

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Creative Minds International PCS

LEA Head of School Name: Chuck Jackson

LEA Type: Pre-K;Elementary;Middle School

Date Generated: 08/19/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was 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 Safe Reopening, 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.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

The Operation Plan for Creative Minds International Public Charter School (CMI) allows for on-site learning for all students for 181 days for a total of 1107.75 hours of instruction for lower school and 1153 hours of instruction, which exceeds the required 1080 hours of instruction per school year. All school days, except Wednesdays, will exceed 6 hours of instructions. On Wednesdays, students will be dismissed to provide professional development for staff to ensure a healthy and safe learning environment. On Wednesdays, the lower school will receive 3.75 hours of instruction and the middle school will receive 4 hours of instruction. Our school calendar can be found [here](#). A sample schedule of a typical school week can be found here for [Middle School Schedule](#) and [here for Lower School](#).

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline. We will execute our communication plan, as outlined in the health and safety questions below.

- *Briefly, our outreach efforts include:*
 - *Website, newsletters, and social media*
 - *For those directly affected: point-to-point communications.*
- *We have multiple lines of communications for families to ask questions, in general, including*
 - *Calling the school (front desk or director of operations, directly)*
 - *Emailing frontdesk@cmipcs.org*
 - *A link to "ask a question" google form on our website.*
 - *Responses to questions are shared directly with the person as well as posted on our website on a FAQ page.*

The key to a smooth year is uninterrupted learning is through the dissemination of materials: In the event that some or all of our students must transition to remote learning, our goal is to reduce barriers to access and maximize student learning in a timely manner. We will implement the following efforts to ensure students have the necessary resources for remote learning:

- *If students are in the building the day that a transition to remote learning is announced, we will send supplies home at the end of the day, if feasible.*
- *We will host outdoor contactless drive up events, where families remain in their vehicles and items are placed in their trunk*
- *If necessary, our staff will drive materials to students' houses. This has been a vital component of serving families since March 2020 during the public health emergency.*
- *Uninterrupted instruction through remote learning:*
 - *We will use our knowledge learned since the start of the public health emergency to quickly transition to remote learning as necessary.*
 - *We have implemented the following measures:*
 - *Each lead teacher has a Zoom account, which can be used to quickly transition for remote learning.*
 - *We will share virtual links with families and have a supply distribution event planned within 24-hours to ensure continuity of learning*

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- *Dissemination of materials:*
 - *If students are in the building the day that a transition to remote learning is announced, we will send supplies home at the end of the day, if feasible.*
 - *We will host outdoor contactless drive up events, where families remain in their vehicles and items are placed in their trunk*
 - *If necessary, our staff will drive materials to students' houses. This has been a vital component of serving families since March 2020 during the public health emergency.*
- *Uninterrupted instruction through remote learning:*
 - *As part of the enrollment process, we have collected information about connectivity and student access to technology (e.g., chromebook or iPad). This will be used as our starting point for distributing technology.*
 - *For students who do not log on, we will call directly to verify that there are not barriers to access.*
 - *For families needing technology access, CMI will provide.*

For an isolated case, where a staff member meets the exclusion criteria, we will implement the following plan:

- *We are strongly encouraging vaccinations for COVID-19 for all staff to minimize staff exclusion scenarios*
- *For individual employees who are excluded due to the exclusion criteria, our policies*

regarding time-off are described in Creative Minds' Employee Handbook

- *For staff who provide direct services to students (e.g., teachers, teaching assistants, and dedicated aides), we will use a temporary agency to ensure adequate staffing to meet students' learning needs.*

Our operations plan can be implemented in our current facilities and our current staff and anticipated hires.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

We plan to design and deliver a distance learning program to meet the needs of our students with medical certifications. The program will be comparable to what our in person program will offer. Students will

receive the core academic instruction from a grade level teacher and include a mix of synchronous and asynchronous lessons through Seesaw. Students participating in distance learning will be provided with the same materials that would be provided if they were participating in-person. These materials include items such as manipulatives, math work books, books, writing journals, etc. We have found that the following remote learning practices provide the most effective instruction. Students will have access to teachers for questions and support during office hours. Students will receive feedback on classwork and assessments through Seesaw, our learning platform. Students will participate in small group lessons. Teachers will have regular check-ins scheduled to ensure that that student has what they need to be successful with distance learning and their social emotional needs are being met. Teachers will have office hours to connect, review, and answer questions for students. We will tailor instruction depending on the students' needs and learning styles.

