

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Cedar Tree Academy PCS
LEA Head of School Name: LaTonya Henderson
LEA Type: Pre-K
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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 Operational Plan for Cedar Tree Academy PCS allows for on-site learning for all students. The students will attend school in person for 180 days for at least 6 hours per day, totaling 1080 hours or more of instruction. Our plan includes professional development for staff to ensure that they are knowledgeable about current health and safety guidelines and protocols to provide a learning environment that takes our children's physical health into consideration.

Our school calendar can be found [here](#) and a sample schedule of a typical school day can be found [here](#). The Operation plan adheres to [OSSE's Health Guidance of May 21 , 2021](#) through the following means:

Students will be placed into cohorts by grade level classrooms. Students will remain in their assigned cohorts throughout the day. We have given specific attention to the following areas of our plan to ensure compliance to CDC guidelines.

- **Physical Space:** Extra furniture will be removed from all classrooms and placed into offsite storage. This will help to create space that will allow each classroom to meet the social distancing requirements. Students will use separate entrances and exits at morning arrival, dismissal, and throughout the school day to minimize contact.
- **Staffing:** *Cedar Tree Academy PCS has a sufficient number of staff to support the return of all students to in person instruction five days a week and meet all the health and safety requirements. No additional staff will be needed to support our health and safety plan.*

In the event of a positive COVID-19 case within our school, we will follow the CDC guidelines of quarantining all individuals within the cohort who are not vaccinated for 10 days. Staff and students who are vaccinated will be able to attend school and remain with their cohort. The following are the attendance and extended absence policies for staff and students who are not vaccinated and must quarantine. [Attendance policy CTA 2021.docx](#)

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timelines. Cedar Tree Academy PCS will communicate with parents via robo calls, text messages, and emails within 4 hours of receiving information that will cause the school to close. All closures will be posted on our website and social media platforms within 4 hours. During the first week of school, parents will be provided with an email address where they can submit any questions or concerns that they may have. Every email received by the school will be addressed by a member of the school's leadership team within 24-48 hours of receipt.

Uninterrupted Learning

To ensure uninterrupted learning, Cedar Tree Academy PCS will issue all students two COVID-19 instructional supply kits during the first week of school. As part of our pre-opening professional development each teacher will create two COVID-19 instructional supply kits for students. One kit will be taken home and the other will remain in the classroom. The kits will consist of instructional materials, a laptop or tablet, consumable materials such as crayons, paper, pencil, glue, math manipulatives, etc. The kits will be individualized for each student and contain the materials needed to start the school year. One of the two kits will be sent home with the student on the first day of school. The students will keep all assigned laptops or tablets at home for the entire school year.

Uninterrupted instruction through remote learning: During the first week of in person instruction, each student will be given a COVID-19 instructional supply kit. Laptops or tablets will be a part of this kit in addition to other instructional and consumable supplies. The school's curriculum is accessible online. Every student will be given access to the online curriculum during the first week of in person instruction. Every student will be assigned a virtual classroom, be given their virtual login and password, and taught how to access the virtual platform during the first week of school. This process will allow for an easy transition from in person to remote learning if needed. Every classroom teacher will have the technical ability in their classroom to teach both in person students and virtual students simultaneously. In addition, every teacher and every instructional assistant has been issued a laptop and can teach remotely if their classroom is closed due to COVID-19.

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

- If a student is exposed to COVID-19 outside of Cedar Tree Academy PCS, the school will follow all CDC guidelines. Cedar Tree Academy PCS will communicate all closures with families through various methods such as robo calls, emails, and text messages.
- **Dissemination of materials:** In an effort to ensure the safety and well-being of everyone, during the first week of in person instruction students will be sent home with a COVID-19 instructional kit which will include a laptop or tablet, instructional materials, consumable supplies, and virtual classroom login information. The information and supplies in this kit will cover their first quarter of school. Students will receive an updated kit at the end of each quarter to ensure students have enough supplies and current information to continue their educational program remotely if needed. All Cedar Tree Academy PCS instructional curriculum is accessible online. Every student will be given access to the online curriculum during the first week of school.
- **Uninterrupted instruction through remote learning:** Cedar Tree Academy PCS will offer remote learning programs for students with medical conditions or students who are unvaccinated and have been exposed to COVID-19 and are required to quarantine for ten days. Students will log into their virtual classroom and receive the same instruction as the students in the classroom. Both virtual instruction and the in-person instruction will occur concurrently for all students. Cedar Tree Academy PCS will not be hiring additional staff to support this part of our program.

