

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Eagle Academy PCS

LEA Head of School Name: Dr. Joe Smith

LEA Type: Pre-K;Elementary

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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 LEA recognizes the need for high quality instruction to all students, particularly this school year as students have experienced an unprecedented year where academic learning and social emotional stability, have eluded many students and destabilized the foundation which many other students had built. In its quest to support students and cater to their needs, Eagle Academy plans to operate full time in-person learning for five days each week, for all students unless medically exempted. Factors under consideration in offering full in-person learning are detailed below.

Physical Space

The LEA examined each classroom and measured to find the maximum number of students who can be accommodated with 3 feet apart. The majority of the classrooms, can adequately seat between twelve and fifteen students, with some adjustments.

- Removal of unnecessary furniture such as shelves, cubbies, storage, extra desks and chairs.
- Adding individual desks as against rectangular tables in some classrooms.
- Utilizing small office spaces and intervention rooms as additional classroom for smaller groups of students.
- Sectionalizing the gymnasium and multipurpose space(if needed) to create additional classroom spaces.
- Utilizing the school library, STEAM room, literacy lab and other service providers spaces, as classroom spaces.
- Dividing students into smaller class sizes(cohorts) and creating more classes at each grade level.

Staffing Plan

Additional classes create the need for additional instructors. The LEA will;

- Hire 3 full-time Resource teachers who will be able to support lead teachers and cover secondary lessons while lead teachers rotate to deliver core lessons within the grade level.
- Hire 3 full-time substitute teachers who will also rotate to supervise secondary and independent activities while lead teachers rotate to deliver core instruction within the grade level.

- Enrichment teachers will act as support teachers during core instructional blocks during their non—teaching blocks. Most enrichment classes occur in the afternoon and core instructional blocks are in the morning.
- Teacher’s Assistants from the PK department will also provide support on a scheduled basis so as not to impact the Pre-school learning.
- Pre-K department is currently overstaffed as a result of the low enrollment this upcoming school year. These teachers and Teacher’s Assistants will be assigned to upper grade classrooms as needed, as against exiting staff.

Student’s Daily Schedule 21-22 SY

Grade	8:30-8:50	8:50-9:20	9:20-9:50	9:50-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-1:00	1:00-1:30	1:30-2:15	2:15-3:00	3:00-3:40
KG	Breakfast	Morning Meeting	Foundational Skills	Comprehension	Writer’s Workshop	Lunch	Recess	IRLA	Enrichment	Math Core	Math Extension	SS/Science
1	Breakfast	Morning Meeting	Foundational Skills	Comprehension	Writer’s Workshop	Recess	Lunch	IRLA	SS/Science	Math Core	Enrichment	Math Extension
2	Breakfast	Morning Meeting	Vocabulary/Word Work	Comprehension	IRLA	SS/Science	Lunch	Recess	Writer’s Workshop	Math Core Extension	Math	Enrichment
3	Breakfast	Morning Meeting	Vocabulary/Word Work	Comprehension	IRLA	SS/Science	Recess	Lunch	Writer’s Workshop	Enrichment	Math Core Extension	Math

Notes:

- Social Studies/Science will be offered 3 times per week for each grade, consecutive days to maintain continuity of the lessons in the short blocks.
- Non- Social Studies/Science days—use blocks (2) for Handwriting without tears (KG) and Literacy extension for first-third grade.

Remote Learning Plan

In the event of a confirmed or suspected case, a case of exposure or any other exclusionary criteria from in-person learning, the LEA will do the following;

- Ensure that the student or staff has the necessary supplies to participate in learning from home, to include a device and a hotspot if necessary. Students would be issued a pre-packaged bookbag of supplies.
- Students will be able to access live lessons via their google classroom account which will remain active and in use during in-person learning.
- Students will access independent learning via their Clever account
- Staff will not be required to work while out on leave. However, if a medical exemption puts the staff out and requires that the staff works remotely, then he or she will work the required daily schedule, providing instruction via google classroom. The onsite students of that class will be supported and supervised by one

of the resource teachers who will work along with the lead teacher who is remote.