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

- **Staffing:** Each student participating in distance learning will be assigned a staff member who will be the main point of contact. This individual will ensure that the students are able to log into the class and participate virtually. This individual will be responsible for students' success in distance learning.
- **Materials--including at home "school space":** We will send materials home to the family of all of the items that the child would need to participate in the lessons each day including books, workbooks, journals, manipulatives, paper, markers, crayons, etc. We will also check with families to see if additional items like a small desk or chair are needed for learning.
- **Technology:** Each of our classrooms has a Promethean Board which will enable students at home to participate in the learning activities occurring at school. Students in preschool - 1st grade will be provided an iPad, Students in 2nd- 8th grade will be provided a chromebook. We will also connect families without home wifi with a local internet provider.
- **Schedule:** The schedule will mirror that of the students who attend on-site learning options with the following anticipated modifications: Students in our younger grades (Preschool- 1st grade) learning from home will not be required to be on devices for the entire school day. It would not be developmentally appropriate for them to look at a screen for the same amount of time that they would typically be at school.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

See the response to 2c for details.

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- **e. Describe how the LEA will continue to provide resources to families of students with medical**

certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and

See the response to 2c for details.

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- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

We plan to design and deliver a distance learning program to meet the needs of our students with medical certifications. The program will be comparable to what our in person program will offer. Students will receive the core academic instruction from a grade level teacher and include a mix of synchronous and asynchronous lessons through Seesaw. Students participating in distance learning will be provided with the same materials that would be provided if they were participating in-person. These materials include items such as manipulatives, math work books, books, writing journals, etc. We have found that the following remote learning practices provide the most effective instruction. Students will have access to teachers for questions and support during office hours. Students will receive feedback on classwork and assessments through Seesaw, our learning platform. Students will participate in small group lessons. Teachers will have regular check-ins scheduled to ensure that that student has what they need to be successful with distance learning and their social emotional needs are being met. Teachers will have office hours to connect, review, and answer questions for students. We will tailor instruction depending on the students' needs and learning styles.

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Student and Staff Well-Being

2.A: Whole Child Supports

- 3. Describe the LEA’s plan for supporting students’ social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
 - **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
 - **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
 - **c. How the LEA will provide direct mental and behavioral health services for students in need.**

Understanding the social-emotional, mental, and behavioral health needs of our community is integral in planning to support the whole child return for the 2021-2022 school year. It is imperative that we have in place a positive, proactive system to support students’ social-emotional growth. This includes effective classroom management that provides sufficient structure and support for all students at the Tier 1 level.

We plan to gather baseline data to determine the social-emotional well-being of students during the first few weeks of school. We will administer two school-created surveys within the first three weeks of school, one to be completed by families and one to be completed by the students.

Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student and family responses, Creative Minds is prepared to offer support to ensure students' needs are met.

We have a robust Student Wellness Team (SWT) which includes a social worker, two counselors, Dean of Student culture, and two student support team members. The main goal of this team will be focused on social-emotional well-being. The SWT will share lessons with classroom teachers around mental health topics. We will continue using Conscious Discipline, as our approach to how we interact and engage with students. Staff will continue to receive ongoing Conscious Discipline training.

We have partnered with SPED Coop to create a more comprehensive Response to Intervention (RTI) program. Our schedule will continue to include breaks in the schedule to allow for movement and recess breaks.

We plan to continue our partnership with the Community Based Organization, Paving The Way to provide tier 1 support. For students who are showing the need for more intensive, one-on-one support, our SWT team members will connect families to develop plans to meet those needs.

We will provide additional Professional Development for Dedicated Aides so they know how to respond to specific behaviors of the students that they serve.

Below is outlined how we will look at school-wide behavior data to support Tier 2 and Tier 3 interventions in cases where a student's behavior is interfering with their ability to access and engage with instructional content.

In comparing data school wide, teachers and administrators will be able to identify students who have a high number of behavior incidents, other behavior referrals and other data, including academic progress. This should be reviewed to analyze the cause of the behavior. This information should then be used to determine when a student requires Tier 2 interventions, starting with a problem-solving conference.

It is critical that teachers log behavior incidents and consequences, including the amount of time students spend out of class, and any behaviors that lead to an administrator or member of the Student Wellness Team being called. Administrators/SWT members will log any time a student spends in their office in response to being called by a teacher. The teaching team/Student Wellness Team will select the appropriate Tier 2 strategies after holding a problem-solving conference with the student. If a short-term counseling group is recommended, the counselor/social worker will be consulted prior to including this intervention in the plan.

The team will determine the appropriate data collection strategy to determine progress.

Every 6 weeks, teaching teams -- including general education teachers, special education teachers, and assistant teachers, with support from administrative partners -- will meet to review each student's data during Common Planning Time. Teams will follow a protocol for these data talks.

If students meet the criteria defined above, the student will be targeted to receive a Tier 2 intervention. For students identified to receive Tier 2 intervention, teams will do the following:

- Determine the measurable goal students will reach within the next 6-week cycle
- Determine what tools will be used to regularly progress monitor student growth toward mastering that goal
- Determine the appropriate intervention to help students reach that goal.
- Refer the student to Tier 3 if they do not demonstrate growth

This information is logged in EdModified.

During subsequent data talks, teachers will determine if students can be exited from intervention (move from Tier 2 to Tier 1) based on progress made or if students need to move from a Tier 2 to Tier 3 intervention.

