

# COVID mitigation in SY22-23

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## Overview of plan

Creative Minds has adopted a layered-mitigation strategy that will change depends on the community level and the number of cases in the building (hereafter, in-school level). If there is a difference between the community level and in-school level, we will adhere to the higher level..

	<p>Community Level: <b>LOW</b></p> <p>School Level: <b>LOW</b> (≤10 cases/5 days)</p> <p>Nivel comunitario: <b>BAJO</b></p> <p>Nivel escolar: <b>BAJO</b> (≤10 casos/5 días)</p> <p>የማህበረሰብ ደረጃ:- ዝቅተኛ</p> <p>የትምህርት ቤት ደረጃ:- ዝቅተኛ (≤10 ጉዳዮች/5 ቀናት)</p>	<p>Community Level: <b>MEDIUM</b></p> <p>School Level: <b>MEDIUM</b> (≤20 cases/5 days)</p> <p>Nivel comunitario: <b>MEDIO</b></p> <p>Nivel escolar: <b>MEDIO</b> (≤20 casos/5 días)</p> <p>የማህበረሰብ ደረጃ:- መካከለኛ</p> <p>የትምህርት ቤት ደረጃ:- መካከለኛ (≤20 ጉዳዮች/5 ቀናት)</p>	<p>Community Level: <b>HIGH</b></p> <p>School Level: <b>HIGH</b> (&gt;20 cases/5 days)</p> <p>Nivel comunitario: <b>ALTO</b></p> <p>Nivel escolar: <b>ALTO</b> (&gt;20 casos/5 días)</p> <p>የማህበረሰብ ደረጃ:- ከፍተኛ</p> <p>የማህበረሰብ ደረጃ:- ከፍተኛ (&gt;20 ጉዳዮች/5 ቀናት)</p>
<p><b>Personal accountability (stay home if sick, hand hygiene, vaccines, and boosters, etc.)</b></p> <p>Responsabilidad personal (quedarse en casa si está enfermo, higiene de manos, vacunas y refuerzos, etc.)</p> <p>የግል ተጠያቂነት (ከታመሙ ቤት መቅረት፣ የእጅ ንፅህና፣ ክትባት፣ ወዘተ.)</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>
<p>Masking for classrooms with COVID+ case in the past 7 days</p> <p>Mascarilla para aulas con casos de COVID+ en los últimos 7 días</p> <p>ማስክ - ባለፉት 7 ቀናት የኮቪድ ጉዳይ ያላቸው ክፍሎች ማድረግ አለባቸው</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>
<p>Symptomatic testing</p> <p>Pruebas sintomáticas</p> <p>ምልክታዊ የኮቪድ ምርመራ</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>
<p>Periodic testing of close contacts</p>	<p>Yes</p> <p>Sí</p>	<p>Yes</p> <p>Sí</p>	<p>Yes</p> <p>Sí</p> <p>አዎ</p>

Pruebas periódicas de contactos cercanos የቅርብ እውቂያዎችን በየጊዜው መሞከር	አዎ	አዎ	
Encourage vaccinations and boosters Fomentar vacunas y refuerzos የከሺ.ድ. ክትባት እና ማበረታቻዎች መወሰድ ማበረታት	Yes Sí አዎ	Yes Sí አዎ	Yes Sí አዎ
UV-C Air Circulation / Ventilation Ventilación/circulación de aire UV-C UV-C የአየር ዝውውር / አየር ማናፈሻ	Yes Sí አዎ	Yes Sí አዎ	Yes Sí አዎ
Deep cleaning and weekly electrostatic spraying Limpieza profunda y rociado electrostático semanal ጥልቅ ጽዳት እና ሳምንታዊ ኤሌክትሮስታቲክ ስፕሬይ	Yes Sí አዎ	Yes Sí አዎ	Yes Sí አዎ
Indoor masking for all Mascarilla interior para todos ሁሉም ህንፃው ውስጥ ማስክ ያደርጋል		Yes Sí አዎ	Yes Sí አዎ
Outdoor masking for all Mascarilla al aire libre para todos ሁሉም ወጪ ማስክ ያደርጋል			Yes Sí አዎ
Test-to-return after breaks of one-week or more Prueba para regresar después de recesos de una semana o más ከ1 ሳምንት ወይም ከዚያ በላይ እረፍት መልስ ምርመራ			Yes Sí አዎ
Building limited to staff, students, and essential visitors El edificio está limitado al personal, estudiantes y visitantes esenciales ህንፃው እስፈላጊ ለሆኑ ሰራተኞች፣			Yes Sí

