

## SY 2021-22 Continuous Education Plan (CEP)

**LEA Name: Latin American Montessori Bilingual PCS**

**LEA Head of School Name: Dr. Charis Sharp**

**LEA Type: Pre-K;Elementary**

**Date Generated: 08/19/2021**

### Background and Purpose

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

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

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

## Application Questions

### Safe Reopening

#### 1.B: Support Across Learning Environments

**1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**

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

The Operating Plan for Latin American Montessori Bilingual Public Charter School (LAMB or LAMB PCS) allows for on-site learning for all students for 180 day at 6 hours per day, or 1080 hours, with additional days for professional development for staff to ensure a healthy and safe learning environment. Our school <https://www.lambpcs.org/lower-elementary> calendar can be found [here](#). And a sample schedule of a typical school week can be found here. We can currently accommodate all students on campus for full-day, full-week in-person learning by modifying some spaces for classroom use. We are completing a renovation of the top floor of our main building for more permanent classroom space. We expect the renovations to be complete by the end of the summer, but we have contingency plans in place if completion is delayed by a month or two.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timelines. We will immediately send out notifications to affected families notifying them of the situation and next steps. We will use our parent communication platform, ParentSquare, which sends notifications through email and text messages. Further details are in our [family communication policy](#).

The key to a smooth year is uninterrupted learning through the dissemination of materials. We will distribute materials at the beginning of the school year for students to have at home in the case of unexpected closure. We will set up our Google classrooms at the beginning of the year to enable students to easily move to virtual learning and include some stand-alone lessons to allow for students to be engaged while teachers make the necessary transitions. We will also identify students at the beginning of school who will need Chromebooks for access and distribute and collect those if and when a class or the school moves into virtual learning. Families will be able to pick up any needed materials at the front of the school. We will consider delivering to students if necessary.

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

- We will notify families as directed by DC Health as quickly as possible and give instructions for safely picking up any needed materials.
- Dissemination of materials: Families will be able to pick up materials at the front of the school without entering the building and, at specified times, without even leaving their vehicle.
- Uninterrupted instruction through remote learning: We will identify families who will need equipment if their students move into virtual instruction and ensure they have that equipment within 48 hours.

When a staff member must be excluded from school:

- Where possible, the school will provide a substitute for the affected classroom(s).
- If they are able, they will continue to provide support to their students through distance learning.
- Members of the community will be notified when appropriate of the situation and plan to continue instruction and efforts to return to regular in-person learning.

The operations plan can be implemented in our current facilities.

The operations plan can be implemented using our current staff and anticipated hires.

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

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

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

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

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

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

We will tailor instruction time depending on the students' needs and learning styles. The schedule will mirror that of the students who attend the on-site learning option with the following anticipated modifications:

- We will have the student participate virtually in whole-group lessons and circles
- During the Montessori open-work time, virtual learning students may work in video chats with teachers or with other students
- Virtual learning students may participate in specials classes with students of other classes depending on scheduling needs

- 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;**

LAMB is prepared to provide students with Chromebooks, hotspots, and any other instructional materials. If the family cannot come to the school, we will deliver it to the family. We do not anticipate a large number of students who will be in this situation and feel confident that we can easily meet the needs of these students.

- **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**

LAMB is prepared to work with families to ensure that their students are fully supported including consultation and support with technology, materials and supplies, and workspaces.

- **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.**

Our LEA chooses to offer a remote learning program through an adaptation of our current Montessori bilingual program. The program will offer the core academic content for students through Google classroom We plan to use the following materials with our remote instruction: take-home versions of the Montessori materials, online programs such as IXL, American Reading Company, and Imagine Spanish. We have found that the following remote learning practices provide the most effective instruction

- Virtual whole-class "circles"
- Small group lessons on targeted tasks, skills, or projects
- One-on-one check-ins at least weekly to review student work and progress and to address challenges
- Daily assignments using online learning products such as language development with American Reading Company (ARC) or math skills development and practice through IXL.