In the event that a student does not meet a specified criteria for behavior, but the teacher has strong concerns about the student based on other, in-class data, the teacher should notify their administrative partner at least one week before the data talk to let them know that they want to discuss an additional student during the data talk, and should specify what data they will bring that indicates the student is in need of Tier 2 intervention support.

For all students receiving behavior or social-emotional support, after the plan is developed, it is reviewed with all members of the teaching team.

- Implementation begins within 2 days
- The intervention plan is reviewed with the student on the day the plan starts so that student understands the strategies and expectations.

The plan is implemented for 6 weeks.

After 6 weeks, data is reviewed to determine if the student is demonstrating growth. At that time, a decision is made to:

- Continue the student in the designated intervention for another 6 weeks (progress is being made, but student needs continued support);
- Continue the student in intervention, but add additional intervention strategies (student is not making progress)
- Dismiss student from Intervention (the goal has been met; the student is meeting behavioral expectations)

Some students may exhibit concerning behaviors that do not lead to time out of the classroom. Examples of this may include excessive withdrawal, crying, refusal to do work, or difficulty engaging with peers. When these types of behaviors are occurring to a concerning degree (more than just occasionally), teachers can collect data about the frequency of the behaviors and criteria for these behaviors using an [ABC data collection](#) form. In such cases, teachers should use professional judgment in determining whether the behaviors are of sufficient concern to warrant Tier 2 intervention.

Students may also qualify for short-term social-emotional interventions due to qualifying life events such as death or change in family status (divorce, job loss, serious illness, etc).

Parents or guardians are encouraged to reach out to their child's teacher by email or phone anytime they have questions or concerns about their child's academic or social emotional well being at any time. If during those conversations parents or guardians continue to have concerns they may complete a referral form for services. The referral forms can be found on our schools website (see Families page) and our new Parent Square app.

Step 1: A parent, guardian, or student completes the [Referral Form](#) for a Creative Minds student, in prekindergarten through 8th grade, for behavioral-health services. Referrals are emailed to therapy@creativemindspcs.org.

Step 2: Our school counselor contacts the parent or guardian to schedule a consultation. This will help the Therapy Referrals Team learn more about why the student was referred; the meeting can take place via Zoom or a phone call.

Step 3: The Therapy Referrals Team determines which service will best meet the student's needs. The determination is based on information from the referral and consultation, service eligibility, and current service-provider capacity.

Step 4: Within a week, one of the following recommendations is communicated to families:

- a. Short-term counseling with school counselor: For students who need support to cope with peer issues, including bullying; a recent life event, such as a divorce or the death of a family member; or similar issues that don't require long-term counseling.
- b. Individual or group therapeutic sessions with Ms. Julie, school-based clinician from Paving the Way: For students who require longer-term therapeutic services to cope with trauma; long-term behavioral concerns; or extended anxiety, depression, or other challenging emotions.
- c. Outside Referral: For students who would best be served by another resource, such as therapy from an outside provider, wraparound behavioral-health services, or community-based support workers. Students who already receive counseling through an IEP or 504 plan will also be referred elsewhere.

Families can expect the intake process for either longer-term therapeutic services or outside referrals to include some paperwork. After intake paperwork has been completed, there will be one or two sessions of assessment and treatment planning before therapy sessions begin. Families will be guided through this process by a member of the Therapy Referrals Team.

At any time, you can contact the Therapy Referrals Team with questions or concerns.

- 4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.**

Our LEA is preparing to support the behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches. Our main approach will be [Conscious Discipline](#), which is based on building strong relationships with students. Our team will embed social-emotional and wellness checks within daily classroom lessons. Teachers and our SWT will conference with families and if necessary, refer students to the mental health team for students displaying needs for support. School leadership will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers. We plan to share pictures and videos of what to expect when coming back to school. Teachers will send messages to welcome students to their class. We will host an open house in August before school starts. We will have teachers create videos introducing themselves to the community. We have added a new Dean of Student culture position who will provide support in navigating evidenced-based practices, strategies, and tools necessary to effect positive behavioral change in students. We have a comprehensive onboarding plan for onboarding new staff so they are familiar with Conscious Discipline practices. We will also host an orientation for new Preschool families.

[Link to our discipline policy](#)

- 5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

Our LEA contracts with Top Spanish.

For in-person learners, consistent with the [DC Healthy Schools Act](#), breakfast in the classroom is available to all students free of charge, regardless of family income. Consistent with the USDA waivers and flexibilities, lunch is available to all students at no charge for the 21-22 school year. To ensure high-quality, nutritious meals, our vendor prepares meals at their site, which is about 1 mile away, and brings meals ready to serve each day to the school.

For students learning remotely, regardless of duration or income, we will transition to a weekly home delivery of 5 breakfasts and 5 lunches. Since April 2020, CMI has delivered over 150,000 meals (as of June 2, 2021) to children’s homes. The benefit of this program is that it is robust, flexible, sustainable and scalable. To support our remote learners, we will adopt this model to ensure students have access to high-quality, nutritious food.

