

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Inspired Teaching Demonstration PCS
LEA Head of School Name: Deborah Dantzer Williams
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 ITDS Operating Plan for SY 2021-22, allows for in-person, on-site learning for all students for 180 days, 6.75 hours each day. Our school calendar is posted on our website. ITDS can accommodate all of our students in our building for our core instructional program. We are currently working with DPR to secure use of the field adjacent to our school, and use of the gymnasium in the Edgewood Recreation Center for physical education classes. This additional space is necessary for these components of the school day as the larger spaces previously used for PE are currently scheduled to be used for small group instruction and intervention programming.

We have budgeted for and are hiring 3-5 additional teachers/assistant teachers to support having all students here five days per week. Many small group and intervention programming will take place outside of the homeroom classroom; to ensure coverage we determined we needed additional teachers or assistant teachers.

In the event of an unexpected closure or partial closure (due to required quarantine of a cohort or cohorts due to any DC Health/OSSE exclusionary criteria, or the entire school due to an outbreak), we will communicate with families using the following methods:

- Email to all families as soon as closure is determined
- Text alert, as appropriate/needed
- Phone calls, as appropriate/needed
- The COVID Point of Contact will be available to answer questions via email or phone

In the case of a short closure, dissemination of materials to ensure continuous learning will be as follows:

- Anyone who needs a Chromebook for home use will take one home (depending on when/how the closure is determined) AND/OR families may come to school the next morning to pick-up a Chromebook for home use
- Teaching staff will be prepared to move teaching and learning to our virtual platforms; the school will continue its subscriptions to various learning platforms used in 2020-21 so that they and students/families are families with how to access teaching and learning.
- Teachers will follow a similar schedule for the distance learning days — and will use the online

platforms they relied on during the 2020-21 school year.

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

- School staff will determine if student needs access to a school-issued Chromebook; if yes, family member may come to school to pick-up or staff member will deliver to home
- Classroom teacher or teachers will work with the student and his/her family to create a schedule for accessing school work. Protocols to ensure engagement and access to the work will include: (1) establishing a clear line of communication and point of contact between school and family; (2) developing a modified calendar with assignment due dates; (3) creating and distributing materials and packets of learning materials, to be delivered by the school or picked up by family; and (4) creating ample time for live check in meetings (virtual, in the case of infectious disease) with instructional staff.

ITDS is planning to require all staff to be vaccinated in order to be employed for the 2021-22 school year. This will significantly limit the need for any staff to quarantine. For an isolated case where a vaccinated staff person tests positive for COVID-19 or is quarantining/awaiting test results due to experiencing COVID symptoms, the school will follow the following plan:

- Should the staff person have symptoms and be unable to work, school and staff will follow our usual protocols for staff out due to illness: ITDS will provide a substitute for the classroom; staff are expected to have substitute plans available
- ITDS has hired extra instructional staff to support classrooms during 2021-22; these staff can be assigned to be the substitute in the classroom.
- If the staff person is asymptomatic but required to be home because of DC Health quarantine rules, ITDS will have procedures in place for the teacher to be able to continue to provide instruction to students from home using digital technology, while extra staff or a substitute monitors the students in the classroom
- The positive staff member will be expected to follow OSSE/DC Health's Return to School Criteria

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) Friendship PCS

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.**

ITDS is currently exploring a few options for how to accommodate students with a certified medical waiver that requires distance learning due to COVID-19. The number of students who require this option will have a significant impact on which route we choose, as the resources needed and implementation process of a program will be vastly different if we are working to support 2-3 students vs. 25-30 students. We have asked families to submit the medical waiver by July 6 in the hopes that we will have a good sense of numbers to make final decisions in July, though it is difficult to determine at this time how medical professionals will respond to requests from families and how many will actually pursue the waiver.

Distance learning program for a small number of students (less than 4): If we are developing and implementing a distance learning program for a small number of students, we may design an individualized plan between each family and the assigned teachers. The distance learning program will include a combination of streaming into the classroom using live video for participation in class or group activities (i.e. Swivl cameras, iPads, Zoom — the technology and platform may vary depending on the activity); independent work; and individual one to one time with teachers. Students will be provided with technology, including a Chromebook and internet connection, as needed. ITDS staff will be available for technology support, and to provide access to additional resources to support the student at home. Close collaboration and communication with the family will be crucial to the success of the distance learning program. This programming will rely on each student's classroom team with support from our Director of Student Services and/or the Director of Culture, Equity, and Access to ensure close coordination and follow-through.

Distance learning program for 4 or more students: ITDS has connected with Friendship PCS to engage in planning for a partnership wherein ITDS students with medical waivers for distance learning would enroll in Friendship's online academy which is in partnership with Stride K12, a national online education provider. Friendship and ITDS will work together to enroll families, ensure technology access, training, and resources, and develop a clear delineation of each partner's responsibilities, including, but not limited to, attendance, assignments, grades, discipline, special education services and compliance, and student support programming. ITDS would also develop a plan for ITDS students and families in Friendship's distance learning program to have opportunities to connect with the ITDS community through an advisor or staff point of contact. Students will be provided with technology, including a Chromebook and internet connection, as needed.

- **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 above.

- **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 above.

- **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.**

See above.