- In the event that a campus has to close as a result of an outbreak, google classroom will be the hub for live lessons and active participation. All our programs this year do have an online platform (Into Reading, Eureka Affirm, SchoolPace, Into Social Studies and Science). This will enable a smooth and fairly seamless transition to remote learning, while maintaining the sequence of lessons and the opportunity for students to use already familiar platform to engage.
- Pre-packed book bags with all the required resources will be distributed to students at the start of the school year, and upgraded or replenished as needed. In the event of a closure, students will be allowed to take their book bag of resources home on the dismissal date.
- The schools as a site will remain open with security and staffed as needed. Families will be able to call ahead and request additional or needed supplies. They would be given a date a time to come by the school and pick up. All request would be expected with a two days notice. Security would be able to distribute the supplies by student's name.
- In general, all students will be assigned a specific date and window of time, by grade level to pick up school resources for home use/homework activities and projects. These would be their "At Home" learning resources which stays at home unless required to take in for grading.

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

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

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

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

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

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

Remote Learning

Students participating via remote learning, will be engaged for a total of 6 hours daily, actively engaged in the same core instructions as their peers.

- They will receive two hours of core literacy instruction in the morning from 9:00am – 11:00am. Lunch and Recess will be a break from the screen from 11:00am-12:00.
 - Students afternoon will equals 3 hours of instructional time from 12:00pm -3:30pm with an optional 30 minutes of Enrichment. Students can choose to opt out of the enrichment block so that there is lessened screen time.
 - To ensure that students are receiving six hours of instruction, each grade will have posted assignments in google classroom which must be completed by 6:00pm each day.
 - Parents will have the option to allow their student to participate remotely for the entire school day. Teachers will intentionally build in breaks for those remote students, where they are allowed to go off screen and complete independent work following direct instruction.
 - Each grade level will designate two of schedule planning blocks as office hours. Office hours is a time when teachers check in on their remote students, offer instructional support, provide feedback to assignments and be available to take calls from parents.
- **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;**

Technology Plan and Resources

The LEA has invested significantly into ensuring that all students are assigned a device appropriate for their age group, from, which they can access learning portals. Every student at Eagle will have access to an iPad, a chrome book or a netbook. Students in virtual learning will receive a iPad for lower grades and a netbook or chrome book for 2nd-3rd grade, along with the necessary adapters. Hotspots will be provided on a needs basis. Parents will be encouraged to communicate to the department administrator, if there is a need for a hotspot, after which, they will be given time and date to retrieve one.

In addition, the LEA communicates all the available internet providers and district programs which provides reduced or free internet services to families. Parents will receive support in completing applications.

- **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**

In special circumstances and if requested, the LEA will provide appropriate seating (desk and chair) to students who need that level of support in creating a learning environment at home.

Curriculum resources and school supplies will be provided to all students during orientation week. Each student will receive a backpack with needed supplies for the first semester. Towards the end of each semester, additional supplies are distributed in preparation for upcoming curriculum needs.

The LEA will continue to support students by providing supplies and resources as needed. This means that students who for one reason or another, needs to be replenished with supplies, will need only to contact the department administrator or make known to the classroom teacher, and the need will be supplied.

- **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.**

Distance Learning Model

- Remote students will log into google classroom for live, direct instruction. Teachers are able to connect their laptops and share their screens with remote students via the promethean boards in each classroom and allow remote students to be seen and heard by classmates who are on site. Unfortunately, remote students will not be able to see their classmates. All students would already have their google classroom credentials.
- In addition to google classroom, all students will have their Clever account credentials, a platform which allows students to access all the learning portals for live and assigned learning tasks.
- All our programs this year have an online platform (Into Reading, Eureka Affirm, SchoolPace, Into Social Studies and Science). This will enable any student who is virtual to be able to access the same appropriate activities, allow teachers to assign skills level tasks based on student needs, track completion and use data to inform further instruction and maintain student's performance to be on par with their classmates as much as is possible.

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.**

Eagle Academy believes that good mental health is critical to children's success in school and in life. It will therefore continue to implement its established school-based mental health, trauma-informed conceptual

framework, using a collaborative, sustainable and evidence-based multi-tiered, behavioral framework with a full range of evidence-based programs and services and ongoing capacity building. Below are several interventions for students' social-emotional and mental health needs during continuous learning and school recovery.

Social-Emotional Learning

- The literacy curriculum (Into Journeys) has embedded, weekly lessons for social-emotional learnings which teachers will implement.
- Specific focus on social-emotional learning as well as activities designed to enhance student's mental and behavioral health, will be incorporated into Morning Meeting messages and activities on a daily basis.
- Second Steps curriculum will continue to be taught weekly and students encouraged to utilize the strategies and skills learned in the lessons.
- Fly Five is another Social-Emotional learning curriculum resource from Responsive Classrooms, which teachers will incorporate each week.