Overview of CMI’s home delivery plan to support remote learners regardless of duration

- Overview
 - To support remote learners, we plan to deliver 5-NSLP-compliant breakfasts and 5 NSLP-compliant lunches to the homes of Creative Minds students, who opt-in. This program will be available to both short-term and long-term remote learners.
- Communication with eligible families
 - General following methods to communicate eligibility
 - We will use our social media platforms and website to provide general information about our home delivery program for remote learners.
 - Targeted communication
 - We will directly reach out to the families of all remote learners. We will use multiple platforms to ensure point-to-point communication, including phone calls, email, or text messaging.
 - If a student transitions to remote learning for a short period of time, we strive to make contact with the family within 1 business day to ensure that students have access to high-quality, nutritious food
- Procurement method
 - We will use our contracted vendor, which was procured via the competitive bidding process (RFP) in spring 2020.
- MOU (Memorandum of Understanding)
 - All parties involved with the program have signed an MOU stating that PII and information about this program will be limited and only used to execute this program. It will not be shared publicly. All parties will use best practices to safeguard the information about the participants.
- Program duration
 - This program will be in effect until the Public Health Emergency (PHE) is over. CMI realizes if the PHE extends beyond June 30, 2022, we will follow the updated guidance.
 - This program will be offered to students for a period of remote learning.
- Participation opt-in
 - Families will need to opt-in in writing. To reduce barriers and maximize participation, we are implementing an awareness campaign about this program. This includes using our website, our email list-serve, and mailing paper letters to families who are FARM eligible or have self-identified as needing assistance with food. Families who email a request, complete the Google form (with a question clearly stating that by completing this form, I am opting-in to participate), return the paper form, or send a text of a note opting-in to be included in the program. Families have the option to opt-in or opt-out at any time by notifying the director of operations.
- Protection of student privacy
 - PII (personally identifiable information) collected to execute the home delivery program will not be shared publicly.
 - Such information will only be used to execute the program.
- Food model
 - Each week, a weekly “meal box” will be delivered directly to a student who is in a remote learning posture. Families will be given a reoccurring delivery window. The deliveries will always occur on the same day/time window.
 - The meal box will contain 5 NSLP-compliant breakfasts and 5 NSLP-compliant lunches. Each box will contain a weekly menu so that children know what to eat each

day in order for the food to last the whole week. These meals will be mostly shelf-stable for 10-days.

- Deliveries will be made to maximize social distancing. For example, deliveries will be left on a porch and the driver will ring the doorbell and wait until the door is opened. If the door is not opened, the driver will contact the adult via the cell phone provided.
- Food safety
 - Top Spanish is a licensed food vendor in DC. They will follow the DC Health guidelines when preparing, transporting, and delivering meals.
- Confirmation with NSLP meal patterns
 - CMI and Top Spanish will work together to develop a meal pattern that is NSLP-compliant within the constraints of the supply chain.
- Record keeping
 - CMI will maintain records of the home delivery in compliance with the NSLP standards.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:
- a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and
 - b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

We realize the importance of ensuring that our teams' social-emotional and mental health are considered as we plan to welcome staff back to school. Our LEA plans to support our teachers and staff in many ways. We have a new Human Resource manager who is committed to making Staff Wellbeing a priority. We offer a comprehensive benefits package, which includes medical, vision, dental, life, disability, employee assistance, will preparation, and 401K retirement. Our Human Resource manager will regularly communicate what benefits are available to staff and be available to assist with connecting them with those resources. We plan to survey the team to determine how to meet our staff's needs; we will continue with opportunities like Yoga. The SWT team has staff and parent wellness days. They will offer sessions on self-care and share a variety of tools to help manage stress and anxiety. Our continued partnership with Paving the Way; weekly half-day PD to connect with staff and ensure they have the support and training they need to be successful, also provides opportunity for staff wellness, Unlearning Us series, Inclusivity sessions

We have a culture committee that plans Monthly Team Building opportunities. We did a terrarium-making event and sip & painting. We are also providing support optional meet ups for staff to come together around common interests/activities outside of school hours.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:
- a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;
 - b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and
 - c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

CMI plans to communicate with families about safe reopening, student well being, and accelerated learning clearly and consistently We will communicate this information through the following: Town Halls (CD, reopening/what to expect), Welcome packet, ongoing surveys (climate pulses), Panorama - family engagement survey, and Parent Square. We will create multiple opportunities for families to provide feedback through Open Board meetings, town halls, title 1 meetings, 1-on-1 family meetings, Virtual home visits with new families, and Parent Square. Parent Square supports communicating with families (tracks communication, can be translated to all languages that we have represented in our population, and will eventually become our main source of communication). Additionally, the dean of student culture was created in response to support students and families.

town halls,

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We also plan to elicit parent representatives from various backgrounds to help us disseminate information to families of whose first language is not English, post on our website, share in town halls, summarize plans into digestible slide presentations, link in the newsletter, share with staff during PD, and share with team members over the summer

We are also exploring Parent Square as a tool to have all of this information readily available in one location.