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.**

During the pandemic and the resulting shift to virtual learning, ITDS used the DESSA (Devereux Student Strengths Assessment), the DC Student Wellbeing Survey and the Academic Dashboard Project (both from EmpowerK12) to monitor the social-emotional wellbeing of our students. We are planning to use the following assessments when students return for the 2021-22 school year: DESSA (Devereux Student Strengths Assessment), Pediatric ACEs and Related Life-events Screener (PEARLS), and Youth Risk Behavior Surveillance System (YRBSS). Gaining an accurate understanding at the student level of how students are experiencing reentry into school is critical to our success in the coming school years.

According to the American Academy of Pediatrics, "Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and Brown children, as well as low-income children and those with learning disabilities." Based on student survey responses received over the 2020-2021 school year, ITDS is prepared to offer support for students' social-emotional and mental health needs using resources already in place at ITDS:

- Teachers embed social-emotional and wellness checks within daily classroom lessons. This includes a daily Morning Meeting or advisory and Closing Circle (curricula)
- Daily lessons and activities will include peer-to-peer interactions (curricula & scheduling considerations)

- Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying a need for support. (wrap around services)
- The Culture & Access Team will administer the DESSA assessment to identify specific social-emotional needs of individual students. The team will then plan individualized support interventions. (programming/curricula)
- The Culture & Access Team will provide weekly, optional, lessons for students. (curricula)
- School administration 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. (scheduling considerations)
- The Culture & Access Team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social-emotional and mental health support. (wrap around services)
- The school mental health team will provide office hours and workshops for parents to discuss strategies and provide support for social-emotional and mental health needs. (wrap around services)
- The school mental health team will provide grade level specific Tier 1 mental health support sessions. (curricula)
- The mental health and behavioral management programs will be supported by the Culture and Access team. Students will receive social-emotional and behavioral support from multi-tier systems of support (MTSS) including whole school, small group, and one-on-one programming. Screeners and surveillance surveys will be used in the beginning of the year to identify students who may need Tier 2 or Tier 3 interventions. In addition, parents, teachers, and students will be able to make a referral for services provided by an interventionist or clinician. Restorative Justice will be employed to support behavior management.
 - Parents will fill out a request form on the Family Portal which will notify the Clinical Team, made up of 3 counselors and the School-based Mental Health Coordinator, of the new referral. At a weekly meeting, the clinical team will review the referral and determine the recommended treatment plan option based upon the information shared. Each family will be contacted individually to discuss.
 - Teachers can make a referral using two different methods.
 - The first is the Response to Intervention Student Support Team process. Evidence-based interventions must be provided in the classroom before a referral for more intensive services can be made. However, clinicians will be made available to consult with and provide in the moment support to teachers and students. Similarly to the parent referral, student referrals will be reviewed by the entire Student Support Team including academic, behavioral, and social emotional interventionists.
 - The second is a Life-Changing Situation Referral which can be completed via google form. This referral is designed to support students who experience a death in the family, a new baby, homelessness, divorce, or some other external factor that may impact their day-to-day life. These referrals are also reviewed on a weekly basis.
 - Principals are able to complete an emergency referral for a student who may be exhibiting new or increased severity of behaviors. These referrals go straight to the Director of Culture, Equity, and Access and will be reviewed within 24 hours.
 - Students may also self-refer for additional services at any time by emailing one of the school social workers and completing the interest form. At least twice per year, the school will ask students as part of a wellbeing surveillance tool if they would like to speak with someone for social-emotional and/or mental health support. Clinicians will meet with students first to assess if a quick check-in is sufficient or if additional services should be provided at which point families would also be contacted.
 - ITDS will be partnering with [Ward 5 Mutual Aide](#) in the 2021-2022 school year to provide direct or indirect wrap-around services such as food, childcare/baby goods, workers rights, legal, utilities, and housing. The new ITDS position of Manager of Family Outreach Programs will be responsible for leading these efforts as part of the Culture and Access Team. █

- As part of the ITDS partnership with the Department of Behavioral Health, a school social worker will offer programs such as Connect with Kids Adventure Series, Kimochis, and Too Good for Violence. These programs provide universal prevention, support students' social, emotional, and mental wellbeing. In addition, early intervention programs such as affinity groups and social skills groups will be offered.

For students who are showing the need for more intensive, one-on-one support, the ITDS will offer short term check-ins, individual therapy, and crisis intervention by one of three clinicians: School Social Worker, DBH Social Worker, CBO Clinician from AprilMay, Inc.

- Marni Riffkin, School Social Worker
- Emily Kahan, DBH School Social Worker
- Alexandra Williams, AprilMay, Inc. Counselor
- Malcolm Poole, Manager of Behavior Interventions
- Samia Brown, Manager of Family Outreach Programs
- Jessica Hiltabidel, Director of Culture, Equity, and Access

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.

ITDS is planning to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches that align with our beliefs around students, teaching and learning. Our approach to addressing behavior can be found in greater detail [here](#) and has been submitted/approved by DC PCSB.

Community Expectations: Rights and Responsibilities

All members of the Inspired Teaching Demonstration School community share the following three Rights and Responsibilities, designed to cultivate students' intrinsic motivation and self discipline in service of a vibrant, nurturing learning community.

- Everyone learns.
- Everyone is safe.
- Everyone builds the community.

