading Partners is a national nonprofit that mobilizes communities to provide students with the proven, individualized reading support they need to read at grade level by fourth grade.

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

As we prepare for the 22-23 school year, we know that many of our students with disabilities will have significant academic needs and there will be a higher demand for services, evaluations, and IEP meetings this year. Rocketship is anticipating a higher than average number of initial referrals from both the LEA and parents. We found in the 2021-2022 school year that not only were there higher volumes of initial referrals made by families, but those were more concentrated than ever in the second semester of the school year (January to June). This unexpected volume of initial evaluations with already planned re-evaluations created a high volume of evaluations to complete between March and June 2021. We anticipate potential barriers to include volume of eligibility processes and eligibility determinations.

ii. The LEA's plan to address those barriers

We will prioritize systems designed to accelerate academic achievement through rigorous progress monitoring to provide additional time and capacity for all stakeholders to support the increased demand for services, evaluations and eligibility determinations. Addressing this barrier will begin during the three-week

teacher professional development programming. All staff, including special education teachers, general education teachers, paraprofessionals and related service providers will also be provided with appropriate training and ongoing support to be able to meet the needs of our students with disabilities in ways that will accelerate their achievement. This also includes intensified development for special education teachers and service providers to complete annual planning for all current students with disabilities with the goal of completing all triennial evaluations before March. Rocketship has created systems and structures in addition to EasyIEP that will allow for IEP teams to proactively plan and collaborate in meeting all initial and reevaluation timelines. This will allow the team adequate time to complete potential initial evaluations in the last quarter of the school year (March - June).

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

Rocketship DC has Integrated Special Education Specialists (ISE Specialists) that serve both as a student's teacher and their case manager. This means that our ISE Specialists and families establish a strong partnership through frequent, less formal communication around progress as well as communication around formal IEP team meetings and paperwork. By positioning our teachers as case managers, we are able to maintain small caseloads that ensure frequent and consistent communication with families. ISE Specialists are provided intensive training in the beginning of the year on ensuring they have all necessary case management skills, and will have training specifically on contacting families, planning for IEP and Eligibility meetings, and completing accurate Prior Written Notices. Our Regional team will track all IEP and Eligibility meetings and communication logs to ensure that all families are given the necessary contacts and documents as required by DC Law.

Rocketship has also hired two full-time licensed psychologists and one School Psychology intern working toward her Doctorate to ensure we are able to meet the demands of the evaluations for the 22.23 School Year. One of our School Psychologists is a licensed Clinical Psychologist and is able to complete Neuropsychological evaluations and is also able to complete bilingual assessments as needed for our students who speak Spanish as their native language. We have a long established contract and partnership with Sterling Speech and will have five Speech and Language pathologists who will be able to complete Speech Evaluations. Sterling speech has also contracted to be able to provide additional Occupational Therapy services and evaluations should the need arise that would require support beyond the scope of what our full-time Occupational Therapist could provide.

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.

Rocketship's Regional Special Education team will review all relevant information and data for students enrolled in the 2020-2021 and 2021-2022 school year. This data will include:

Details on IEP implementation during distance learning such as:

- a. Services prescribed by the IEP
- b. Services available to the student through distance learning;

- c. Student's engagement in the available services, any reason for disengagement and
- d. Efforts made to engage or re-engage the student.

Progress monitoring data such as:

- a. School-wide data reflecting progress/regression for entire grade-level (which can then be used to compare to individual student-level data)
- b. Student-level data reflecting progress/regression for individual students to include both standardized assessments and individual IEP goal progress.

Details on recovery services and accelerated learning opportunities available to the student.

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.

Once this information is compiled it will be reviewed by teachers and school leaders to make an initial recommendation in writing to families on whether Compensatory Services are warranted, sharing all data reviewed.

Students for whom Compensatory Services are warranted, the IEP team will meet to develop a plan for appropriate Compensatory Services that will include any continued provision of accelerated learning and recovery services as well as additional services that are required for the student to recover lost learning or skills.

For students whom the LEA is not recommending Compensatory Services, families will be provided with the written recommendation and all data reviewed. Families can choose to (1) meet with the IEP team to review the recommendation or (2) agree to the recommendation that is provided. If the family chooses to review the recommendation, the IEP team will convene and review the relevant data then make a final determination including the need of and plan for any Compensatory services, both to include any continue provision of accelerated learning and recovery services as well as additional services that are required for the student to recover lost learning or skills. If the family agrees with the recommendation they will sign the documentation provided to indicate their agreement and a Prior Written Notice will be issued outlining the process including data, recommendation and agreement.

All plans for compensatory services will be outlined and signed by both the family and LEA and will include the specific type, location, timing and amount of services that will be provided as well as the timeframe for those services. All documentation for Compensatory Service Plans and Decisions will be uploaded into each student's individual profile in SEDS using miscellaneous cover pages and will include all relevant documentation, as well as meeting notes if applicable.

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.