CMI will solicit and incorporate student and family feedback on these plans in our town halls and parent surveys, and 1:1 conversions. Our team will solicit, review and incorporate feedback on an ongoing basis to determine if minor changes need to be made. We want to maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will assess and communicate student status and progress with their learning. This data will be shared with families during our parent-teacher conferences, report cards, MAP and GOLD reports, and 1:1 communications between families and teachers.

We plan to review the following strategies to engage any families that have not been reached through previous outreach efforts. *Strategies to Engage Unreached Families During COVID-19*

- *Ongoing Communication Reflection Tool*: Designed for any educator that has direct access to students and their families, this tool is a powerful way to reflect on your individual practice of building trusting relationships and meaningful partnerships with families through ongoing

communication.

- ***Beginning of the Year Relationship Building Toolkit***: Designed for educators and school, district and LEA leaders, this tool gives insight into building intentional, thoughtful relationships at the beginning of the year, ensuring students have what they need for success — whether they are entering school for the first time, transitioning to a new grade, or navigating distance learning during a pandemic.

2.D: Attendance and Re-Engagement

- 8. Describe the LEA’s approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

In school year (SY) 2020-21, we noticed that students had differing experiences with our programming for distance learning. Some students seemed to thrive while some students were disengaged and not showing success. Several factors helped us identify those students who were less engaged with distance learning. Those factors included student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity online; participation in class discussions. All students had access to school-provided equipment by Sept 1, 2020, and technology issues were addressed on an ongoing basis and when brought to a staff member’s attention. In February 2021, we first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified, 89% (188/211) returned to on-site learning, leaving 11% (23/211) students as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, the school is considering the following strategies: Summer Boost program with Department of Parks and Recreation, Extended School Year.

The LEA will review data on student engagement on the following basis: every other week

Parents will be notified through report cards, GOLD reports, MAP reports and feedback in Seesaw.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

- 9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:**

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year

- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

Our LEA will offer the following formative and summative assessments to eligible students in the 2021-22 school year. Most of these assessments will be conducted three times during the school year: at the beginning of the year, the middle of the year, and end of year. Results will be used internally and with families but will not be part of school accountability. The following table provides an overview of our LEA’s assessment schedule outside of the state-required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: 80% of students in PreK will meet or exceed expectation per the growth report from the fall to spring administration of the GOLD assessment in Literacy	Literacy	PreKindergarten	Teaching Strategies GOLD	<i>Sept 1-30; Jan 3-31; May 1-27</i>
ELA: At least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in reading based on NWEA MAP national norms by June of each year	Math	Kindergarten - 8th grade	NWEA Measures of Academic Progress (MAP)	<i>Sept 1-30; Jan 3-31; May 1-27</i>
ELA: Students will score at least a 7 out of 10 on the content reading assessment each quarter.	Reading and comprehension	5th - 8th grade	Summit Learning	Quarterly
ELA: At least 75% of Kindergarten through 2nd grade students	Reading and comprehension	Kindergarten- 2nd grade	Developmental Reading Assessment	<i>Sept 1-30; Jan 3-31; May 1-27</i>

will either demonstrate one year of progress (instructional levels) between fall and spring administration of the Developmental Reading Assessment or score on grade level or higher (instructional level) on the Developmental Reading Assessment.				
Math:80% of students in PreK will meet or exceed expectation per the growth report from the fall to spring administration of the GOLD assessment in Math	Math	PreKindergarten	Teaching Strategies GOLD	<i>Sept 1-30; Jan 3-31; May 1-27</i>
Math: Students will receive at least 70 % on end of unit assessment.		Kindergarten- 8th grade	Eureka	<i>At the end of each unit</i>
Math:At least 70% of all students in grades K-8 will achieve at or above the 40th percentile or meet/exceed	Math	Kindergarten - 8th grade	NWEA Measures of Academic Progress (MAP)	<i>Sept 1-30; Jan 3-31; May 1-27</i>

their spring growth target in math based on NWEA MAP national norms by June of each year				
<p>English language proficiency:</p> <p>Test scores can support decisions about whether a student is an English Language Learner (ELL) and benefit from English Language support services. These scores will also determine placement in a certain class.</p>	Listening, Speaking, Reading and Writing	Kindergarten - 8th grade	WIDA benchmark assessment	<i>Sept 1-30; May 1-27</i>

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

The goals outlined above are set by our school and are aligned with our Charter School goals. We plan to document student data on these goals in a data dashboard created by our team. This dashboard will be monitored after each round by grade level teams as well as the instructional leadership team to ensure all students are making progress. Teachers and the Instructional Leadership Team will attend data meetings in grade-level teams to plan a more coherent action plan that best meets the needs of our students. Teachers will use the analysis of this data to make adjustments to whole group and small group instruction. This approach will be used by teachers at all grade levels to ensure that instruction is meeting students where they are and building on that

knowledge to meet grade-level expectations. Our vision is for students to matriculate from our school with the mindset, skills, creativity, and commitment to equity essential in becoming globally aware and independently minded citizens. We are implementing a Response to Intervention plan to address students' needs in partnership with the Special Education Cooperation. This plan includes targeted interventions for students who fall below grade level in reading and math. These interventions will take place as push-in and pull-out sessions. Teachers and an RtI Specialist will be providing these interventions.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

Please see the response to question 10d.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

We currently have eight students enrolled in non-public schools. They are enrolled in Accotink Academy Therapeutic Day School, Children's Guild PG Chillum, Ivymount School Rockville, Kennedy Krieger Montgomery County, and Lab School of Washington DC, per OSSE's placement process.