Community Expectations for Students

In order to live by the three rights and responsibilities, all students are expected to: 1. Speak and act with respect and care and interact with all staff and peers in a courteous manner 2. Use words to express feelings or needs and solve problems 3. Handle school materials appropriately 4. Respect the building and all physical facilities within the school and the surrounding community 5. Follow directions the first time they are given 6. Walk in the hallways, stairwells, and in classrooms 7. Approach conflict as an opportunity to learn, participating in conflict mediation (i.e. restorative practices) and processing respectfully and reflectively 8. Manage their own belongings 9. Be present and on-time for all classes and school events 10. Cooperate in learning activities and give their best effort

Classroom Rules

Within every classroom, teachers, students, and families work together to develop agreements about what every student and community member must do in order to uphold their rights and responsibilities and the school-wide expectations. Through this process, all learners in the community develop an understanding of the rules for participation in our community. Typical classroom rules include: 1. Share classroom materials 2. Focus on class work with their best effort 3. Use kind words and friendly language 4. Touch others only in gentle and appropriate ways 5. Ask for help when needed 6. Be where they have permission to be, leaving a space only with permission 7. Respect each other's privacy, space, and belongings 8. Take care of and keep in good condition the building and all property within Inspired Teaching Demonstration School works to use a system of discipline called "restorative justice," which is described below.

When and Where the Community Expectations Apply

The Community Expectations are in effect when a student is traveling to and from school and school events, during the school day, and during all school related/school sponsored extracurricular activities. In addition, behavior that occurs outside of school may be subject to the Community Expectations when such conduct is disruptive to the school community or neighborhood. As such, students may be held to community expectations and disciplinary responses for infractions even if their actions take place off campus or outside of school hours.

Social Emotional Learning

Behavior is learned. In order to support our students' social and emotional well-being, the school provides a range of resources and learning opportunities to ensure that students have the necessary tools to make appropriate behavioral choices. This includes but is not limited to recognizing emotions, empathy, self-advocacy, conflict resolution, inclusiveness, abuse prevention, and community building.

Tiers of Discipline and Restorative Practices

As opposed to the traditional "crime and punishment" model of discipline, the School works to implement a Restorative Justice approach when responding to violations of the School's Community Expectations. Restorative Justice is an approach to discipline that seeks to address the underlying cause of the misbehavior and find a way to repair the harm done to the community. This approach includes such actions as restorative circles and community service. When responding to challenging or inappropriate behaviors, the school takes a tiered approach. Staff will consider closely the circumstances of student actions and classify the action into one of four tiers, which range from relatively minor infractions (Tier 1) to very harmful or dangerous actions (Tier 4). Staff members respond in proportionate ways that are considerate of the action, the impact on community, the age and developmental stage of the student, and the student's prior actions and will use the table below as a general guide to administer logical consequences and /or restorative practices. The family of any student involved in the breaking of Community Expectations — whether the initiator or the other party — will be notified of the events that took place.

Suspension

Suspension may be designated to be served in school or out of school. Suspension of a student is a consequence for inappropriate behavior choices that warrant the removal of a student from the classroom or the school for a period of time. During in school suspension the student will be assigned to a designated space and may not participate in school events including extracurricular activities. During out of school suspension the student may not attend school or participate in school events including extra-curricular activities. Suspension decisions are made in accordance with DC Law and with great care, and the school will develop a plan for continuing the education for any student who is suspended for the duration of the suspension.

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.

ITDS contracts with Revolution Foods to provide breakfast and lunch for students. ITDS will continue to work with Revolution Foods to ensure that each meal meets all NSLP/SSO guidelines, is safely packaged and clearly labeled. All meals will come with proper storage and reheating guidelines. ITDS will continue to offer a variety of meals throughout the week and school year. Meals will be a mix of hot/cold and shelf stable. Meals will be provided in either unitized packages, or in bulk offerings, depending on the item. Accurate meal tracking will occur following SSO or NSLP guidelines.

In-School

ITDS will use pre-packaged breakfasts and lunches, including plasticware, napkins, and seasonings, or serve meals individually plated. The school will work closely with Revolution Foods and the Food Service staff to continue providing safe meal preparation, service, and cleaning plans for the cafeteria and kitchen. All frequently used surfaces will be routinely cleaned, sanitized, and disinfected.

Breakfasts will be available when students arrive in the morning, for consumption in classrooms or other designated area that ensures proper social distancing while eating. For those eating school-provided lunch, most students (Kindergarten and older) will travel to the cafeteria to pick up their lunch on a staggered schedule, maintaining appropriate social distancing as they move through hallways and through the cafeteria line.

Students will eat meals either in the classroom or in the multi-purpose room; teachers will also be permitted to take students outside for lunch. While outdoor space to place tables is quite limited at ITDS, the school is planning to purchase outdoor seating to provide this option in the available space. No matter the location, the most up-to-date public health guidelines will be followed. As of the submission of this document, meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor where possible. Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal.
- Breakfast and lunch are consumed under the supervision of teachers who share such duties throughout the day.

Virtual Learning & Meal Pick Up

For our students who access our school through remote learning options, meals will be available for pick up. In following OSSE and NSLP/SSO regulations, school meals will be provided to any students who request them while enrolled at ITDS, but attending school virtually whether all year due to health concerns, individual or cohort quarantining or if the entire school must shift due to changing public health metrics. All students who are eligible for Free or Reduced Meals will be offered meals.