Screening and Services

The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) which is a universal tool, will be used by lead teachers to screen all students at the beginning of the school year. Data from the screening, will be reviewed by MTSS coordinator, administrators, teachers, Dean and our clinicians and school psychologist. The intent is to design appropriate forms of intervention for students and referring students to the mental health coordinator. Once the student has been referred, the appropriate in house staff or related service providers will be contacted to do further screening and develop a plan for the student.

Students will receive support from either one of the multiple social workers, school psychologist, psychiatrist or clinicians on staff at the LEA. In addition, more intense cases for support are serviced by either Hillcrest Child and Family Center or DC Department of Behavioral Health clinicians, with whom we have a partnership for support. Services are also extended to the family as needed.

Referral Process

In order to ensure that students are receiving the appropriate support for growth and development, needs, a referral process has been established.

- Teacher Referrals----any instructional staff employed to the LEA can refer a student. This process requires the instructor to complete a form which gathers data on the student to justify the reason for referral.
- Parent Referral---a parent with concerns can refer a student by completing the referral form and submitting to the classroom teacher or to an administrator. In addition, a parent may also detail his or her own concerns in a general letter, and request a meeting to determine interventions or support.
- Self-referral, though not a common practice because of the age of our students, may take one of two options. Students may indicate to teachers, their feelings or thoughts and their need to talk with someone. Based on the nature of the report, the teacher may either complete a referral on behalf of the student, allow the student to speak with one of the social workers who then documents the students concerns and reach out to the parent or guardian. Another pathway is for the teacher to meet with the parent to share the concerns. The parent may then choose to complete a referral form or speak with a service provider.
- Referrals are ongoing as students are observed and interacted with. Referrals may also be generated from Child Find and other social emotional screenings.
- The form is then submitted to the SST coordinator who will in turn communicate orally and in writing to the parent. A SST meeting is generally scheduled within thirty days or ASAP depending on the nature of the referral. The meeting will include parent, student if necessary, teachers, Dean of Discipline, social worker or mental health coordinator and nurse if necessary. An intervention plan is generally drafted at that meeting. The case may be referred directly to one of the mental health providers who partner with LEA if warranted.
- Referral forms and process will be included in the Parent and Student's Handbook, shared with parents and Town Hall meetings, Orientation, Back-To-School activities and during Parent and Teachers Conferences.

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.

In order to strategically and systematically plan for, support and reduce incidents of negative behaviors, the LEA will appoint a Dean of Behavior at each campus. These individuals are together trained in Positive, Behavior and Intervention Support, has a wealth of knowledge in Responsive Classroom strategies, certified in restraint and non-violent Crisis Intervention as well as certified in Safe and Civil School Training. The plan is for both Deans to implement school wide Positive Behavior Systems and train teachers on implementation and monitoring. In addition, they will be the liaison between student life at school and home.

Classroom teachers will establish Hopes and Dreams for both students and parents. In this activities, students and parents set an academic goal and a social-emotional goal, which the want to achieve. Hopes and Dreams are reviewed quarterly and progress towards goals are reviewed. If necessary, students can then set new goals as they may have mastered previously set goals. Parents have the opportunity to review their goal during quarterly Parent Teacher Conferences.

The LEA established a therapeutic behavior support room where students receive counselling, are allowed to vent, Deans deescalate students, and transition them back to the classrooms so learning continues.

Additional support for students will be provided through the Check-In Check-Out system program, a tier 2 positive intervention program that allows students to start their day by checking in with an adult to promote positive behavior throughout the day. Students will also spend a few minutes at the end of each day with an adult reviewing their progress.

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.

The LEA manages its own food and nutrition department and will ensure that all students have access to healthy meals prepared by the nutrition team, as well as access to the fresh fruits and vegetable program. This service is provided to all students free. In order to ensure this, the LEA will message to families the following;

- On-site students will be entitled to breakfast, lunch and snack. Students in Aftercare will also receive supper
- Students learning remotely, will have various options to receive the same healthy meals;
 - Families can pick up daily meals from the school
 - Families can pick up packaged meals for reheating on Tuesdays and Thursdays, with sufficient prepared meals for the week.
 - Families can register with the school to have packaged meals for reheating, delivered to their homes twice weekly.
 - Families are also able to receive fresh fruits and vegetables.

In addition, the LEA publishes via emails, Class Dojo and newsletters, sites within the wards from which parents may retrieve nutritious meals for their students, if that is more convenient for them.