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

- Staffing: There will be a tutor or assistant in each classroom who will be available to help virtual students through video chat throughout the day.
- Materials--including at-home "school space": We will support the student and family to ensure that they have all that they need to fully participate in the virtual learning program, including Montessori materials.
- Technology: If needed, the school is prepared to support the student with a Chromebook and/or hotspot
- Schedule: We will provide the student with a regular schedule that includes time with the teacher, other support staff, SPED services, and technical support.

## **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.**

Social-emotional learning and strong, supportive relationships are at the heart of the Montessori approach to teaching and learning. Prior to the pandemic much of our curriculum and daily classroom activities supported and fostered this for students and staff. LAMB will continue this focus through formal lessons, daily class circles, implementation of the "peace table" (conflict resolution), the implementation of our new restorative approaches to behavior management, and intentional inclusion of SEL content while we practice and build academic skills - particularly in English and Spanish language.

LAMB also works closely with WISE MedStar Georgetown in providing consultation for administration, direct counseling services for staff and students, and training for staff in identifying and addressing student needs. LAMB is considering adopting a universal screener but has not yet decided. In any event, instructional staff will be trained in trauma-informed practice and in identifying students with behavioral health needs. Instructional staff will work with school counselors and administration to identify and refer staff, students, and families to WISE and other emotional health resources as appropriate.

The HR manager and other administrators will also regularly check in with staff to determine if a referral is needed to support social and emotional needs. Along with access to WISE counselors, the school has an Employee Assistance Program along with our insurance as part of the benefits package that can help the staff member identify resources.

Parents can make referrals for Tier 3 services through several channels:

- Notify the teacher and receive guidance.
- Access the information in the parent handbook.
- Use the forms available on PParentSquare - LAMB's parent communication system.
- Request assistance from the principal, assistant principal, level director, SST coordinator, SPED coordinator, or other administrators.

Training will be provided to staff in directing parent questions, requests, and referrals for Tier 3 services.

#### **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.**

The Montessori approach to classroom culture and behavior emphasizes the importance of children's social-emotional wellbeing as the foundation for their ability to function in the classroom and their greater community. Montessori teachers are trained in observation techniques to be able to notice how children are interacting with each other, coping with frustration, and functioning in a positive way in the classroom. In addition, the first few months of any Montessori classroom include a strong focus on classroom norms and structures so that students may operate independently in the classroom.

In addition to continuing these Montessori practices, LAMB will continue its partnership next year with Restorative DC to ensure all school staff use restorative practices to ensure that students transition back to full-time learning successfully and to address student discipline and behavior. LAMB has worked with Restorative DC since the beginning of the 2020-21 school year to transition its discipline policy and schoolwide practices to model best practices in restorative justice. This work helped us to rewrite our discipline policy and to rethink our practices for communicating behavior concerns to parents. In the 2021-22 school year, our focus will be on continuing to train all staff in these practices so that every classroom is using proactive restorative practices such as community circles and other community-building techniques, as well as responding to concerning student behavior with restorative language, methods for individual and small group reflection, and restorative agreements.

LAMB's restorative approach to discipline is also reflected in how we communicate with families and work together to develop solutions when students are exhibiting behavior challenges or are in need of behavior interventions. Our approach is to see families as partners in this process and to engage them in supporting students together. When students show continuing behavior concerns, our process may involve developing an SST plan with our student support team in order to implement additional behavior interventions. These interventions may include in-class interventions such as self-monitoring check-ins, scheduled quality time with a teacher, or group or individual counseling services.

LAMB's updated discipline policy reflects our restorative approach to behavior. It is attached.

#### **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.**

LAMB contracts with Revolution Foods for student meals. Throughout the pandemic, LAMB and Revolution Foods have collaborated to ensure that students are provided with nutritious meals while learning on-site and with take-home meals for off-site learning and have adjusted as the regulations and guidelines have shifted. We will continue to do so through the 2021-22 school year.