ተማሪዎች እና ገብኞች የተገደበ ነው			አዎ
Virtual if the school lacks adequate staff to operate safely La escuela carece del personal adecuado para operar de manera segura ትምህርት ቤቱ ደህንነቱ በተጠበቀ መልክ ለማስተማር በቂ ሰራተኞች ከሌሉት ምናባዊ ነው			Yes Sí አዎ

## Policy objectives

- Maximize in-person learning for every student
- Implement health and safety measures to mitigate COVID outbreaks within the school building.
- Follow evidence-based best practices as determined by science to support the whole child and the entire community. Purpose of this document.
- This document is a framework for SY22-23. If this policy conflicts with future guidance, it will be updated accordingly.

## Mitigation strategies

### Personal accountability

- It is a community-wide effort to maintain a healthy and safe environment.
- If you or your child does not feel well, stay home.
- Proper hand hygiene will be encouraged.
- We will continue to provide and maintain an inventory of masks and hand sanitizer.

### Masking

- This strategy will depend on the community level and in-school level or if directed by the Mayor and/or DC Health
- Expectations regarding masking
  - A person always has an option to wear a mask.
  - Creative Minds is an inclusive environment and everyone will respect the choice of the individual to mask up.

- Creative Minds will not be responsible for enforcing individual, or family preferred, masking preferences.
- Masking will be required in the following situations:
  - If a person begins to display COVID-like symptoms at school or tests positive for COVID
  - If Creative Minds has imposed a mask requirement for a group or the entire school
  - If the District-wide transmission rate is considered to be at medium or high COVID community transmission level
  - If a classroom has had a COVID-positive case in the past 7 days.

## Vaccinations

- We will encourage vaccinations and boosters as this strategy is effective at preventing severe illness.
- Vaccinations are required by DC law for students ages 12 and older.
- We will continue to host vaccination clinics as long as there is community demand.
- We will adhere to DC's guidance around vaccination requirements for students.

## Testing

- Testing will be a cornerstone of our policy.
- We will implement a robust antigen symptomatic at-school testing program.
- We will implement a test-to-stay for close contacts of a COVID-positive individual

## Contact tracing

- Everyone in a homeroom class will be notified and considered a close contact.

## Cleaning

- We will maintain our high standards and accountability program, which was established prior to the pandemic.
- We will continue to use and maintain high-quality air circulation filters in every room.
- We will continue with weekly electrostatic spraying.

## Non-essential visitors and parental access

- Access to visitors and parents will depend on the community level and in-school level

- Parents with appointments (e.g., inclusion evaluations, parent-teacher conferences, etc.) will be allowed in the building at all times.
- Visitors for other purposes (early dismissal, exit points, etc.) will be allowed in the building when the level is low or medium.
- Visitors for other purposes (early dismissal, exit points, etc.) will not be allowed in the building when the level is high.
- Regardless of level, parents should not enter the building during morning arrival.

## COVID Exclusion & Return Criteria

	Periodic testing	one test to return with shortened quarantine @ home period	No test & self-quarantine @ home for the full 10 days	alternate diagnosis
COVID+		Yes	Yes	
Exhibiting COVID-like symptoms		Yes	Yes	Yes
Asymptomatic COVID+ close contacts	Yes (No exclusion)			

### COVID+

Exclusion - Yes

Return criteria:

- One test: Starting on day 5 from symptom onset (symptomatic) or positive test date (asymptomatic), take an antigen. If negative, cleared to return the following day. If positive, repeat the test the next day until day 10. On day 11, cleared to return if feeling better and fever-free without medication for 24 hours. If negative, cleared to return the following day. Note individual must continue to wear a mask for 10 days from the latter of symptom onset or positive test date.
- No test and full 10-day self-quarantine: Return on day 11 from the latter of symptom onset or positive test date.

## Exhibiting COVID-like symptoms

Exclusion - Yes

Return criteria:

- One test: Take a test when feeling better. If negative, cleared to return
- No test: Self-quarantine for 10-day from symptom onset. Return on day 11.
- Alternate diagnosis: Provide doctor's note and cleared to return as per the healthcare provider's instructions.