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.

The LEA will focus on staff well-being through the Staff Well-Being committee, a sub-group under HR. The committee implemented and will continue to do so, session during Pre-Service and other professional development days, activities which caters to the staff and their well-being.

- During the Pre-service, sessions are designed for specific social-emotional and mental health needs;
 - Reinvigorating teachers through, Getting Your Bounce Back—an ongoing series of Professional Development to motivate and inspire teachers.
 - Trauma informed care facilitated by a consultant,
 - Creative Arts Therapy sessions (ongoing), raising awareness through music, dance and movements etc.
 - Continuing a series of teacher well-being activities designed using ideas and activities from a book of the same name, Teacher Well-Being
- Ongoing throughout the school year, yoga and meditation sessions for staff, a contracted agreement.
- The subscription to a well-being/mental health app called "Ginger". This app allows staff to request support from a counselor with no cost to the staff member or their dependent. The app also sends out tips and thoughts to staff phones and shares opportunities for group sessions on specific topics. The LEA pays the subscription but does not require staff to use it, neither do we gather data or track usage.

Through the partnership with Hillcrest Children and Family Center and the onsite school clinician from the Department of Mental Health, staff have the opportunity for individual private sessions as well as group therapy. In addition, Hillcrest offers ongoing wellness activities to the staff.

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.

The LEA began a series of Parents Town Hall meetings and found them to be effective. It will continue to host both virtual and in-person Town Hall meetings, send out flyers and weekly newsletters, as well as post news and

announcements via google classroom and Class Dojo.

- Each campus hosted two sessions of EOY Town Hall Meetings where a general overview of the Health and Safety plans were shared with families and their feedback noted and incorporated.
- Orientation week will be another in the series when more details will be provided to families and they will have the opportunity to review the plans.
- An abbreviated flyer of the Health and Safety plan will be shared with families as a reference guide for their use in making crucial decisions.
- The beginning, middle and end of year parent surveys will include key questions from the CEP plans.
- The LEA will solicit the help of a translator to do both oral and written forms of its CEP plans if the need arises with the enrollment of a student whose first language is not English.

Communicating student's progress with families will be ongoing.

- Parents will have access to google classrooms and will be able to view students performance in the grade book.
- Modules assessments scores will be uploaded in the grade book in google classrooms for parents to be kept informed.
- Following each round of summative assessments, parents will receive students profiles and afforded the opportunity to discuss next steps and supports, with the teacher.
- Scheduled Parent Teacher conferences in November, February and April, are opportunities for in- depth discussion on student's performance.

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.

The LEA will focus on improving attendance and re-engage families by first identifying who these students and families are. We will use the truancy report from our LEA dashboard, OSSE truancy reports, & other available attendance data to identify students that experience attendance issues during the 20- 21SY. The LEA will reach out to enlist other students and parents to help in reaching their peers via call, text message or social media.

Based on the data, we will divide the families into groups for re-engagement outreach, proactively contacting those families to discuss goals and identify support strategies based on the families' individual needs assessment. The Attendance officer, family engagement coordinator, SST coordinator, teachers and school leaders will routinely communicate with families by phone, emails and Town Hall meetings (later into the school year) to check on student's well-being, and learn about family and student needs, to determine how the LEA can best support those families. Checking in continuously with families also provides an avenue for parents to share their feedback with us about our policies and practices in general.

Once we have connected with these students, teachers will offer students and families a voice to share how they would like to engage with the material and the lesson expectations during the first 6 weeks of school. This allows for students to be a part of the decisions being made for them and their students, it allows for a gentle transition

into school life and it gives time to build trust and communicate how valuable each student is. When families feel valued and are involved, then attendance is more likely to improve.

In addition to the various forms of communication listed above, the LEA is launching a series of family oriented activities in the month of July, geared at connecting with missing families and building bonds with current active and non-active families. These weekly events will be advertised via social networks and media.

- Family fun afternoon
- STEAM activity sessions
- Wonders of Reading with our librarians for the whole family
- Fun evening cooking with the chef
- Games by the pool

Parent Orientation and Back-To-School night will provide opportunities for an extensive push for engaging families and improving attendance. The outreach team will make every effort to have our families out in preparation for in-person school.