**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 socio-emotional wellness of our teachers and staff is very important to us since we recognize that they will not be able to work their best with our students if they are not socio-emotionally and mentally well or feel supported. Next school year, we will build into exiting efforts we have implemented to support our staff in this area. These efforts include:

1. Continuing the work of our staff Wellness Task Force - This workgroup is open to any staff who would like to help LAMB better support the staff's well-being by offering suggestions, helping implement activities, and spending time with their peers on activities that support emotional wellbeing. The group, led by a wellness consultant, meets monthly.
2. Offer a variety of activities that remind staff to take care of themselves - Activities may vary but will include a mix of wellness activities such as offering wellness bags, playing wellness bingo, producing videos where staff share different wellness tips that have worked for them.
3. Continue to provide free access to the Head Space, a meditation and mindfulness app.
4. Continue to provide free registrations to Rosetta Stone so our monolingual staff can learn English or Spanish.
5. This year, staff launched a soccer club. Next school year, LAMB will support this club by providing t-shirts for the entire team and promoting the team among staff
6. Continue to offer mental health services for staff through WISE MedStar Georgetown.
7. Continue offering Scale Back physical wellness program through Care First to help employees achieve an active lifestyle and healthy eating habits.
8. Continue to offer a free Employment Assistant Program - Resources for employees and their families including telephonic counseling services and access to a variety of helpful resources.
9. This year we included a wellness training session in each of our professional development days. We will continue this practice next year. Topics will rotate between mental and physical health issues to make sure we have a holistic approach to wellness.
10. The pandemic has left lasting marks on each of us. We know, staff and students will bring this into the classroom. We are working on a series of training sessions for teachers to help them recognize and address socio-emotional issues students may be facing. These sessions will be conducted by WISE MedStar Georgetown.

**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.**

LAMB plans to communicate with families about safe reopening, student wellbeing, and accelerated learning were crafted to provide clear and consistent communication between the school and their families.

LAMB families will have ongoing access to the information they need about safe reopening, student wellbeing, and accelerated learning through regular online communications, such as regular weekly and monthly bulletins and constant updates on our web page and our Parent Square platform. All our communications will be sent to families in English and Spanish.

The Family Services team will also reach out directly to families that have limited access to the Parent Square platform or who experience possible technological or language barriers. Each one of our families will have the support needed to finish their enrolment process and to meet with their teachers and administrators to discuss next year's concerns and goals. All these opportunities will be available for them before the first day of school. At the beginning of this school year, LAMB will schedule a series of parent workshops to help families to understand our Bilingual learning model and our Montessori curriculum.

To meet the needs of our diverse community, details on these topics will be available in all languages required by our community as indicated on the student/Family Home Language Surveys.

The LAMB Family Services program will be in charge of ensuring access to the Language Line services to communicate with families that identify any other home language on their student/Family Home Language Surveys.

Spanish-speaking families will have access to bilingual school staff and online resources created for them to ask questions and receive information in their native language, on a regular basis. All written communication will be delivered in English and Spanish to all our families. Official school documentation, such as IEP documentation and report cards, will be delivered to families in their home language.

LAMB uses the [Language Line](#) to communicate with families. The front desk has [a sign explaining what the language line is](#) and how to use it in several different languages. People new to the school who do not speak English or Spanish can simply point to this sign and ask to receive an in-person telephone interpretation service at no cost to them.

Aside from helping new families when they enter the school, Language Line can be used in two ways. It can be used to call parents who are not with the staff member. The LAMB employee will call the language line service number and the language line staff will call the family member of the school and provide interpretation service over the phone. Additionally, the Language Line service can be used when the family member and LAMB employee are in the same room together. The LAMB employee will call the Language Line number and put the phone on speaker volume. This phone service will act as an interpreter in lieu of an in-person interpreter.

For Amaharic text translations, we use a service called [Lingvatext](#) and for in-person interpreters, we use a service called Context Global.

For students and families who communicate with ASL, we use Language Line video service to communicate with families instead of telephone communication. For larger, in-person events, we use ASL interpreters through [Access Interpreting](#).

Our school staff will solicit and incorporate student and family feedback on these plans through regular feedback through online tools and in-person opportunities. The school administration will solicit, review and incorporate the results of a School Climate Survey twice per year so that we can count on regular feedback from our families and maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. The School Climate Survey will be administered to parents, students, and school staff. The Family Services program will also conduct focus groups with representatives of the main demographic subgroups within our school population. The school administration will have a monthly community assembly to allow families to comment and ask questions about the most recent issues regarding safe reopening, student well-being, and accelerated learning.