## Asymptomatic COVID+ close contacts

Exclusion - Periodic testing

Periodic testing:

- 1-2 COVID-positive cases in 5 days in a classroom:
  - Everyone must wear a mask indoors and outdoors except when actively eating, drinking, or napping (PK only) for 7 days from last date of close contact
  - Recommend testing on day after notification and day 5 of last date of close contact.
  - Testing may be done at home or at school. Report COVID-positive cases to [COVID@cmipcs.org](mailto:COVID@cmipcs.org)
  - Creative Minds will supply free COVID tests as long as we have an inventory
- 3+ COVID-positive cases in 5 days in a classroom:
  - Everyone must wear a mask indoors and outdoors except when actively eating, drinking, or napping (PK only) for 7 days from last date of close contact
  - Recommend required day after notification of third positive case and every MWF until or after day 5 of date of last close contact from most recent case
  - Testing may be done at home or at school. Report COVID-positive cases to [COVID@cmipcs.org](mailto:COVID@cmipcs.org)
  - Creative Minds will supply free COVID tests as long as we have an inventory

## 22-23 Continuous Education Plan

### Devices

In the event that Creative Minds transitions to short-term remote learning, we have 600 devices available to distribute. Devices will **be distributed to all students in grades PS - 2in the event of a foreseen school closure (e.g., with advanced warning) and at the beginning of the school year to students in grades 3-8.**

## Wifi access support

Approximately **90%** of our students have access to broadband internet/WIFI at their situational distance place of learning. **Creative Minds will distribute T-mobile hotspots to families needing support with Wifi.**

## Family outreach about a short-term transition to remote learning

To meet the needs of our diverse community, Creative Minds strives to meet families where they are. We provide communications in languages that our community requires as indicated on the Family Home Language Surveys. Our main platform, ParentSquare translates into a family's preferred language. We engage families using multiple platforms, which may include:

- Email bulletins
- Parent Square
- Social media
- Town halls
- Language Line
- Point-to-point (e.g., phone calls, direct emails)

If a small cohort is moved to distance situational learning, our COVID management team notifies the affected stakeholders directly. If a school-wide switch to distance situational learning, then notifications will be sent by:

- Email bulletins
- Parent Square
- Social media
- Point-to-point (e.g., phone calls, direct emails)

## Staff training

Creative Minds takes a proactive approach to prepare for a worst-case scenario in which a cohort or school-wide switch to distance situational learning by communicating the plan ahead of time. By communicating our plan in advance, families and staff know what to expect and it allows a robust response that preserves the health of the community while maximizing student learning.

In addition, staff are trained during professional development on how to use technology. For families that need additional support with technology, we have staff on hand to assist with issues. We have an email that operates all the time ([frontdesk@cmipcs.org](mailto:frontdesk@cmipcs.org)) where



stakeholders can report issues and receive a reply in a short period of time.

## Situational distance learning expectations

Creative Minds takes a proactive approach to prepare for a worst-case scenario in which a cohort or school-wide switch to distance situational learning by communicating the plan ahead of time.

Staff is informed of expectations and trained on how to execute distance situational learning during professional development, which occurs throughout the year. General expectations are shared with the community (as a resource on ParentSquare) and specifics are shared once a transition to distance situational learning becomes necessary. This information is shared on ParentSquare and point-to-point with impacted stakeholders.

## Class- or school-wide virtual learning

### Virtual Learning Schedule: Preschool & PreKindergarten

<b>9:00 a.m.–9:30 a.m.</b>	<b>Morning Meeting</b>	Monday–Friday	Live on Zoom
<b>9:30 a.m.–10:00 a.m.</b>	<b>Learning Center 1: (Music &amp; Movement, Art, Math, Science, Read aloud and Literacy)</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Teacher facilitated</li> <li>• Live on Zoom and recorded</li> </ul>
<b>10:00 a.m.–10:30 a.m.</b>	<b>Learning Center 2</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Teacher facilitated</li> <li>• Live on Zoom and recorded</li> </ul>
<b>10:30 a.m.–11:30 a.m.</b>	<b>Social Groups &amp; Independent Play</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Social Groups: 20 minutes, teacher facilitated, live on Zoom</li> </ul>
<b>11:30 a.m.–1:00 p.m.</b>	<b>Lunch &amp; Nap Time</b>	Monday–Friday	
<b>1:00 p.m.–1:30 p.m.</b>	<b>Learning Center 3</b>	Monday, Tuesday,	<ul style="list-style-type: none"> <li>• Teacher facilitated</li> <li>• Live on Zoom and recorded</li> </ul>

		Wednesday & Thursday	<ul style="list-style-type: none"> <li>• Friday: option to participate in a recorded session</li> </ul>
1:30 p.m.–2:00 p.m.	<b>Enrichment Classes: Art, PE, Languages</b>	Monday, Tuesday, Wednesday & Thursday	<ul style="list-style-type: none"> <li>• Recorded</li> </ul>