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;**

The LEA will administer the following assessments from kindergarten through third grade;

- Curriculum based assessments--Into Reading unit assessments and Eureka Math module assessments
- American Reading Company (ARC) Independent Reading Level Assessment (IRLA) assessments ongoing
- NWEA MAP (Northwestern Evaluation Association) math and literacy assessments, beginning, middle and end of year

- **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);**

Timeline for administering assessments (estimated)

**** Table is attached as a supporting document for each campus**

	Sept. 30 - Oct. 20
ARC/ IRLA	Jan. 11- Jan. 29
	May 7- may 28
ARC Progress Monitoring	Every two weeks
NWEA	Sept 21 – Oct 23

Jan 10 – Jan 29

Apr 5 – Apr 9 (3rd Only)

May 7– May 28

Sept 21 – Oct 23

SABRS (SEL) Jan 10 – Jan 29

May 7– May 28

PARCC May

- **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**

NWEA sets both achievement and growth goals for their MAP assessments in both math and ELA. These goals are called norms and are based on NWEA research studies that includes the population of student test takers across the nation. The norms they develop and update routinely overtime provide a benchmark for us to monitor how students are performing compared to others on this nationally normed assessment tool. We use the achievement norms and growth norms to support instructional decisions for students, help determine additional resources that are needed at a campus and LEA level, as well as determine targeted staff supports that are needed such as targeted professional development. In a typical school year we assess students 3 times a year (Fall, Winter, Spring) and for each of these time periods, we use the NWEA norms as a comparison point for progress.

For achievement, the average student performance is the 50th percentile and that is considered "on grade level."

For growth, students receive individual growth targets in the form of a target score based on the time period being measured (ie. Fall-to-Spring, Winter-to-Spring, Spring-to-Spring, etc) and the target is based on the average amount of growth a student with the same starting score would be likely to achieve with the same levels of instruction at the end of the assessment period being measured.

Because the assessment growth goals are individualized we aim for our students to make their growth targets, indicated by a "Conditional Growth Percentile Score" of at least 50, but there is not one individual growth raw score that we can specifically reference as a result of this.

We utilize NWEA scores and performance goals in our MTSS process where determine targeted levels of support that are needed for students in and out of the classroom (ie. interventions, tutoring, etc).

- **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**

Data derived from the various assessments will be used in weekly grade level planning to adjust scope and sequence, plan for reteach activities, and plan upcoming lessons.

- **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.**

Eagle Academy PCS collaborates with non-public schools in the following manner; to monitor the interruption of instruction for students. Monthly communication between the non -public schools takes place in the ways outlined below:

- via email
- telephone conferences
- Collaborate for the Distant Learning Plan
- Quarterly Progress Reports are reviewed before being finalized
- Annual IEP Meetings through the Zoom Platform
- Review Data Assessments
- Updated Re-evaluations as Warranted
- Service Trackers and Therapy Notes

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.

The LEA will ensure to incorporate time and focus on addressing skills students did not master in the previous grade level/school year.

- Lesson planning will be intentional to include activities which activate prior learning and pre-requisite skills, and allow time for teachers to build on those skills while naturally segmenting into tier 1 instruction for the content area. The general culture will be one where lessons are preempted by an activity which taps into prerequisite skills and connects to the current lesson of the day.
- During instructions, interventionist and resource teachers will work with students in small rotating groups to build competence.
- Direct instruction and activities will be tailored based on student’s strengths and areas of growth. This means that students will receive support and additional scheduled time to work on building skills necessary to access grade level content. This will be accomplished through a rotation system where students
- Core extension blocks have been built into the schedule for math and literacy, during which time, instructors are able to work with students on strengths or weaknesses.
- Tier 3 students will receive more intense instruction to address deficits from interventionist in small groups or as

individual sessions.

- Ongoing collection of data will be used to plan and adjust lessons continuously. Teachers daily PLC time will be used to review exit tickets and quick checks administered during the day's lesson. That data will contribute to the initial activities for follow-up lessons.
- By-weekly data meetings facilitated by our MTSS coordinator have been schedule to conduct data talks.

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.**

Adjusted class/block/bell schedules

Schedules have been adjusted with built in additional time for math and literacy. In addition, there are extension blocks considered in the schedules. Also, specified blocks of time have been included for the different literacy components to ensure that intentional planning and collection of data, is constant. It allows for students to receive the appropriate levels of support in areas they specifically need the support.

After-school programming / High-dosage tutoring

The LEA will be partnering with Springboard Collaborative to train and support teachers and parents by offering afterschool literacy tutoring with the aim of closing the literacy gap, building a connection between home and school, and by providing resources and the skills to support students.