We collaborate with non-public schools regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: .

The director of inclusion will work with non-public representatives to discuss and plan for how to meet students' transitional needs. The director of inclusion will assign a case manager/ special education coordinator to non-public placements to initiate an IEP Team meeting when either: (a) there is a lack of expected progress toward the annual goals and/or (b) the LEA anticipates that the student may need additional support and services or the parents request compensatory education. The LEA will share the accelerated learning plan with the non-public schools.

Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. After 4-6 weeks of instruction (virtual or in person), IEP Teams will consider individual student data to document recoupment of skills or persisting skill deficits. The LEA will work with non-public placements to ensure that parents are involved in the determination of accelerated learning planning for students with disabilities. The accelerated learning plans will be discussed and developed by the IEP teams and/or incorporated into the IEP depending on student need. If a parent requests a meeting to discuss additional support and services, the LEA will ensure that the non-public school responds to the parent request within 10 business days.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA’s overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

CMI has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use Powerschool and our data dashboard to collect, analyze and support our staff in addressing student learning needs. Our data manager will oversee the organization of this data and assist the team in interpreting the data to implement impactful instruction that accelerates learning of all students. See the table after Q12 for details about accelerated learning opportunities.

12. 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**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

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

• **d. Other**

Tutoring for students as identified within the first six weeks of school.

- **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	<p>In lower school, we plan to adjust the instructional blocks to account for increased time in one subject/ content area.</p> <p>In middle school, we plan to build intervention time into the end of each class period.</p> <p>These new adjustments to the schedule will allow longer focused time in one content area. In lower school, teachers will be able to deliver a mini-lesson to the whole group and then be able to utilize the longer time in small groups to differentiate the content to meet the individual needs of the students. In middle school, the additional time at the end of class will be used to practice skills and to collect data to determine the lesson for the</p>

			<p>following day. This additional opportunity to practice will help ensure skill mastery.</p>
	After-school programming	X	<p>We are exploring a tutoring program to offer as part of our afterschool program.</p> <p>We plan to incorporate additional academic learning time into our after-school program. The tutors will work with students 1:1 and in small groups to practice skills they were working on during the school day. This targeted instruction will provide ongoing practice of skills to help students master skills.</p>
	Longer school day	X	<p>The school day will end in lower school at 3:30 pm and in middle school at 4:00 pm.</p> <p>The longer day for students will allow additional time spent on academic learning. This will allow for students additional opportunities to practice skills.</p>
	Longer school year		
	Summer 2021 programming	X	<p>We are offering Extended School Year during Summer 2021 to students as identified in their Individual Education Plan. We have also invited additional students who experienced difficulties with distance learning during the school year to participate in Boost Camp in collaboration with the Department of Parks and Recreation.</p> <p>We wanted to start right away with providing academic instruction to some of our students with the greatest need. This intensive five-week program worked on goals</p>

			<p>from their Individual Education Plans and grade-level skills. There was also time built into the days for social-emotional learning. We want to provide ongoing academic support to ensure students have access to learning during the summer months.</p>
	<p>Summer 2022 programming</p>	X	<p>We will offer Extended School Year during Summer 2022 to students as identified in their Individual Education Plan.</p> <p>We plan to offer an intensive summer program to work on goals from their Individual Education Plans and grade-level skills. There was also time built into the days for social-emotional learning. We want to provide ongoing academic support to ensure students have access to learning during the summer months.</p>
	<p>School break/holiday programming</p>		
	<p>Weekend programming (e.g., Saturday school)</p>		
<p>Instructional Changes</p>	<p>High-dosage tutoring⁵</p>		
	<p>New curriculum purchase</p>	X	<p>We will implement a new reading curriculum for our middle school program. We will implement Summit Learning in conjunction with our International Middle Years Program.</p> <p>In kindergarten - 2nd grade we will incorporate 'From Phonics to Reading' into our program.</p> <p>We plan to implement these two</p>