\*PD Friday afternoons

## Virtual Learning Schedule: Kindergarten - 4th grade

9:00 a.m.–9:30 a.m.	<b>Morning Meeting</b>	Monday–Friday	Live on Zoom
9:30 a.m.–11:30 a.m.	<b>Live: Small Groups</b> <i>or</i> <b>Recorded: Math, IPC &amp; Literacy</b> <i>or</i> <b>Office Hours</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Small Groups: teacher facilitated</li> <li>• Office Hours: teaching assistants will be available for extra academic support</li> </ul>
11:30 a.m.–12:00 p.m.	<b>Social Groups &amp; Enrichment Classes</b>	Monday–Friday	<ul style="list-style-type: none"> <li>• Social Groups: live on Zoom, facilitated by teaching assistants</li> <li>• Enrichment: recorded</li> </ul>
12:00 p.m.–1:00 p.m.	<b>Lunch</b>	Monday–Friday	Optional: live language lunches, movement break, or art exploration with E-Team teachers
1:00 p.m.–2:00 p.m.	<b>Live: Small Groups</b> <i>or</i> <b>Recorded: Math, IPC &amp; Literacy</b> <i>or</i> <b>Office Hours</b>	Monday, Tuesday, Wednesday & Thursday	<ul style="list-style-type: none"> <li>• Small Groups: teacher facilitated</li> <li>• Office Hours: teaching assistants will be available for extra academic support</li> </ul>
2:00 p.m.–2:30 p.m.	<b>Live Share</b>	Monday, Tuesday, Wednesday	<ul style="list-style-type: none"> <li>• Live on Zoom</li> </ul>

& Thursday

\*PD Friday afternoons

## Virtual Learning Schedule: 5th - 8th grade

9:00 a.m.–9:45 a.m.	Period 1:	Live on Zoom
9:50 a.m.–10:20 a.m.	Advisory Focus on social-emotional development	Live on Zoom
10:30 a.m.–11:15 a.m.	Period 2	Live on Zoom
11:20 a.m.–12:10 p.m.	Lunch	Option for teacher-facilitated live lunch on Zoom
12:15 p.m.–1:00 p.m.	Period 3	Live on Zoom
1:15 p.m.–2:00 p.m.	Period 4	Live on Zoom
2:00 p.m.–2:45 p.m.	Independent Work	Offline

The schedule was designed with the following criteria in mind:

- Increase opportunities for live engagement
- Maintain flexibility for students and families
- Mindfulness of required screen time
- Provide universal social-emotional support and increase opportunities for connection
- Stay true to Creative Minds' student-centered approach and holistic curriculum

Teachers will take attendance daily during the zoom sessions. If students are not showing up for the sessions, teachers will reach out to families by phone or email. If absences continue, they will set up a time to meet with the family and see if there is anything we can do to help with getting the child to participate. The school counselor will partner with the teachers and family to identify strategies to help with attendance.

Teachers will monitor and track if students are asking/ answering questions verbally or in the chat. Teachers will also note if students are completing assigned work. Teachers will offer office hours to meet with students who are not meeting expectations.

## Plan to support accelerated learning

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
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Schedule Adjustments	Adjusted class/block/bell schedules	X	<p>In lower school we will continue with the longer instructional blocks created last year to account for increased time in one subject/ content area. In middle school, we will continue with the intervention time built into the end of each class period.</p> <p>These adjustments to the schedule allowed for 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 following day. This additional opportunity to practice will help with 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 continue to end in lower school at 3:30 pm and in middle school at 4:00 pm. The longer day for students allows additional time spent on academic learning and additional opportunities to practice skills.</p>
	Longer school year		

	Summer 2022 programming	X	<p>We are offering Extended School Year during Summer 2022 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 four week program worked 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>
	Summer 2023 programming	X	<p>We plan to offer Extended School Year during Summer 2023 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>
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring <sup>5</sup>		<p>During our summer Boost camp (Department of Parks and Recreation) we partnered with Tutor Time 4 You. They offered individual and small group tutoring to students in Kindergarten through 7th grade</p>