New curriculum purchase

The LEA has invested in a more rigorous literacy curriculum which meets the expectations for usability and alignment according to ED Report. This curriculum resource incorporates writing and reading, along with all the foundational literacy skills. In addition, certain components of the curriculum are available as intervention support for tier three students, ensuring that the quality of instruction is of the same rigor and that resources are being used for tier three instructions, are of the same high quality.

Summer 2021 and 2022 programming

The summer school program is intentionally planned. Students are grouped using data and core skills are targeted in an intense six weeks program. A high quality math program, Eureka Equip was selected as it designs lessons specific to the needs of the individual student and reassesses before moving to the next level. Similarly, ARC Independent Reading Level Assessment will be continued. This allows for continuity in improving students independent reading levels. Students will continue to receive American Reading Company Grab & Go kits for at home reading practice and writing activities.

Summer 2022 will potentially include the Springboard Collaborative literacy program.

Additional staffing

The likelihood that the current social distancing protocols of 3 feet will remain in place, prompted the LEA to invest in a minimum of six additional members on the instructional staff, as well as to be very deliberate in the daily schedule and deployment of other instructors in the building to support core instructions, and independent work with students. Additional staff was a priority as students will likely be in extension classrooms to avoid overcrowding in the normal classroom settings. These additional staff being hired are being termed as "Resource Teachers:" as they must be sufficiently skilled and experienced to teach a class. They are more skilled than hiring substitute teachers.

New intervention program or support

Unlike past years, the LEA will ensure that all 5 intervention teachers have the training and the materials to provide high quality tier 3 instruction.

- Interventionist will be trained on Wilson Reading Systems geared at building fluent decoding and encoding skills.
- The literacy curriculum Into Reading, also has an additional component which the LEA will invest in, for use with their 3 students. intervention resources
- Interventionist will be scheduled for weekly planning meetings and bi-weekly data meetings with the MTSS coordinator.

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.

The LEA in reviewing lessons learned during the pandemic, planned the upcoming school year professional development sessions to account for some of the pitfalls. Staff will be trained on using technology more effectively during instruction and engaging students on digital platforms. Another area of focus will be on intentionally planning for and addressing students emotional well-being in a thoughtful way. It should no longer be incidental teaching but a part of the daily core instruction. Teachers will receive support on differentiating instruction based on student's needs, while maintaining high expectations and rigor and opportunities for critical thinking.

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

The LEA was suddenly launched into hosting more intensive and strategic planning sessions on grade levels, and designing appropriate progress monitoring and assessments. Meetings were facilitated by the MTSS coordinator and administrators. This was very beneficial to teachers and so the practice will continue.

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.

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.**

Effective immediately Eagle Academy PCS will take the following steps to ensure that students with disabilities are assessed upon the return to school.

- Eagle Academy PCS will create a testing schedule for students. The academic assessments include: NWEA, Brigance assessment, AIMS Web assessment, and Core Phonics
- The data will be reviewed, and an IEP will be amended when needed. All assessments will be completed within the first 30-45 days of the students returning to school.

Eagle Academy will evaluate the needs, design and delivery accelerated learning to students with disabilities. The data collected from the various assessments, service trackers and observations will be review and an plan will be created to support the students individually. Students will be supported in a co-therapy model within the classrooms, breakout sessions. When warranted the IEP will be amended to address specific services hours and goals and objectives

Eagle Academy PCS will communicate those instructional approaches to families with the help of SPED Parent Liaison and SEC a meeting will be held with parents to understand the family needs and wants. Family support will be provided where needed. Parents will be provided with the hotline number to address technical difficulties. Every attempt will made to communicate with parents using various method of communication. Parents will be provided with training intervention videos that model various techniques to support the student's limitations.

Eagle Academy PCS will ensure equitable access to educational opportunity across learning environments, including how students receive equal access to interventions and least restrictive environment by ensuring that students receive equal access by ensuring that every student has access to the educational resources, providing students with access to the general education curriculum by giving them scaffolds to access the general education curriculum provided After School Tutoring when warranted .Students will also engage in Social Groups. Eagle Academy PCS will also provide Summer School for all students.

Students with disabilities participate with their non-disabled peers in ALL Enrichment Activities. (STEM, Art, Music, PE, Spanish and Library).

All Eagle Academy PCS students are involved in (multi-tier student support) MTSS. The interventionist supports students with IEP's and works with them in small group instruction in using specific data collection from the MTSS system.

The Resource Teachers provide push in services in the LRE when warranted.