			<p>new curriculums to ensure our teachers have the right tools to support student learning. The Summit program is built on scientific research of how children learn. Students are given the time, support, and resources they need to master new material and apply what they've learned before moving on. Teachers see the day-to-day progress of each student, enabling them to meet students where they need support and help students advance quickly where they are most engaged. This approach ensures students do not get left behind.</p> <p>From Phonics to Reading is a comprehensive foundational skills program that supports students on the path to early reading and writing by providing a systematic instructional scope and sequence that uses Wiley Blevins' research-based Seven Key Characteristics of Strong Phonics Instruction. There is a focus on application and transfer to real reading and writing, rather than isolated skill work. There is active, thought-provoking phonics instruction that engages students in their learning every day. There is built-in differentiated instruction that supports all students through an embedded review and repetition cycle. These factors will ensure students are making progress with reading and literacy skills.</p>
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	New intervention program or support	X	<p>We partnered with the SPED coop to create a comprehensive Response to Intervention (RTI) process.</p> <p>Our new RTI process will ensure that we are identifying students who are in need of additional support. We will be able to start interventions early. Research shows that early intervention is key to ensuring students continue to make gains in their learning.</p>
	New uses of staff planning time for accelerated learning	X	<p>We have added additional positions to our staffing for the upcoming school year, including an EL teacher and a bilingual teaching assistant.</p> <p>The addition of these two roles will ensure that we have teachers to support our growing EL population. Our EL teachers will have smaller caseloads to be able to meet the individual needs of the students. They will also be an added support to our families who prefer communication in Spanish.</p>
	New professional development for staff on accelerated learning		
Staffing and Related Supports	<p>Additional staffing</p> <p>Additional vendor</p>	X	<p>We have added additional positions to our staffing for the upcoming school year, including two additional instructional coaches. We have added two Urban Teachers ('21 residents) as co-teachers at 3rd and 4th grades.</p> <p>The two new instructional coach positions will ensure that our teachers receive more frequent feedback to improve their practice. Since the coaches will have fewer teachers that they support, they will</p>

			<p>be able to provide specific techniques and strategies to the teachers that will directly impact how students are learning in the classroom. The coaches will focus on maximizing learning time and differentiating instruction.</p> <p>We will be increasing the number of classrooms with the co-teaching model of one inclusion teacher and one general education teacher. This model will provide two teachers in our 3rd and 4th-grade classes to be able to support students.</p>
	and/or community partner support	X	<p>We will continue our partnership with Paving the Way (Community Based Organization) and the SPED Co-op.</p> <p>We want to be prepared to meet the social-emotional needs of our students by having additional staff members available for counseling services. Many of our students have not been in school for 18 months. We want to ensure that we have enough staff to be able to support our students. Paving the Way will be able to offer resources to teachers and families.</p>
	New hardware purchase	X	<p>We purchased Promethean boards for all classrooms preschool- 8th grade.</p> <p>Our teachers will be able to create engaging lessons that provide opportunities for students to interact with the screen. Students will be able to share their work from their device. Teachers will be able to show various websites, capture student work, and utilize various apps. This will make learning more fun and encourage student participation.</p>

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

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Instructional leadership team which includes our Chief Academic Officer, Director of Lower School, Director of Middle School, and Director of Inclusion and our Director of Operations. We were able to glean valuable feedback from our teachers. They shared how they appreciated the weekly opportunity to meet for professional development and collaborate with other team members for planning. They learned tools and strategies to be successful in meeting the needs of the students. [Link to August PD schedule.](#) We plan to continue this practice for the upcoming school year. Another practice we plan to continue is for teachers to share strategies and techniques that are working well in their classroom. This has been a great way to empower the teachers and facilitate a collaborative spirit among the team. We will continue to seek feedback from the team through surveys and 1:1 conversations. Using information gleaned from school year 2020-21, we are planning on supporting teachers through two weeks of Professional Development in August and then each Wednesday afternoon. 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 *review results from informal and formal assessments, student behavior logs, student engagement, student in-seat attendance to determine if adjustments are needed.*

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress.

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. We intentionally kept small group sessions during distance learning and office hours; seesaw, devices at home and at school; electronic portfolios (seesaw), which support parent communication and IPC curriculum and

opportunities for normative assessments and standards-based grading. We will continue to monitor student progress on work samples, class participation, assessments, and feedback from students, teachers and families to determine the effectiveness of these practices.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

NA

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit:

After 4-6 weeks of instruction, the IEP Teams will utilize various data sources (e.g., screening tools, progress monitoring and outcome data, parent input, classroom observation, progress notes from ESY, etc.) to determine and document recoupment of skills or persisting skill deficits.

The IEP team will examine the student's progress compared to the progress of all students as well as data from prior to school closure. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities:

The IEP team will review timelines for IEPs and develop a priority list to complete the IEP or eligibility process for each student. The inclusion leadership team will work with the IEP team to evaluate, prioritize and address any noncompliance immediately.

The IEP team will use existing data to determine whether or not to continue IEP goals from the previous IEP year or update the goals. The inclusion leadership team will provide support to IEP teams seeking guidance on amending IEPs, if needed.

When identifying the strengths and weaknesses of students in the present level of performance, the team will discuss any social-emotional issues related to the COVID-19 pandemic, and include appropriate support and services. The social worker will work with the families to ensure that they have access to resources necessary in supporting children in the home environment. The school counselor/social worker and other members of the wellness team will create an action plan to assess, monitor, and respond to students' mental and emotional health, and ensure proper documentation of services.