- **Exclusion Criteria** - A student, staff member, or essential visitor must stay home, or not be admitted, and must follow the applicable DC Health guidance for isolation or quarantine, if they:
 - Have had a temperature of 100.4 degrees Fahrenheit or higher or any of the symptoms listed in the "Daily Health Screening" section of the guidance in the last 24 hours.
 - Are confirmed to have COVID-19
 - Have been in close contact in the last 10 days with an individual confirmed to have COVID-19
 - Are awaiting COVID-19 test results or have a household member who is waiting COVID-19 test results
 - Have traveled domestically in the last 10 days to any place other than Maryland or Virginia, unless they did not attend school until tested for COVID-19 three to five days after returning to DC AND received a negative COVID-19 viral test
 - Have traveled internationally in the last 10 days unless they did not attend school for seven days, got tested for COVID-19 three to five days after returning to DC, AND received a negative COVID-19 viral test
 - If a teacher is excluded from the instructional program the instructional program will continue without interruption. We will employ the following strategies:
 - Cedar Tree Academy has employed Floating Teachers to assume the role of the lead teacher in the event of exclusion.
 - Cedar Tree Academy has an Instructional Assistant in every classroom ready to assume the role of lead teacher if the lead teacher is excluded from instruction
 - Cedar Tree Academy has three Instructional Coaches who are trained and ready to assume the role of lead teacher in the event of exclusion.

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.**

Cedar Tree Academy will deliver distance learning for students with medical certifications centrally at the LEA level. The schedule will mirror that of the students who attend in person learning. The Instructional Assistant in each classroom will monitor the virtual students while the Lead Teacher delivers the instruction to both the in-person students and the virtual students. Students with medical certifications will log onto instruction at 8:00am each day and stay logged on until 3:00pm., Students with medical certifications will log off and participate in lunch and recess on their own for one hour from noon to 1pm. Students will log back onto virtual instruction at 1pm and join the in-person instructional program. Students will continue the concurrent instruction with the in-person students until 3pm Monday Through Friday. Sample Schedule [here](#)

- **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;**

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

- **Staffing:** Every in-person classroom will have an Instructional Assistant who will monitor and assist the virtual students who have medical certifications during the instructional day.
- **Materials:** Every virtual student will be given the same instructional materials as the in-person students. In addition, each virtual student will have access to an electronic textbook, workbook and other online curriculum needed to support their virtual learning program.
- **Technology:** Every student will be issued a laptop or tablet along with instructional and consumable materials. Every student will receive log-in and password information along with instructions on how to access their virtual learning platforms.

- **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**

Cedar Tree Academy will provide the families of students with medical certifications an orientation as well as ongoing support to assist with learning and technology needs. The school has established a help desk to immediately support parents who have issues with technology. In addition, the Instructional Coach will provide tutorials for parents as needed to support learning and technology needs.

- **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.**

Students with medical certifications will have access to the following virtual platforms Google Classroom, Google Meets, SAVVAS Realize, Compass Learning. Students will receive concurrent instruction during whole and small group within the regular school day. Students will also receive textbooks in print and digital form.

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.**

Our LEA plans to support students' social-emotional, mental and behavioral health needs during continuous learning and school recovery by facilitating programs that promote wellness of self and others. Our LEA will assess data from surveys, questionnaires, attendance, and referrals to establish programs within the five-core social emotional competencies (self-awareness, self-management, social awareness, relationship building and responsible decision making).