Eagle Academy PCS will support parent training for students receiving related services by providing parent training once a month in the various related service domains, and parent consultations. Parents will also be provided with a Related Service handbook manual with behavior charts, strategies, reinforcement, documents and websites. If parents need a one on-one support this will also be provided. Eagle will provide training around simplified instruction on therapeutic concepts (prompting level, developmental milestones) to coach parents to understand what's appropriate for their child. In an attempt to provide access for family members with disabilities, Eagle Academy PCS SPED Parent Liaison will meet with parents to understand the family needs and wants. Family support will be provided where needed. Parents will be provided with the hotline number to address technical difficulties. Every attempt will be made to communicate with parents using various method of communication. Parents will be provided with training intervention manual that explains the various techniques to support the student's limitations.

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.**

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.**

Based on the responses from the Parent Home Language Survey, all students who are eligible for screening will be assessed within 30 days of the individual's first day of school. Parents will be notified by letter of the results within the first 30 days of the school year or the first two weeks of EL placement if this takes place after the first day of school. Parent will be notified by a letter in their native language and a translator will be provided if warranted.

The EL Support Team will assess the student to determine whether any difficulty in speaking, reading, writing, or understanding may deny the student the ability or opportunity.

Eagle Academy PCS employs an inclusion and push in/pull out model. The EL teacher and the general education teacher collaboratively plan based on students' individual needs and levels of language proficiency. Instruction predominately takes place in the general education setting employing co-teaching model.

Eagle Academy Public Charter School employs an EL Support Team that establishes, reviews, and revises student program placement and Individual Learning Plan (ILP). The SST Coordinator serves as the team leader. The EL Support Team will review all pertinent information on all English Learners to determine placement in and exit from the EL program.

EL Support Team responsibilities

- Establish, review, and revise students' progress, program placement, and instructional plan at least twice per school year. Each student's program placement will be data-driven and an ILP will establish a course of action to eliminate barriers to achievement.
- Ensure implementation of EL Plan procedures (identification, placement, etc.)
- Ensure implementation of ILP.
- Provide written notice to parents regarding EL program placement, alternative program options, instructional plan options, and parental responsibilities. (Notification will be made in a language and/or manner that the parents can understand.)
- Make recommendations to the regular classroom teachers concerning accommodations and strategies for English Learners.

Eagle Academy EL Support Team will administer the English Learners Development Assessment. Parents will be notified by mail of their student's results. If a student's assessment results indicate English Learners proficiency and his/her school records indicate successful participation in the regular curriculum, parents will be notified by means of a letter that the student will not participate in the EL program.

The following assessments will be administered:

- IPT – The Pre-Idea Proficiency Test. The IPT is the language-screening test given to 3-year-olds.
- K-WAPT – Kindergarten-WIDA Assessment Placement Test. K-WAPT is the language-screening test given to kindergarten students.
- W-APT– WIDA-ACCESS Placement Test. W-APT is the language-screening test given to students in grades 1 and higher.

Any student who is identified, as an English Learners will be referred to Eagle Academy Public Charter School's EL Support Team in order to determine appropriate instructional and program placement. EL Support Team members will include the student's parents and the student's teacher. The student's instructional and program placement will address identified needs (which may include native language proficiency, English Learners proficiency, and academic proficiency, and environmental challenges) and establish a course of action to eliminate barriers to achievement.

Parents of students identified by the means of the Home Language Survey are notified of the results of language proficiency assessment(s) and invited to participate in the EL Support Team. Program details are provided to parents (in writing) in a language that they can understand. At a minimum these details include:

- The reasons for identification of the students as limited English proficient and in need of placement in an EL program.
- The student's level of English proficiency, how each level was assessed, and the status of the student's academic achievement, to the extent known.
- The method of instruction to be used in the English Learners instruction educational program and how the program differs in content, instructional goals, and the use of English from "regular" programs in the school.
- How the program will specifically help the students learn English and meet age appropriate academic standards for grade promotions.
- Specific exit requirements for the program and the expected rate of transition from the program.
- The right of parents to have their child immediately removed from the English Learners instruction education program.

Monitoring Procedures

On a semiannual basis, Eagle Academy Public Charter School will evaluate and document the progress of each English Learners in English Learners acquisition and academic progress. EL records will be maintained for each EL student in his or her cumulative folder.