When revising and updating the IEPs, the related services providers will ensure that the IEPs address social-emotional competencies and other critical skills necessary for students with disabilities to participate in the general education curriculum.

The inclusion leadership team will retrain staff on the special education process, data-based decision making, and high-leverage practices in special education to ensure that students receive high-quality instruction and interventions. The leadership team will provide additional support in math as needed since declines may be steeper for math than for reading, based on prior research.

The IEP team will review the IEPs to determine if transportation-related services need to be updated or added. The team will make a plan for the safe transportation of medically fragile students.

The IEP team will document efforts of communication, meetings, and provision of services.

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	Same data that is used for all students Progress monitoring IEP from Q4 & ESY
How appropriate services will be determined or designed for students with disabilities	Convene meetings with parents within the first 4-6 weeks of school to determine what services are appropriate as well discuss plans to deliver compensatory services on an individual basis, if needed.
How accelerated learning will be scheduled and delivered to students with disabilities	In collaboration with Gen ed and Inclusion teacher & RSP's and paraprofessionals
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	Report cards, parent-teacher conferences, progress monitoring through IEP

The LEA will ensure equitable access to educational opportunities across learning environments as described throughout this document. Specifically, CMI will ensure that students with disabilities receive equal access to interventions by :

After 4-6 weeks of specialized instruction, the IEP team will consider the individual student progress compared to the progress of all students and determine needed interventions or services. The IEP team will collect and analyze data to determine individual student progress. The inclusion leadership team will support the implementation of evidence-based interventions for students with disabilities.

The LEA will also ensure that each student is receiving those interventions in the least restrictive

environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by:

The inclusion leadership team will revise and share the “Continuum of Special Education Support at CMI” document with the teaching teams to make sure they understand the LRE requirements and how to make decisions that ensure students with disabilities receive FAPE in the least restrictive environment. The IEP team will select the placement within the continuum of alternative placements which is required to implement the child’s IEP. The IEP team will consider any potential harmful effect of the placement on the quality of the services that the child needs and on the education of other children.

The LEA will continue to support parent training for students receiving related services through distance learning by:

The team will enhance communication with families by scheduling ongoing check-in meetings with the parents. The team will ask the parents what they need to support their children at home. When a parent requests additional support and services, the team will convene an IEP team meeting to discuss the parent's requests. The parent will receive a response from the school within ten business days from the time the request was made. A Prior Written Notice (PWN) will be issued if the team declines such a request and could contain additional information justifying the refusal. During COVID-19, some parents were furloughed, experienced job loss, or had to use sick or personal leave and may have a limited schedule of availability. To increase parent involvement in the special education process, the IEP team will continue to offer virtual meetings or availability to hold meetings outside of traditional work hours to accommodate some parents' work schedules.

17. For correctional facilities only: Describe the LEA/State Public Agency’s plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students’ learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**

- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

NA

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA’s plan to serve English learners, including students participating in distance learning, including:

- **a. The LEA’s approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

English learners will take the WIDA Screener or WIDA Model Benchmark assessment within the first 30 days to determine their level of English proficiency. The WIDA screener will be administered for all provisionally screened students during the 20-21 school year, as well as any newly enrolled potential ELs for the 21-22 year. For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, which we will do by scheduling individual testing sessions with our EL teachers. Parents will be notified of their child’s screening results and service delivery model within 30 days.

Once identified, ELs will have access to accelerated core content, as delivered to all students, through the following: Once students have been evaluated with the WIDA screener or Benchmark assessment, and the ELA assessments appropriate for their grade level, the EL teacher will use this combined data to set goals for language acquisition and the development of grade-level literacy skills. The goals will be written based on the WIDA Can Do Descriptors and the grade-level Common Core ELA standards. The student will receive English language instruction through content-based EL support, delivered primarily through an inclusive, small group model within the general education classroom room. Pull-out instruction will be used only as needed to support individual students’ growth. With this model, students will have access to accelerated instruction through our International Curriculum and ELA curriculum (LS - From Phonics to Reading; MS - Summit Learning). The EL teacher will use the dedicated small group time to target language acquisition and literacy goals, increase access to grade-level texts, and support the acquisition of academic language and grade-appropriate literacy skills. Continued monitoring of language acquisition will occur per our plan as described in question 10.

In addition to providing support from our EL teachers, many of our general education teachers participated in EL professional development through WestEd during the 20-21 school year and are

now more prepared to support our ELs' progress within their classrooms.

Should we return to a distance learning scenario, we would provide EL services by continuing the model used during the 20-21 school year, by providing push-in content support, but also providing additional pull-out sessions for all ELs to support their daily engagement and progress.

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

NA

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

NA

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

NA

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

NA

SY 2021-22 Continuous Learning Plan Assurance Statement

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 completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 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 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements 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 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 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 distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- 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.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

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 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:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements 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 development 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 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 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.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.