- ITDS anticipates continuing to serve meals through SSO, therefore meals will be free of charge to all students, regardless of FARM eligibility.
- ITDS will not offer home delivery service, all meals must be picked up on site. ITDS will provide information on other food resources available in the community, if coming to ITDS daily is not convenient.
- If there is a sudden shift to distance learning (cohort or entire school) based on new health data, and there is demand or need from families, ITDS will revisit our meal service options, and potentially start offering weekly meal boxes, if allowed under the new waivers, as we have in SY20-21.

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.**

Prior to the start of school, teachers will continue to receive training on various social-emotional topics, including, but not limited to trauma, grief and loss, stress management, and wellbeing. In addition, staff will engage in professional development throughout the year on Mondays, as well as previously identified professional development and/or staff meeting days during the academic year. Professional development will focus on a variety of topics including the social-emotional health of both students and adults. Additionally, staff will have access to members of ITDS’ mental health team to discuss specific happenings from their classrooms.

Additional resources that ITDS has already identified to support teachers during SY21-22 include, but are not limited to the [DC Educator Wellness Center](#) provided by EVERFI (a social impact educational technology company) and [Second Step® SEL for Adults](#). Through the DC Educator Wellness Center, teachers will have access to a prevention-forward, self-guided, digital microlearning experience with on-demand content related to mental health. The growing list of topics includes Mental Health Basics, Managing Mental Health Challenges, Developing Resilience, Supporting Loved Ones With Mental Health Challenges, and Mindful Living. Second Step® SEL for Adults is a professional learning program that strengthens the social-emotional skills and well-being of K–12 teachers, leaders, and staff by helping individuals build trust, manage stress, advance equity, and work better together.

ITDS plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: counseling services, health care services, and mental health care services through staff based medical insurance, along with weekly staff yoga.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through counseling services, health care services, and mental health care services through staff based

medical insurance. We also are providing on-site support through staff team-building, academic and instructional coaches, on-site yoga, and professional book clubs.

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.**

Our community of staff will solicit and incorporate student and family feedback on these plans through focus groups, 1:1 conversations, surveys, phone calls and public comment. Once feedback is shared through these various methods, ITDS will share our final plan, including the incorporation of feedback, through our family-facing communications and on our website. Recognizing the importance of reaching as many families as possible, ITDS will supplement our surveys with targeted outreach, including, but not limited to phone calls and in-person conversations, especially to families where language may be a barrier to full participation.

Through regular newsletters from teachers, Principals, the Chief Operating Officer, the Head of School and other ITDS staff members, ITDS will continue to communicate with families throughout the school year. School leadership will communicate broadly to the community, and classroom teachers will have more direct communication with individual families about student wellbeing and learning. We anticipate surveys in the fall/winter/spring, as well as the opportunity for in-person meetings, and discussions with families.

ITDS plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently. Communication to students and families will happen across many media: access to resources and information on the school website, posted signage in the building, regularly scheduled communication from school leadership/teachers and on-demand notification through social media channels and individual outreach. ITDS will connect with families directly through email, text, and/or robocalls to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. ITDS has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used to build broad awareness of ITDS, engage the broader DC community (and country) in the success of ITDS students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives). Families will receive direct communication from the school at least once a week. This communication may come from the classroom teacher(s), school Directors, the Principals, the Chief Operating Officer, or the Head of School. Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated through direct outreach to families via email, text, and/or robocall, and posted on our website and social media platforms. To meet the needs of our diverse community, school based communication (both written and presentations) will be available in all languages that our community requires as indicated on student/Family Home Language Surveys via the use of a translation service, live interpreters, the language line or computer software.

The ITDS website will be the primary location for general information about the school as well as specific

details on the program offerings, staff, details of school operations, enrollment/re-enrollment and training/orientations. The ITDS website includes the following types of information:

- **Contact Information:** Students and families will be able to find all information on how to contact school administration and staff.
- **Family Resources:** Families will be able to find the Family/Student Handbook, the COVID Policies and Procedures Handbook, school enrollment and registration details, links to virtual learning resources and additional materials to support families, such as social services resources.
- **Food Programs:** In accordance with OSSE guidelines, all required information about our food program is made available to families on a monthly basis.
- **Family Portal:** The portal hosts information about the instructional program, school information and policies, school lunch, out of school time programs, and other family resources.
- **Staff Portal:** The portal hosts important materials, including but not limited to human resources, instructional/tech resources, and school forms/documents.

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

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

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 identified students as being consistently less engaged with distance learning based on the following behaviors: student attendance; student work completion; student/family responsiveness to outreach; student grades or GPA; assessments; activity online; and participation in class discussions. All students had access to school-provided equipment beginning in March 2020 and technology issues were addressed on an *ongoing basis*. In February 2021, ITDS first began offering on-site learning options to students, with priority given to disengaged students. Of those identified, 44% returned to onsite learning, and 25 students were observed to be consistently less engaged with learning during the 2020-21 school year.