Our LEA will ensure that every student receives social-emotional learning services by assigning each teacher a mental health clinician who will facilitate mental health services throughout the school year. The following clinicians (Department of Behavioral Health Social Worker, School Counselor and Community Based Partnership with Smile Family Therapy Services) will provide social emotional support through programs based on needs assessments. These programs may include but are not limited to Good Touch Bad Touch, Kimochis, Connect with Kids etc. Teachers will also be trained on the social emotional learning curriculum, Second Step, to ensure the social emotional needs of each student is being met weekly. Second Step is a research-based tool used to promote social emotional development, safety, and well-being of all students.

Cedar Tree Academy, PCS will screen and refer students for mental and behavioral health needs when students return for the 2021-2022 school year using the following tools:

- BASC 3 Behavior Intervention Guide
- Referrals from (Educators, caregivers and data)
- Attendance data
- Academic Performance data
- Behavioral Referrals
- Primary Project screening through Department of Behavioral Health

Programs and services will be implemented for individuals, whole or small groups for further support based on results gained from the above tools.

Cedar Tree Academy PCS will implement a robust referral process using both formal and informal methods. Referrals can be made by parents/caregivers, staff, students, and outside agencies. Based on the referrals, direct mental and behavioral health services for students in need will be provided by the School Counselor, the Behavioral Specialist and any of the following clinicians (Department of Behavioral Health Social

Worker, and Community Based Partnership with Smile Family Therapy Services). Cedar Tree Academy PCS will also partner with other external organizations that provide mental health services if necessary. Programs and services will be implemented for individuals, whole or small groups for further support

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.

Cedar Tree Academy's approach to behavior and positive discipline is guided by the five principles of trauma-informed care (i.e., safety, choice, collaboration, trustworthiness, and empowerment). We have integrated the Responsive Classroom approach that cultivates a safe and welcoming school community. We will support students transitioning back into the school building from distant learning using a Mood Meter/Zones of Regulation Chart. Mood Meter/Zones of Regulation is an approach used to support the development of improved emotional regulation, sensory processing, and executive functioning. Research indicates that students who understand their feelings are better equipped at managing their emotions and their ability to cope.

Cedar Tree Academy PCS will also use a positive behavioral intervention support plan that incorporates a color system by grade level listed below:

Prek-3

- Teachers will use a Green/ Good choice Red/Not a good choice board.
- Teachers will track behavior with a monthly calendar to provide parents with daily communication.
- Teachers will focus more on the social skills in regards to behavior
 - Social Stories
 - Second Step
- Calm Down Corner with emotions posters and conversation with teacher
- In class reward treasure box

- Sticker charts will be used with students that may need more incentives

Pre K -4

- Teachers will use an extended color chart (7 Colors).
- Teachers will track behavior with a monthly calendar with behavior codes and provide parents with daily communication.
- Teachers will reward and track good choice behavior with the treasure box, stickers, snacks, and marble jar.
- Second step will be used to provide students with instruction on appropriate behavior responses.
- Teachers will implement a calm down corner to assist with further social- emotional instruction and self regulation.

Kindergarten, 1st , 2nd

- Teachers will use an extended color chart (7 Colors)
- This will track behavior with a monthly calendar with behavior codes.
- Teachers will use ClassDojo to help with parent communication and help create a positive classroom environment
- Teachers will also provide instant praise by using stickers, snacks ,a treasure box, and a marble jar daily
- Second Step will also be used to help students develop social emotional skills

- A calm down corner will be implemented to allow children to have a safe space where they can take a break and work on self-regulation skills

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.

Cedar Tree Academy provides nutritious food for all students regardless of their learning environment. Meals are provided by our vendor, DC Central Kitchen. In-person students receive prepackaged breakfast, lunch, and snack, including plasticware, napkins, and seasonings delivered to their classrooms daily.

Students will eat meals in the classroom to avoid mixing cohorts. Meal distribution, eating, and waste collection will occur with three feet of social distancing coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally, students will wash hands before and after eating, and may not share food, utensils, cups, or plates.