New curriculum purchase	X	<p>We will implement a new reading curriculum for our lower school program. We will implement MyView in conjunction with our International Primary Years Program.</p> <p>With the Myviewprogram students participate in frequent discourse supported by a range of text-dependent questions and tasks; writing instruction occurs daily with students producing both on-demand and process-driven products that align to the requirements of the standards. The materials include explicit instruction of grammar and conventions; throughout all units, students receive instruction in and practice of phonics, fluency, and word recognition and analysis skills. The lessons around the anchor texts are structured to engage students and build comprehension skills, including student demonstration of these skills. Expectations for each lesson are clearly stated and the teacher’s guide is structured for scaffolded instruction that allows for teacher modeling, peer work and release to independent demonstration of skills.</p>
New intervention program or support	X	<p>We partnered with the SPED coop to create a comprehensive Response to Intervention (RTI) process.</p> <p>We will implement our new <u>RTI</u> 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	We have added additional positions to our staffing for the upcoming school year, including an EL teacher and two tutor positions. The addition of these roles will ensure that we have teachers to support our growing EL population and offer more opportunities for reading instruction. Our EL teachers will have smaller caseloads to be able to meet the individual needs of the students. The tutors will offer additional reading support to those students without IEP's who would benefit from learning reading strategies and additional practice reading.
	New professional development for staff on accelerated learning		
Staffing and Related Supports	Additional staffing	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 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>

	Additional vendor 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 will purchase enough devices for students to access in a developmentally appropriate manner for their age band.</p> <ul style="list-style-type: none"> <li>• In preschool, there will be a 1:5 ratio (1 IPAD for every 5 students) in each class for students to use occasionally as needed during center time.</li> <li>• in Kindergarten- 4th grade, there will be a 1:1 ratio (1 chrombook or tablet for each child) with devices.</li> <li>• In 5th-8th grade, there will be a 2:1 ratio (2 devices for each student), one for use during the day at school and one to keep at home.</li> </ul>
	New software purchase		
Other	Tutoring	X	<p>After 4-6 weeks of school, we will identify students who would benefit from targeted intensive tutoring. The tutoring will be an added opportunity for students to work on targeted skills. This additional practice will support student learning.</p>

## Support for students with disabilities



Creative Minds plans to conduct an initial or reevaluation for special education service eligibility by ensuring that the process starts as early as possible. The IEP team will convene to review existing data and determine if additional assessments are warranted. The school will conduct a student's initial evaluation within 60 days of receiving parental consent. The IEP team will convene within 30 days of determining that the student needs special education and related services. The school will conduct a reevaluation for the student not more than once a year unless the school and parent agree otherwise; and at least once every three years unless the school and parent agree otherwise. In order to avoid initial evaluation and reevaluation backlogs, the school will partner with additional companies that provide evaluation services. Additionally, to abide by the district timeline for reevaluations, the IEP team will stagger the evaluations throughout the school year.

In order to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year, the school will continue to monitor the progress of students with disabilities and collaborate with the parents/guardians to determine if additional services or compensatory education are needed. The IEP Team will consider the impact of the missed session on the child's progress and performance and ensure the continued provision of FAPE. If a student did not receive any amount of service (that is, the student received some but not all), the IEP team would consider whether the missed services amounted to a denial of FAPE necessitating the provision of compensatory services or makeup services.

CMI will hold comp ed meetings for students who need them. That includes students who did not receive services during the pandemic and students who were adversely impacted by distance learning. CMI will provide individualized communication to families after individual reviews to inform parents of the school's thoughts after internal review and inform them of their right to request a meeting. If the parent opts out of the meeting, the school will document all communication in the communication log in SEDS and document the outcome of the internal review/meeting offering in a PWN. The case manager will also upload completed compensatory education worksheet. If a parent requests comp ed, the IEP Team will convene to discuss such a request. The school would ensure all related communication is in SEDS communication log and complete PWNs after meetings are held, and upload meeting notes and worksheets in SEDS.

To enhance our partnership with families, the inclusion teachers will connect with the parents of their caseload students at least once per month to offer support and recommendations as needed. When a parent requests additional support and services, the IEP Team will convene 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 justifying the refusal. 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.

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	CMI will conduct an internal review and hold comp ed meetings for students who need them. That includes students who did not receive services during the pandemic and students who were adversely impacted by distance learning. CMI will provide individualized communication to families after individual reviews to inform parents of the school's thoughts after internal review and inform them of their right to request a meeting. If a parent requests comp ed, the IEP Team will convene to discuss the parent's request.
How accelerated learning will be scheduled and delivered to students with disabilities	In collaboration with Gen ed and Inclusion teacher & RSPs 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 inclusion leadership team will continue to provide training related to IDEA compliance, specialized instruction, accommodations, assistive technology, behavior management and interventions, family engagement to school staff. Instructional staff will also receive training and guidance 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.