For these students who were consistently less engaged with learning during SY2020-21, ITDS is considering the following strategies:

- Scheduling re-orientation meetings with a school staff member to discuss the 2020-2021 school year, conduct BOY screeners, and create an individualized learning plan for 2021-22
- Depending on the results of BOY assessments, we will consider after school or Saturday tutoring programmin

Engagement plus qualifying criteria for ESY and engagement and progress for non-ESY students were used to identify those selected for our 2021 summer programming. This programming is being provided primarily

for students in K - third grade.

During the 2021-2022 school year, ITDS will review data on student engagement on the following basis:

1. Daily - attendance for PreS-4th grade will be taken once each day, 5th-8th grade students will have attendance taken for each class period. Parents will receive an email if their child is absent from their homeroom class.
2. Weekly - each week, the Manager of Operations and Student Records will track student attendance
 - a. Students with 6 cumulative unexcused absences: Parents/guardians will be notified via phone or in person by the classroom teacher.
 - b. Students with 8 cumulative unexcused absences: Parents/guardians will be required to have a meeting with the school principal or Director of Culture, Equity, Access to create an attendance contract
 - c. Students with 10 cumulative unexcused absences: As required by DC law, CFSA referrals will be made by the Manager of Operations and Student Records
3. Monthly - as part of a whole child student support team process, members of the Culture, Equity and Access team will meet monthly to review student data including attendance, academics, and behavioral data of student outliers to determine a course of action for supporting them. Supports may include, but are not limited to, home visits, 1:1 check-ins with interventionists or social workers, behavior intervention plans, etc.
4. Monthly - using the measures of engagement listed above, teaching teams will host monthly Kid Talks to create concrete action plans for supporting students who show limited engagement

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;**

ITDS will offer the following summative assessments to eligible students in the 2021-22 school year. As these are summative assessments, they will be conducted at various times throughout the school year, including, but not limited to at the end of each unit, course or trimester. Results will be used internally and with families but will not be part of formal school accountability.

The following table provides an overview of the ITDS 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 onsite learning options for health reasons.

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
Literacy (ELA): Every student will be a proficient reader upon exiting the school.	Growth in early literacy skills identified by a specific set of procedures and measures.	PreK3 & PreK4	GOLD Teaching Strategies	Sept 7-Oct 1; May 16-June 3
Literacy (ELA): Every student will be a proficient reader	Reading as measured by increases in a student's reading	K-3 (all students), any SST/SPED students for	Fountas & Pinnell Running Records	Sept 7-Oct 1; Jan 3-28; May 16-June 3

upon exiting the school.	level on the F&P Text Level Gradient™.	grades 4 and up, 4-8 students who are flagged based on iReady data.		
Literacy (ELA): Every student will be a proficient reader upon exiting the school.	Reading as measured by increases in a student's overall score, as well as individual scores within domains.	2nd-8th (all students)	iReady Reading	Sept 7-Oct 1; Jan 3-28; May 16-June 3
Literacy (ELA): Every student will be a proficient reader upon exiting the school.	Growth in early literacy skills identified by a specific set of procedures and measures.	K-2 (all students)	DIBELS	Sept 7-Oct 1; Jan 3-28; May 16-June 3
Literacy (ELA): Every student will be a proficient writer upon exiting the school.	Spelling and understanding of sound patterns as measured by progression through various stages.	3-6 (all students)	Words Their Way	Sept 7-Oct 1; Jan 3-28; May 16-June 3
Literacy (ELA): Every student will be a proficient writer upon exiting the school.	Writing as measured by increases in a student's overall rubric score, as well as individual scores within domains.	K-8 (all students)	Writing Assessment (Teachers College Rubric)	Sept 7-Oct 1; Jan 3-28; May 16-June 3
Math: Every student will demonstrate proficiency in both content and practice standards	Growth in early numeracy skills identified by a specific set of procedures and measures.	PreK3 & PreK4	GOLD Teaching Strategies	Sept 7-Oct 1; May 16-June 3

upon exiting the school.				
Math: Every student will demonstrate proficiency in both content and practice standards upon exiting the school.	Math proficiency as measured by increases in a student's overall score, as well as individual scores within domains.	K-8th (all students)	iReady Math	Sept 7-Oct 1; Jan 3-28; May 16-June 3
Math: Every student will demonstrate proficiency in both content and practice standards (CCSS) upon exiting the school.	Math proficiency as measured by application of standards (both content and practice) during culminating unit assessments and projects.	K-8th (all students)	Team created, standards aligned or curriculum based (ie: Eureka assessments)	On-going throughout the year at the completion of each unit.
Science: Every student will demonstrate proficiency in content standards (NGSS) upon exiting the school.	Science proficiency as measured by application of standards during culminating unit assessments and projects.	K-8th (all students)	Teacher created or curriculum based (ie: TCI assessments)	On-going throughout the year at the completion of each unit.

- **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);**

Answer included in part b, above

- **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

Our vision is for students to matriculate from our school on a path to achieving their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers. Our primary methods of instruction include inquiry-based methods, project-based learning and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction includes an emphasis on social-emotional learning, and classrooms are student-centered with students working whole group, in small collaborative groups, individually, and through child-initiated play.

The goals for our students are centered around four principles: Intellect, Inquiry, Imagination, and Integrity.