Staff will wash hands before and after distributing food. Tables and chairs will be cleaned and sanitized before and after meals.

For students who access learning remotely, prepackaged breakfast, lunch and snack will be available for grab and go. Families will be notified via robocalls and emails prior to instruction.

For a single student who is self-quarantining due to exposure outside of school, meals will be available for grab and go. Families will be notified via robocalls and emails prior to instruction.

In cases where the cohort is quarantine grab and go meals are available for pick up. Families will be notified via robocalls and emails prior to instruction.

In the event Cedar Tree Academy is unable to operate for in-person learning, we will notify families of community-based meal distribution locations.

All meal pick-up information will be on the school's website and social media platforms. Our communication will include the dates, times, and locations for meal pick-up. Transportation assistance is available for families in need.

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.**

Cedar Tree Academy will support teacher and staff social-emotional mental health needs by facilitating monthly events that promote wellness and self-care. We will provide wellness events for teachers and staff including yoga, Zumba, mindfulness, and support for staff experiencing grief and loss. Staff and teachers will receive a monthly calendar that contains wellness tips and events that support mental health. Cedar Tree Academy will also create a

wellness mailbox so that staff and teachers can communicate and receive support and resources discreetly. Cedar Tree Academy will also host quarterly virtual town halls for teachers and staff to address professional and personal challenges/barriers.

Cedar Tree is committed to aid educator's professional development in the areas of trauma informed practices. Staff and educators will receive survey questions from the CDC Kaiser Permanente Adverse Childhood Experiences study. The survey provides 10 questions which will support educators as it identifies trauma that may affect mental health. Educators will receive training that will empower them to identify the physical, social-emotional, and behavioral signs of trauma. Support for staff experiencing grief and loss will be referred to external mental health clinicians.

Cedar Tree Academy established partnerships with licensed mental health clinicians that work internally and are available to provide mental health services for staff and teachers. Cedar Tree Academy will also partner with community-based organizations to offer staff and teachers mental health services. Cedar Tree Academy's Employee Assistance Program plan offers a comprehensive practical, emotional and lifestyle support to improve overall well-being so employees can balance the demands of life and work. Enhancements, offered through Health Advocate, include:

- An expanded counselor network and video counseling options
- Medical Bill Saver for helping employees understand and manage medical bills
- Free consultations with local attorneys on a variety of legal topics
- 24/7/365 support for employees, spouses, children, parents, and in-laws

Our plan is the first line of defense in protecting the wellbeing of our employees and is an important component of a comprehensive well-being strategy. This program offers confidential solutions from stress and mental health management to caregiving support or financial and legal advice that could otherwise quickly escalate.

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.**

Cedar Tree Academy will facilitate a virtual town hall prior to the school year as well as during each marking period. Letters, emails and questionnaires will also be administered throughout the school year for students and families to provide feedback.

Cedar Tree Academy intends on communicating with families about safe reopening, student well-being and accelerated learning using the following:

- Mailing letters home that contain the reopening plan
- Emailing PDF documents that contain the reopening plan

- Facilitating virtual town hall meetings via zoom to discuss the reopening plan.
- Facilitating Dial in/call in town halls to discuss the reopening plan.
- Automated Robo calls reminding caregivers and parents of available options to receive information on the reopening plan.
- School Website will contain an accessible PDF download of the reopening plan.

Cedar Tree Academy will provide caregivers with a digital pdf of the continued education plan that can be accessed at any time on the website available in the child's home language. Caregivers will also be invited to a virtual Back to School conference in which the reopening plan will be discussed, and questions, comments and concerns can be documented. Teachers will also discuss the reopening plan with the students in their classrooms.

Cedar Tree Academy will communicate with families regarding their child's status and progress with learning throughout the school year through progress reports, report cards and parent teacher conferences.

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.