To monitor student progress and adjust supports, our LEA will deliver biannual progress reports to our students. Each progress report will be followed by parent-teacher conferences to discuss the results. Parents can request a meeting with their child's teacher at any time during the school year.

## **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.**

LAMB's Family Services team was dedicated to ensuring all students were engaged as much as possible to the best of their ability. This included collaborative work between the Director of Family Engagement, the Director of BASE (our after-school program that provided on-site supervised learning pods called BASE Spaces that were similar to DCPS's CARES classrooms), the Registrar, the Data and Testing Coordinator, and the IT Director. This

team used attendance data and feedback from teachers to identify and provide support to students who were not engaged. That support included everything from delivering materials and tech devices to encouraging families to enroll in BASE Spaces. BASE Space enrollment prioritized Title I, at-risk, SPED, and SST students, for who there was no charge. This was a reflection of putting safety and equity a the heart of our decisions.

As the new school year begins, LAMB will carefully track these students to ensure that they are fully supported in returning to school from day one. Any students who are not in school will be contacted daily and provided with all support available to ensure students are back in school. The school will also conduct the following evaluations:

- Within the first month of school, the Director of Family Engagement will meet with each student's teachers to determine the level of engagement and identify options to increase support if necessary.
- At each assessment opportunity, part of the data review process will include a focus on these students to determine if changes in approach or additional support are necessary.
- At each engagement with parents (parent-teacher conferences, report cards, IEP meetings, etc.) a review of engagement will be included in the process.

### **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;**

LAMB will offer the NWEA MAP Growth in Math, English and Spanish Reading, American Reading Company, and WIDA MODEL to K-5th students in the 2021-22 school year. We will conduct the assessment three times a year, Fall from September 27th-October 15th, Winter from January 10th-January 28th, and from May 25th-June 10th. The data will be used internally and shared with families but will not be part of school accountability.

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

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA- every student in the spring should be at an average grade level or above in English Reading	Measured by the student achievement and growth over time.	K-5	NWEA MAP Growth	<b>Fall</b> - September 27th -October 15th <b>Winter-January</b> 10th-January 28th <b>Spring</b> -May 25th-June 10th
Spanish Reading - every student in the spring should be at an average grade level or above in Spanish Reading	Measured by the student achievement and growth over time.	K-5	NWEA MAP Growth	<b>Fall</b> - September 27th -October 15th <b>Winter-January</b> 10th-January 28th <b>Spring</b> -May 25th-June 10th
Math - every student in the spring should be at an average grade level or above in Math	Measured by the student achievement and growth over time.	K-5	NWEA MAP Growth	<b>Fall</b> - September 27th -October 15th <b>Winter-January</b> 10th-January 28th <b>Spring</b> -May 25th-June 10th

ELA - all students in spring should be Proficient or Above on grade-level reading in English	Measure the reading grade-Level with basic comprehension	K-5	American Reading Company (ARC) - IRLA	<b>Fall</b> - September 27th -October 15th <b>Winter-January</b> 10th-January 28th <b>Spring</b> -May 25th-June 10th
Spanish - all students in spring should be Proficient or Above on grade-level reading in Spanish	Measure the reading grade-Level with basic comprehension	K-5	American Reading Company (ARC)- ENIL	<b>Fall</b> - September 27th -October 15th <b>Winter-January</b> 10th-January 28th <b>Spring</b> -May 25th-June 10th
English language proficiency:	Optional BOY proficiency assessment	Grades 1-5 who did not complete the WIDA ACCESS in 2020-2021	Wida Model Online	August 30 - September 29

- **d. Whether you set goals<sup>3</sup> 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**

LAMB has an overall goal for non-state summative assessments (and also state summative assessments) of all students performing at or above grade level according to the assessment provider's recommendations. As the assessments and data are collected, usually three times per year, the admin and instructional staff review

- **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**

Our vision for students to matriculate from our school is to have every student perform at or above grade level. We monitor their progress towards meeting the goals as follows:

For ELA and Math, we expect students in Kindergarten through 5th grade to read and write at or above grade level in English and Spanish as measured by ARC and NWEA Map. Monitoring progress will be the same as last year. Last year was the first year we used the MAP assessments, so we expect some refinement in implementation and in data review as the quality and quantity of our data increase. In addition, we will compare assessment data with other sources such as attendance, lesson frequency, demographics, etc. We will also:

- Conduct "child studies" and "lesson studies" with teachers, where we present a particular challenge and talk about ways to address it.
- Incorporate quantitative and qualitative data from our Acceleration Tutors
- Provide instructional coaching

- Adjust our professional development offerings according to perceived needs

English language proficiency

For students whose families have indicated that English is not their sole home language and who have subsequently tested into the ELL program via a positive proficiency screener, our goal is for these students (whom we will define as English Language Learners or ELL) to reach full proficiency at the end of five (5) years through our English language learner (ELL) program. Our ELL program consists of Language immersion and sheltered instruction and is based on overall student proficiency as based on the WIDA and IPT assessments.

- **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.**

N/A

**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.**

LAMB has a comprehensive plan to assess students through multiple means, monitor their progress, and provide additional support. The data will be collected from the NWEA and American Reading Company platforms after each assessment administration, Fall, Winter, and Spring. We will continue using Google applications such as Sheets and Data Studio to collect, organize, analyze, visualize, and share to our staff in addressing student learning needs. The plan includes a descriptive analysis where we provide the academic whole school panorama, telling where the students are and the diagnostic analysis where we will look at why that academic picture is happening. All analyses will be conducted on the different cohort groups. With these tools, we will hold weekly meetings as a group at the elementary - lower elementary and upper elementary levels - to analyze the data to put in action the best plan needed for teachers and students.

**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.**

Summer 2021 Programing: LAMB has traditionally run summer programming. This year and next year we will be bringing an additional focus to academics. This year we are contracting out to provide instruction in math and using our current staff to provide practice in English and Spanish. This will supplement but replace more relaxed fun summer camp activities that support student (and staff) wellbeing.

Summer 2022: Similar to summer 2021 with adjustments according to need.

High-dosage tutoring: We are providing every elementary classroom with an assistant who will focus on providing

tutoring to specific students in both math and Spanish language development. The students will be selected based on assessments and teacher input. The students who receive these services will change over time as needs arise and diminish based on our analysis of both qualitative and quantitative data.

New Professional development for staff regarding accelerated tutoring: Both regular classroom teachers and the acceleration tutors will receive professional development. The classroom teachers will focus on how to work with and leverage the tutors in their rooms. The tutors will be trained in: making meaningful connections with their students, the content they are providing, behavior management, and other reflections.

Additional Staffing: Our bilingual model has two teachers in each classroom with an assistant in our primary (PK3-K) classrooms. We are adding an acceleration tutor to each elementary classroom.

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by the Principal, Assistant Principal, and the Director of the Primary Program. We are identifying what worked well by looking at a variety of factors gathered through staff, student, and family feedback from discussions and the school climate survey, assessment data, and classroom observations. Using information gleaned from school year 2020-21, we are planning on supporting teachers through August in-service and professional development throughout the year. These calendars are still under development, but include the following elements:

- Social and emotional learning, trauma-informed instructional practice, and self-care
- Anti-bias anti-racist approaches to collaboration and instruction
- Data interpretation and subsequent implementation
- Effective instructional approaches to accelerate learning and address instructional loss

Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will use results from interim assessments, student behavior logs, student engagement, student in-seat attendance, staff feedback, parent feedback, administrator observations and coaching, and more will inform and help us prioritize our professional development needs.

Staff will be able to start the year with a focus on identifying individual social, emotional, and academic needs, creating meaningful relationships that enable powerful teaching and learning, and accessing resources from technology to curriculum to support each other and our students.

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year:

- One-on-one meetings between teachers and students to identify successes, challenges, and opportunities.
- Support for students who need technology at home to engage in extended learning through online resources.
- Virtual parent education and parent meetings that allow more families to participate.
- We have also started using simultaneous interpretive services during our larger meetings for our open board meetings, staff meetings, and family "charlas" (chats) that enable easier and fuller participation by the community.