Intellect

- Literacy: Students will comprehend and analyze age-appropriate literature and nonfiction text, and communicate powerfully through writing, speaking, and the arts.
- Math: Students will focus on math facts, operations, problem-solving and understanding and applying concepts.
- Science and Social Studies: Students will explore and understand the complexity of the social and scientific worlds.
- Critical thinking: Students will apply content knowledge to relevant and current situations, problems, and experiences and be intellectually and physically active, self-directed learners.

Inquiry

- Students will act as researchers: problem-solving, generating questions, collecting and analyzing information, and proposing solutions.
- Students will rely on curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations

Imagination

- Students will exhibit the skills of creative and independent thinkers: the courage to create, a joyful spirit, the ability to generate ideas and devise solutions, and the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.
- Students will come to expect that their creativity and imagination will play an essential role in their success in school and in life.

Integrity

- Students will act as members of a democratic society, demonstrating honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, respect, collaborate and learn from others; and the capacity for empathy, compassion, and strong ethics.

We monitor student progress towards meeting the goals as follows:

Literacy (ELA)

For Literacy (ELA), we expect students in PreK3-8th grade to show growth (and at times mastery) in multiple ways, including, but not limited to meeting expected growth targets as determined by the various assessments above. Monitoring progress will be the same as in previous years. By spacing out the three main

assessment windows (BoY, MoY-when applicable, and EoY), teachers have enough time to analyze data, create instructional plans based on the data, and monitor student progress in order to make slight adjustments prior to the next testing window. Data analysis by both individual teachers and entire teaching teams happens during scheduled meeting times both during and after school. Multiple members of the instructional leadership team (principals, coaches, interventionists, Director of Student Support Services, Director of Culture, Equity & Access, and Director of Data & Accountability) all work to support and lead teachers in the monitoring of student data/progress. Targeted training around data-driven instruction occurs both during our August Pre-Service and weekly professional development sessions. By making this work ongoing and ensuring that training is embedded throughout the year, we are better able to support teachers in maximizing the learning outcomes for students.

Math

For math, we expect students in PreK3-8th grade to show growth (and at times mastery) in multiple ways, including, but not limited to demonstrating proficiency as outlined by individual assessment and project rubrics. Monitoring progress will be the same as in previous years. By spacing out the three main assessment windows (BoY, MoY-when applicable, and EoY), teachers have enough time to analyze data, create instructional plans based on the data, and monitor student progress in order to make slight adjusts prior to the next testing window. Data analysis by both individual teachers and entire teaching teams happens during scheduled meeting times both during and after school. Multiple members of the instructional leadership team (principals, coaches, interventionists, Director of Student Support Services, Director of Culture, Equity & Access, and Director of Data & Accountability) all work to support and lead teachers in the monitoring of student data/progress. Targeted training around data-driven instruction occurs both during our August Pre-Service and weekly professional development sessions. By making this work ongoing and ensuring that training is embedded throughout the year, we are better able to support teachers in maximizing the learning outcomes for students.

Science

For science, we expect students in Kinder-8th grade to show growth (and at times mastery) in multiple ways, including, but not limited to demonstrating proficiency as outlined by individual assessment and project rubrics. Monitoring progress will be the same as in previous years. By spacing out instructional units, teachers have enough time to create instructional plans and monitor student progress in order to make slight adjusts prior to the end of the unit. Data analysis by both individual teachers and entire teaching teams happens during scheduled meeting times both during and after school. Multiple members of the instructional leadership team (principals, coaches, interventionists, Director of Student Support Services, Director of Culture, Equity & Access, and Director of Data & Accountability) all work to support and lead teachers in the monitoring of student data/progress. Targeted training around data-driven instruction occurs both during our August Pre-Service and weekly professional development sessions. By making this work ongoing and ensuring that training is embedded throughout the year, we are better able to support teachers in maximizing the learning outcomes for students.

English language proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after 2-3 years through our English-only, predominantly pull-out program. Additionally, we will continue to monitor the language proficiency of students who reach full proficiency with universal ELA benchmark assessments.

- **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**

Answer included in part d, above.

- **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.**

Non-Public Placements

We currently have 5 students enrolled in non-public schools. They are enrolled in Foundation - Montgomery County, Kennedy Krieger - Montgomery County, The Lab School, and Phillips Annandale, per OSSE's placement process. We collaborate with these schools regarding the disruptions in student learning that occurred in school year 2020-21 in the following ways: LEA-initiated IEP team meetings, data collection and analysis, review of quarterly progress reports and report cards, review of attendance and participation records, consistent communication with families and school staff, and review of related services logs. Additionally, goals and services have been adjusted as needed, and ITDS has provided supplemental services at its expense to ensure students' needs are met. For example, all nonpublic students placed in Maryland schools that were shut down for several weeks in March 2020 received 1:1 specialized instruction by a qualified special education teacher from ITDS at a frequency and duration determined by the IEP team. When one nonpublic program could not provide a virtual dedicated aide because their aides had been furloughed, ITDS provided a staff dedicated aide to support the student for over a month. ITDS will continue to communicate with nonpublic programs to determine any unmet student needs or potential loss of educational benefit, and provide supplemental support as needed in a timely manner.

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.