Eagle Academy Public Charter School evaluates and monitors state assessment results and data of disaggregated populations (including EL and former EL students). The general education classroom teacher in collaboration with the EL Teacher, monitors the progress of individual students at least once every 6 weeks. The information obtained is used to make data-driven decisions regarding instructional plans and practices (at the classroom and school level), professional development, and changes to the EL Plan. The objective of every decision and change is to ensure that students make yearly progress on standardized evaluations and reach the highest possible levels of English Learners and academic proficiency in the shortest time possible.

Eagle Academy PCS will provide the EL students with access to the general education curriculum by giving them scaffolds to access the general education curriculum. This can be done through vocabulary development, real life objects and visuals, which is done within the four domains.

The EL students will be afforded access to the academic content by first one needs to know the students' level. The ELL student is tested in four domains, Reading, Writing, Listening and Speaking. After testing an average score of ALL the test is provided. Level 1 is a Low Beginner, Level 2 High Beginner, Level 3- Low Intermittent and Level 4-High Intermittent. A student with Level 1 requires (real life objects in lessons, hands on material, vocabulary development, books read aloud repetition and more time is needed with the teacher to access the content material. On the other hand, a student whose proficiency level is Level 5 requires less time with the teacher in order to access the content material.

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.

The LEA will allocate approximately \$75,000.00 towards the upgrade of the HVAC system at it's main campus. This is in an effort to provide clean air, quiet, safe, comfortable, and healthy environments which are essential to successful teaching and learning. Rebuilding and updating outdated HVAC systems is essential to the health of our students and staff.

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.

The LEA has analyzed its program and teachers capabilities, and will be implementing a number of initiatives targeting learning loss.

- The Summer School Program this school year and next, ensures that only high performing teachers were selected to lead in the instructional program, utilizing Eureka Equip, an excellent intervention program geared at meeting students individual needs, along with American Reading Company IRLA reading program. Teachers were trained on both programs and are receiving ongoing support in the implementation. In addition, students were supplied with literacy reading tools, ARC Grab & Go Kits, to enhance literacy improvement at home. Kits contained 10 leveled books, prompt cards, a literacy log and writing activities. School year 2022 will include a partnership with Springboard Collaborative.
- In the 21-22 school year, our academic program will be enhanced to ensure that students are receiving high quality instructions through ongoing training of teachers in the implementation of a rigorous literacy curriculum, Into Reading, as well as a literacy online program, Waggle, geared at improving students reading and comprehension levels. In the area of numeracy, the Spark Math program will also be implemented to provide additional opportunities for students to build

math skills. Bi-monthly support sessions will be facilitated by Instructional Specialists contracted from the curriculum developers.

- The LEA has continued to partner with the American Reading Company with the implementation of its digital leveled library and digital coaching and conferencing platform to improve students independent reading levels. Teachers will receive monthly in-person, side-by-side coaching from literacy specialists of American Reading Company.
- The LEA is very much cognizant of the impact of the pandemic on our most vulnerable students and data has indicated that a larger number of students need tier 3 supports. This data prompted the hiring of 2 additional interventionists and 4 resource teachers, qualified to deliver quality instruction to small groups of students. Instructors will receive training on Wilson Reading System, along with kits to support tier 3 instructions.
- The LEA will partner with Springboard Collaborative - a high-dosage tutoring model that offers 900 minutes of instruction per student with additional at-home reading another 900 minutes
- The projected funds detailed below, is an estimated amount directed to each intervention geared at improving students' learning loss. This projection is based on an assumption that the interventions, upon review and data analysis, are meeting the goals of the school. Failing to do so, will result in discontinuation, adjustments to the plan and/or supplementals, or new interventions being implemented.
 - \$85,000.00 for Summer School Instructional Program
 - \$75,000.00 for American Reading Company programs
 - \$75,000.00 for Wilson's Reading Program
 - \$185,00 for literacy and math curriculum, as well as
 - \$100,000.00 for Springboard Tutoring Program
 - \$1,020,000.00 for Staffing to include, interventionist and Resource Teachers

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.

The LEA will spend remaining funds on technology replacement as many students did not return their devices or the devices were returned broken. In addition, funds will be geared towards hiring additional high quality teachers, maintaining COVID-19 deep cleaning protocols, and investing in positive behavior incentives, programs and experiences for all students.

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.

The LEA is embarking on establishing a director for family engagement who will head activities designed to support families and their well-being. In addition, the interventions being implemented, are being assessed weekly during the summer program, and data talks will inform us as to the kinds of progress or lack thereof, and are students truly benefitting from the programs. Interventions will change if the data determines that our goals are not being met.

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.