Cedar Tree Academy PCS defines and identifies students who are consistently less engaged as students who missed more than three unexcused consecutive days of class weekly, students who failed to turn in assignments daily, students who log into class but failed to participate or remained logged in for the entire class.

Cedar Tree Academy has collected quantitative data from attendance and report cards as well as qualitative data such as questionnaires and parent outreach to assess which students were less engaged during distance learning. Cedar Tree Academy will schedule conferences with caregivers and students to discuss solutions and best practices to re-engage students based upon their individual needs.

Cedar Tree Academy will implement an attendance incentive program to increase attendance and re-engage students and families. These incentives will include but are not limited to the following:

- *Cedar Tree Academy PCS will offer intensive summer instruction in a small classroom setting to those students who were identified as less engaged.*
- *During the school year 2021-22 we will offer high dose intensive tutoring daily at a designated time.*
- *The school will have a strong intervention program designed to support students who were less engaged during our virtual program*
- Monthly Celebrations for classrooms that have 100% attendance and *98% attendance will receive verbal praise such as shoutout on the loudspeaker in the morning and end of the day. Classrooms with 100% monthly attendance will receive a dress down day on the last day Friday of the month.
- Students will receive positive phone calls home when they have 100% percent attendance for the first 15 days of school and will receive a second positive phone call on the last day of the month for receiving 100% attendance for the entire month of school.
- Parents of students with 100% attendance can have breakfast with the principal in the parent center on the first Monday of each month starting October. 8:30am-9:00am (Optional Virtual)
- Parents of Students with 100% attendance will be entered into a monthly raffle. One raffle per grade level.

Caregivers/Parents will receive a semester google document that asks ways in which Cedar Tree Academy can

improve. Caregivers can submit suggestions of different programs and activities.

Cedar Tree Academy PCS less engaged students will be given a pre-assessment at the beginning of school year 2021-22 to develop a personal academic plan (PAP). Each student will be given a monthly summative assessment to review and gauge progress. The classroom teacher will monitor the attendance of students who were identified as less engaged weekly.

Cedar Tree Academy PCS teachers will contact parents after three consecutive days of unexcused absences. If a student continues to be disengaged, they will be referred to the Parent Engagement Specialist who will assist parents with removing barriers to academic success. In addition, parent meetings will be held monthly to review academic progress to discuss next steps.

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;**

Cedar Tree Academy PCS plans to offer the following summative assessments to students during the 21-22 school year.

These are summative assessments and will be conducted in the beginning of the year, middle of the year, and at the end of each topic (math) or unit (reading). As these are internal assessments, the results will be used internally and with families but will not be part of the school’s Performance Management Framework (PMF). Please see chart below.

- **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);**

The following table provides an overview of Cedar Tree Academy’s assessment schedule outside of the state required assessments. This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: 70% students will be proficient in recognizing and naming 10 letters upon exiting PK3.	Measured by the Cedar Tree Internal Early Learning Assessment (CTA-IELA)	PK3	Cedar Tree Internal Early Learning Assessment (CTA-IELA)	September 2021; January 2022; June 2022
ELA: 70% of students will be proficient in alphabet knowledge and phonological awareness upon exiting PK4.	Measured by Three-Cheers for PreK Assessments	PK4	Three Cheers for PreK Screening, Progress Monitoring 1, 2, and End of the Year	September 2021, December 2021, March 2022, June 2022