ITDS has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, our Director of Data & Accountability, with the support of other members of the instructional leadership team (principals, coaches, interventionists, Director of Student Support Services, and Director of Culture, Equity & Access) will help to systematize the collection, and analysis of data in order to best support staff in addressing student learning needs. The plan includes the creation of spreadsheets and reports focused on progress monitoring and a combination of grade-level and division meetings, professional development throughout the year, as well as teacher support through coaching, and data-analysis protocols. Additionally, ITDS has spent time in the spring of 2021 (and will continue this work in the summer of 2021 and throughout fall 2021) examining how pacing/curriculum maps for SY21-22 need to be adjusted to account for the prioritization of standards during the 2020-2021 school year. The systematic and intentional process used for standards prioritization during the 2020-2021 school year should allow us to 'make-up' or accelerate learning for students throughout the year using our tiered MTSS system.

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

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

Programming is available at 3 tiers of intervention:

Tier 1 (Whole school or grade level services)

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

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

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

Tier 3 (IEP and 504 services)

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

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**

- **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
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			accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	X	Included targeted “intervention and enrichment” blocks in grades K-8th. These blocks provide teachers with dedicated time to close instructional gaps or accelerate instruction.
	After-school programming	X	ITDS is working to expand after-school programming to include academic/social-emotional supports for students. Our goal would be to offer both enrichment and intervention options for students/families. We are working to consider whether programming should be provided by ITDS staff or by a community partner.
	Longer school day		
	Longer school year		
	Summer 2021 programming	X	Given that this is the first summer ITDS will have programming outside of ESY, we decided to identify and include a small number of students in grades K-3 who will benefit from ongoing instruction to help maintain academic progress and minimize any loss/disruption caused by summer.
	Summer 2022 programming		

	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	X	Current intervention programming allows for students to receive in classroom support from their teacher or small group instruction from a specialist. However, a new level of intervention will be incorporated for students who may need more intensive support. Eligible students will receive instruction 3x/week as prescribed by the US Department of Education
	New curriculum purchase	X	New phonics curriculum purchase (<i>From Phonics to Reading</i>)
	New intervention program or support	X	ITDS will incorporate easyCMB, a research-based intervention curriculum with math and ready diagnostics, lessons, and progress monitoring. EasyCBM incorporates focal point standards from the NCTM, CCSS, and the 'Big 5' reading constructs as defined by the National Reading Panel Report. Additionally, ITDS will be using Amplify for targeted classroom based phonics intervention.
	New uses of staff planning time for accelerated learning	X	Planning time will incorporate Kid Talks to analyze existing student data including

			academics, attendance, and behavior. Teachers will work within and across grade level teams to create data-driven action plans that include accelerated learning as needed.
	New professional development for staff on accelerated learning	X	Teachers will have weekly professional development on Mondays to learn new strategies, dissect their teaching pedagogy, and review classroom practices (e.g. early literacy and structured phonics, progress monitoring and formative assessment, high leverage teaching practices, etc.). On Wednesdays, meetings will be held to reinforce PD as part of team meetings, grade level meetings, Kid Talks, etc.
Staffing and Related Supports	Additional staffing Additional vendor	X	3-5 additional lead teachers/assistant teachers to support intervention and enrichment, small groups, and scheduling
	and/or community partner support		
	New hardware purchase		
	New software purchase	X	Based on teacher recommendations, ITDS will be transitioning to Common Curriculum for unit and daily lesson planning.

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 Head of School, Principals, Director of Culture, Equity & Access, Instructional Coaches and Teacher Leaders. We are identifying what worked well by looking at a variety of factors gathered through a combination of surveys and focus groups to key stakeholders (students, families, staff and board members). Using information gleaned from school year 2020-21, we are planning on supporting teachers through our two-weeks of pre-service professional development in August and ongoing dedicated professional development and meeting sessions held on Mondays and Wednesdays. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the 2021-2022 school year. As the year continues, we will use a combination of data points, including, but not limited to assessment results, student behavior logs, student engagement, and stakeholder feedback.

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 specific strategies and resources as being exceptionally helpful during distance learning through informal and formal feedback from key stakeholders (families, teachers and students). Our plan is to continue using these strategies and resources throughout the 2021-22 school year. Examples of practices we intend to continue include, but are not limited to:

- Google Classroom: Prior to distance learning, only students in grades 5th-8th used Google Classroom. For SY21-22, students in 3rd-8th will have access to Google Classroom.
- Use of Flipgrid & Nearpod by students
- Teacher led instructional group (the Continuous Learning Team) to provide feedback and facilitate training for both families and colleagues.

The Leadership team will monitor whether the practices continue to be effective by gathering input from stakeholders and monitoring student academic and social-emotional growth. If deemed appropriate, the Leadership Team will discontinue the use of any strategy or resource that is determined to no longer be effective. Additionally, new strategies or resources may be added during the year as needed.

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.

N/A

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.**

Students with disabilities have been assessed continuously throughout virtual learning through a variety of methods, including school-wide assessments (iReady) and individual (running records, phonics inventory, math clinical interview, etc.) assessments. ITDS 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. Students will continue to be assessed upon return to school through a variety of methods across content areas, and ITDS is incorporating additional universal screening and assessment measures in K-2 (DIBELS). Several student-specific progress measures are repeated every 4-6 weeks to ensure ongoing responsiveness and timely discussion of programmatic changes as needed, based on student progress. IEPs are updated annually, and periodically as needed, to update present levels and programming based on student needs. ITDS has enacted accelerated learning measures through the introduction of additional research-based interventions (such as Math180) and an expanded 1:1 tutoring model for specialized instruction to support more intensive student needs.