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

graduate.

N/A

### 3.C: Special Populations

#### Students with Disabilities

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

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

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

LAMB will ensure that students with IEPs and 504 plans have access to all learning recovery programming provided to students in Tier 1 as needed based on their assessment results and other sources of information about their needs. Students with disabilities will have unique accommodations needed to access the programming. The school team will incorporate accommodations into the program design. This programming will not supplant special education services, but rather supplement regular instruction to support students with getting on track towards grade level performance. Although some students with disabilities will qualify for compensatory services, based on IEP Team decisions, this will not be conflated with the scheduling or students' needs for learning recovery programming. The special education team will meet with general education teachers to review IEPs and 504 Plans with general education teachers. They will arrange regular co-planning meetings to collaborate and ensure that students are receiving the services and accommodations outlined in their IEPs. If students are participating in virtual learning, will have access to Chromebooks provided by the school. They will receive to the greatest extent possible all of the services and accommodations outlined in their IEPs. They will have individualized schedules and plans which will include accelerated learning opportunities.

Students with disabilities have an individualized education program (IEP) or 504 plan that lays out the unique supports and accommodations the student needs. It will be important for Montessori teachers, teaching assistants, special education teachers, and related service providers to have ongoing communication and coordination to support these students. Therefore, the school administration will ensure planning time so that all stakeholders can collaborate. Where a student may need unique support, the IEP team should ensure the professionals providing the learning recovery programming have the technical training and assistance needed to provide those supports.

Montessori teachers will receive training at the start of the school on their responsibilities as it relates to providing accommodations to students with disabilities. They will be provided with snapshots of each student and review each child's unique learning needs with the student's case manager. LAMB will create opportunities for all stakeholders to engage in the planning of and understanding of learning recovery. This might be through Charlas (meetings). Any implementation of a learning recovery initiative will involve input from students, families, and other stakeholders representing the disability community.

LAMB understands that the majority of our students' Least Restrictive Environment is their general education classroom. On average our students with disabilities are spending 80% or more of their time in the classroom. This means students with disabilities will be engaging with their Montessori teachers and peers as they all work to accelerate learning. Students will have access to the trained assistants who provide additional support to all students in the classroom. Students' individual special education schedules will be shared with the school principal and grade-level teams. They will be reviewed during co-planning meetings to determine how to include acceleration learning into their schedules. Students' learning plans and schedules will be shared with their families. The special education team will be included in all planning and training plans for parent acceleration training.

LAMB PCS has not identified any families as having disabling conditions that impede access to content in supporting their children's learning. If the school is approached or determines that a family requires a unique accommodation, the school will work to ensure that the families have the support that they need.

LAMB's accelerated learning program this year provides tutors in the classrooms who will be working with any student in the classroom that needs support in math or language skills and knowledge. These students will be selected based on specific needs, so students with IEPs and 504s, if part of these groups, will receive these lessons alongside their peers - in most cases in the classroom.

At this time, we have no families who have needed to stay in distance learning for the 2021-22 school year. If we need to move a class or the school into distance learning for quarantine purposes, then our students with IEPs and 504s will still be learning alongside peers and not separated from their classrooms.

Element	LEA	Campus 1
How the need for accelerated learning for students with disabilities will be evaluated	After 6-8 weeks of full-time in-person, individual student IEP Teams will consider individual student data to document recoupment of skills or persisting skill deficits.	N/A
How appropriate services will be determined or designed for students with disabilities	The determination of COVID-19 recovery services is made by the IEP Team after a careful review of student performance and data including pre-COVID-19 closures, student participation and performance during COVID-19 closures, and performance upon return to school.	
How accelerated learning will be scheduled and delivered to students with disabilities	Accelerated learning will be planned in collaboration with the special education team. Accelerated learning will be delivered alongside their general education peers when appropriate.	
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	Instructional approaches used for accelerated learning will be communicated to families in IEP meetings and parent informational sessions. Parents will also be provided with documentation on their students' accelerated learning plans.	