ITDS will take the following steps to update IEPs as appropriate to ensure support designed to ensure access to accelerated learning are made available to all students with disabilities by determining appropriate services through school-wide and individual data collection methods within the first six weeks of school.

Additionally:

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	Initial data sources will be analyzed to determine whether they are sufficient to support programming, or if additional screenings or assessments are needed.

How appropriate services will be determined or designed for students with disabilities	ITDS has designed appropriate service delivery for accelerated learning by adding a second Special Education Interventionist position, a second Self-Contained Special Education position, and an additional research-based reading intervention program (Orton-Gillingham) for the 2021-2022 school year.
How accelerated learning will be scheduled and delivered to students with disabilities	ITDS will continue to have an intervention/enrichment block in the school-wide schedule, so students with disabilities can participate in consistent intervention and accelerated learning without missing core content instruction.
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	ITDS communicates instructional approaches through IEP team meetings and consistent, proactive family communication

ITDS has planned to ensure equitable access across learning environments by adding multiple Special Education positions, which will allow Special Education inclusion teachers to spend more time in the general education setting. The addition of a second Special Education interventionist will double the number of students who can receive research-based interventions in reading, writing, and math during an intervention/enrichment period, instead of moving to a self-contained classroom to receive intensive instruction. Students with disabilities will continue to be educated with their general education peers to the greatest extent possible and appropriate based on the student’s unique circumstances.

ITDS will continue to support parent training for students receiving related services through distance learning by continuing to implement key aspects of our instructional support plan from SY20-21 that focused on this topic. Related service providers communicate directly with families regarding planned lessons and activities, and answer questions regarding skills being addressed. ITDS also considers Parent Counseling & Training as an IEP Related Service where necessary and appropriate, to ensure families have sufficient knowledge and training to support implementation of the student’s IEP, including in a virtual model. Parents will have access to staff for support in:

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

ITDS will take the following steps to ensure that family members with disabilities can access content to support their student’s learning by conducting a survey to determine the needs of families, and to identify appropriate modifications or accommodations to promote equal access to both in-person and virtual opportunities. These may include, but are not limited to, closed-captioning, speech-to-text and text-to-speech

technology, browser extensions, language translation/interpretation. ITDS will ensure training for all general education staff in how to accommodate families with disabilities based on the results of the needs assessment. ITDS will also engage in continuing conversations with those families to determine the efficacy and sufficiency of accommodations. The point of contact for families with disabilities will be the Director of the ITDS Culture, Equity & Access Team.

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.**

N/A

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.**

As a DC public charter school, the Inspired Teaching Demonstration School is a member of the DC consortium that uses WIDA to assess students' language development. Students for whom English is not the primary language will be assessed in order to determine whether they qualify for supplemental English Language (EL) support services. Identification for possible EL services is typically flagged via the Home Language Survey completed during student registration. Communication with families throughout both screening for EL services and once enrolled in ITDS' EL program is handled by the Director of Student Support Services via letter (in the home language), as well as outreach via phone calls or emails (translation

services provided, as needed). Families of students assessed and identified for EL services may opt out by notifying the school. As a result of COVID and distance learning, students provisionally identified or exempted through the virtual screening process will be re-screened in-person to cross-reference results. Students qualifying for EL services were notified by the Director of Student Support Services and EL Coordinator and provided the necessary learning support throughout distance learning. ITDS did not change our policy or procedures, which are all aligned with the guidance directly provided by OSSE, related to English Learners during distance learning. Additionally, ITDS will begin using the WIDA MODEL Online beginning in the fall of SY 2021-22. WIDA MODEL Online is a WIDA-aligned interim/benchmark English language proficiency assessment for English learners in grades 1-12.

ITDS will use progress data collected during Spring 2021, in conjunction with students' most recent ACCESS or screening scores, to set language goals across the four domains. ITDS will also use grade-level and domain-specific vocabulary to ensure EL instruction allows greater access to and participation in students' general education classrooms. ITDS will use student proficiency data and progress data to determine present levels of performance absent updated ACCESS testing results. The EL teacher draws from the grade-level WIDA standards to write the goals in reading, writing, listening, and speaking. For example, students in sixth grade may have EL speaking and writing goals related to argumentative essay concepts and vocabulary, with direct support provided in Humanities classes in order to ensure generalization of skills.

ITDS will provide EL students access to academic content by grade and proficiency level by using baseline and benchmark data to support appropriate instructional accommodations in the classroom, as well as modifications or accommodations to grade-level text and assignments (examples: word banks, language dictionaries, and previewing vocabulary). The EL teacher will directly support students and teachers to promote access and progress in academic content.

ITDS implements EL services through push-in and pull-out services, as well as accommodation of materials. The EL teacher will collaborate with general education teachers and, where applicable, special education case managers to ensure reading, writing, listening, and speaking goals are addressed across in-person, virtual, and hybrid models. Direct EL services will continue to be provided in-person whenever possible (with virtual support if necessary) by the EL teacher supporting general education classes or holding small groups or 1:1 sessions to address goals and support grade-level vocabulary and skill development.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.