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

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

N/A

**English Learners**

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

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

**Background information**

LAMB had 103 English Language Learners during the 2020-21 school year who came from primarily Spanish and Amharic speaking backgrounds. The ELL count does not include 13 students who are identified as Monitored ELL students who have tested above a 5.0 on the WIDA ACCESS but have yet to complete four full years outside of the ELL program. 32 ELL students were dually identified as students with special needs.

Due to the diverse nature of our ELL students, the ELL department provides services in the most convenient way possible according to student needs. Last year, this meant providing sheltered virtual ELL services during student free time as well as monitoring virtual classes and providing teacher feedback.



The ELL department works very closely with Related Service Providers (RSPs) such as reading specialists, math interventionists, as well as special education services in order to make meaningful learning opportunities for ELL students. The ELL department also works closely with the Special Education Department in order to help with documentation regarding IEPs and 504 plans.

**SCREENING and RESCREENING**

For the 2020-2021 school year, LAMB did not have any students who were provisionally screened, because LAMB does not admit new students after Kindergarten. All new students who came in from PK3, PK4, and Kindergarten were able to be screened using the online pre-IPT or IPT screening test.

During the end of the 2020-2021 school year, the ELL department at LAMB was successfully able to give the WIDA ACCESS test to 25 students in grades 1-5 as well as 6 students in Kindergarten. These students will not need to be screened again at the start of the 2021-2022 school year.

English learners in pre-K will take the pre-ipt oral test. English Learners who will be learning virtually will take the pre-ipt oral online test in lieu of the in-person test. English learners in Kindergarten will take the newly implemented Wida Screener or the K-Wapt. Kindergarten English Learners who are still learning virtually will take the IPT oral online test for Kindergarten students.

After the screening assessment, parents are notified by letter with the result of the pre-ipt screen and if the students will be in the ELL program.

According to OSSE, a beginning-of-the-year test similar to the WIDA ACCESS, called the WIDA MODEL online will also be available to students who did not test with the WIDA ACCESS last school year. English learners in grades 1-5 who did not take the WIDA ACCESS test the previous year will take the WIDA MODEL ONLINE test. English Learners who will still be learning virtually in grades 1-5 who did not take the WIDA ACCESS the previous year will have to be given a provisional screener based on their WIDA ACCESS score from the 2019-2020 school year. Additionally, ELL staff will conduct online ELL interviews and review NWEA MAP and ARC reading level data from the end of the 2020-2021 school year for those English Learners who will not attend classes in person.

Beginning-of-year Testing for English Language Learners		
Student grade	In-person	Online
Pre-K	Pre-IPT oral	pre-IPT oral online
Kindergarten	WIDA Screener for Kindergarten	IPT oral online
1st - 5th grade	<p>For ELLs tested at End of year</p> <ul style="list-style-type: none"> <li>Use <a href="#">WIDA ACCESS</a> scores from 2020-2021</li> </ul> <p>For untested ELL students</p> <ul style="list-style-type: none"> <li><a href="#">WIDA MODEL ONLINE</a></li> </ul>	<p>Provisional designation based on 2019-2020 <a href="#">WIDA ACCESS</a> scores</p> <p>Additionally use the following to help guide instruction:</p> <ul style="list-style-type: none"> <li>ELL staff interview with English learner</li> <li>Review <a href="#">NWEA MAP</a> (2020-21)</li> <li>Review <a href="#">ARC reading</a> (2020-21)</li> </ul>

## TIERS OF SUPPORT

LAMB school has a 3 tiered system of support for grades 1-5 based on WIDA ACCESS (or WIDA MODEL) testing with other considerations based on conferencing with teachers, NWEA MAP scores, previous assessments and student interviews.

LAMB will use data from WIDA ACCESS (WIDA MODEL), NWEA MAP, and ARC reading assessments to establish and monitor individual student goals for English language acquisition.

ELL Services Plan				
TIER	ACCESS Score	Amount of services	Program Model	Description of Services
TIER 1	1.0 - 2.9	Mostly pull-out	Content-Based ELL instruction	High need ELL students will have a pull-out schedule for a duration of 30 minutes at least 3 to 4 times a week. During these services, students will work on specific language focused goals, some of which are based on classroom work and some based on English necessary to participate fully in the classroom.
TIER 2	3.0 - 3.9	Push-in and optional pull-out	Content-Based ELL instruction  &  Sheltered Content Instruction	Intermediate-need ELL students will only receive push-in services with optional pull-out services. The ELL teacher will push-in to help ELL services during targeted content blocks. If the ELL teacher feels the need to provide sheltered instruction, the ELL teacher will provide a separate space inside or outside the classroom to provide instruction.
TIER 3	4.-0 - 6.0	Consultation only	Sheltered Content Instruction	ELL teachers will consult with classroom teachers, comment on lesson plans and include guidelines on how best to reach ELLs in their class based on their WIDA scores.

## ELL Teacher Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Community circle time				
9:00	pull out # 1	pull out # 1	pull out # 1	pull out # 1	push in - Gr. 4
9:15					
9:30					
9:45	pull out # 2	pull out # 2	pull out # 2	pull out # 2	push in - English GR 1
10:00					
10:15					
10:30	push in - GR. 1	pull out # 3	pull out # 3	pull out # 3	pull out # 3
10:45					
11:00					
11:15	Push in - GR. 2	Push in - GR. 1	Push in - GR. 2	Pull out # 5	Pull out # 5
11:30					
11:45					
12:00					
12:15					
12:30					
12:45					
1:00					
1:15	pull out # 4	Planning/admin	pull out # 4	Planning/admin	Planning/admin
1:30					
1:45					
2:00	pull out # 5	push in - Gr. 4		Planning/admin	Planning/admin
2:15					
2:30					
3:00	push in - Gr 3	push in - Gr. 3	Planning/admin	pull out # 4	pull out # 4
3:15					
3:30					
3:45					
4:00	Planning/admin	Planning/admin		Planning/admin	
4:15					

### English Language Learner Educational Approach

#### Language Acquisition Model

The language learning model at LAMB combines the models of [Content-based ELL instruction](#) and [Sheltered Content Instruction](#). The ELL coordinator at LAMB identifies ELL students at the start of the year and shares that information with classroom and specialist teachers. After that, the ELL coordinator and specialist teachers meet in August and September to discuss the best types of instruction for ELL students based on the students' overall proficiency level (see tiers of support). Students scoring above 4 on the Wida Access (or for the 2021-22 school year, the Wida Model online) will receive classroom teacher support with indirect support via guidance from the ELL coordinator. ELL students scoring below a 4.0 but higher than a 2.9 (tier 2) will receive in-class support from an ELL teacher as well as direct support from a classroom teacher. The ELL coordinator and classroom teachers will meet weekly and continually monitor these students' language goals and progress. Students scoring below a 2.9 (tier 3) will receive individualized ELL support in the form of sheltered instruction. Tier 3 ELL students might be grouped together based on common proficiency levels and will focus on targeted skills-based on [Wida Can-Do Descriptors](#).

During the 2021-22 school year LAMB will strive to accelerate learning for all ELL students by:

- Incorporating English language elements into as many regular classroom assignments in coordination with the classroom teachers and the ELL coordinator.
- Providing sheltered learning through pullout services.
- Supporting classroom teachers and acceleration tutors with push-in services.
- LAMB will partner with Carlos Rosario to provide workshops and support to parents regarding resources for language learning and family-oriented English language instruction.

These acceleration measures will occur across all learning environments. LAMB plans to only offer in-person learning with occasional remote learning if a cohort is in quarantine. LAMB does not plan on offering hybrid instruction and no students with a medical exemption from in-person learning are part of the ELL program. In the

event of an ELL student in quarantine, all instruction will occur virtually, with all ELL and other interventions also provided remotely.

### **Effective Use of Funds in the 2021-22 School Year**

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

N/A

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

N/A

**21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>7</sup> of the funding.**

N/A

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

N/A

## SY 2021-22 Continuous Learning Plan Assurance Statement

### The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

### The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

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

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

### The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

**The LEA attests to the following statements regarding serving English learners (please check all boxes):**

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

**The LEA attests to the following statement regarding technology:**

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

**The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):**

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

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

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