ELA: 70% of students will be proficient in letter recognition, phonological awareness, and concepts of print upon exiting grade K.	Measured by Curriculum Assessment Guidelines	K	MyView Literacy Screener, Unit Assessments, Middle and End of the Year Assessments	September 2021 and every 6 Weeks after
ELA: 70% of students will be proficient in phonics, phonemic awareness, and word recognition upon exiting grade 1.	Measured by Curriculum Assessment Guidelines	1	MyView Literacy Screener, Unit Assessments, Middle and End of the Year Assessments	September 2021 and every 6 Weeks after
ELA: 70% of students will be proficient in phonics, phonemic awareness, and word recognition upon exiting grade 2.	Measured by Curriculum Assessment Guidelines	2	MyView Literacy Screener, Unit Assessments, Middle and End of the Year Assessments	September 2021 and every 6 Weeks after
Math: 70% students will be proficient in recognizing and naming numbers 1-10 upon exiting PK3	Measured by the Cedar Tree Internal Early Learning Assessment (CTA-IELA)	PK3	Cedar Tree Internal Early Learning Assessment (CTA-IELA)	September 2021; January 2022; June 2022
Math: 70% students will be proficient in recognizing and naming numbers 1-20 upon exiting PK4	Measured by Three-Cheers for PreK Assessments	PK4	Three Cheers for PreK Screening, Progress Monitoring 1, 2, and End of the Year	September 2021, December 2021, March 2022, June 2022
Math: 70% students will be proficient in adding and subtracting within 5 upon exiting K.	Measured by EnVision Math curriculum guidelines	K	EnVision Math Readiness, Topic Assessments, Mid-Year Assessments and End of the Year Assessments	Beginning in September 2021 and every 2 weeks after
Math: 70% students will be proficient in adding and subtracting within 10 upon exiting 1 st	Measured by EnVision Math curriculum	1	EnVision Math Placement, Topic Assessments, Mid-Year Assessments and	Beginning in September 2021 and every 2 weeks after

Grade.	guidelines		End of the Year Assessments	
Math: 70% students will be proficient in adding and subtracting within 20 upon exiting 2 nd Grade.	Measured by EnVision Math curriculum Guidelines	2	EnVision Math Placement, Topic Assessments, Mid-Year Assessments and End of the Year Assessments	Beginning in September 2021 and every 2 weeks after
Science	N/A	N/A	N/A	N/A
English Language Proficiency	N/A	N/A	N/A	N/A

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

The goals outlined in the chart above are set by Cedar Tree Academy. Cedar Tree Academy will track goals starting at the beginning of the year, middle of the year, and at the end of each topic (math) or unit (reading). Base line assessments will be given at the beginning of the school year to determine students grade level proficiency. Data walls will be used to track and monitor student progress towards meeting grade level proficiency goals set above. (Please see chart above).

- **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**

At Cedar Tree Academy we are committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. We will monitor student progress towards meeting the goals as follows:

English Language Arts (ELA)

For ELA, Cedar Tree Academy expects students in PK3-2nd grade to meet or exceed their grade level proficiency as determined by the Cedar Tree Internal Early Learning Assessment or MyView Literacy assessment. Cedar Tree's calendar and schedule provides teachers time for monitoring progress, trainings, as well as grade level meetings. Teachers will monitor progress daily, biweekly, and quarterly through informal and formal methods (i.e., unit tests, topic assessments). Grade level teams will meet regularly with instructional coaches and the principal to discuss data and adjust instructional strategies. Training for teachers will be provided by curriculum partners and instructional coaches. Three weeks prior to school starting, we will provide professional development through our curriculum partners and instructional coaches regarding our literacy curriculum, guided reading, running records, assessments, and small group.

Math

For math, Cedar Tree Academy expects students in PK3-2nd grade to meet or exceed their grade level proficiency as determined by the Cedar Tree Internal Early Learning Assessment or EnVision math assessment. Cedar Tree's calendar and schedule provides teachers time for monitoring progress, trainings, as well as grade level meetings. Teachers will monitor progress daily, biweekly, and quarterly through informal and formal methods (i.e., quick checks, topic assessments). Grade level teams will meet regularly with instructional coaches and the principal to discuss data and adjust instructional strategies. Training for teachers will be provided by curriculum partners and instructional coaches. Three weeks prior to school starting, we will provide professional development through our curriculum partners and instructional coaches regarding our math curriculum, assessments, and small group math strategies.

English Language Proficiency

As students are identified as English Language Learners, Cedar Tree Academy PCS will immediately provide English Language Development (ELD) educational approach. This program uses techniques, methodology, and special curriculum designed to teach ELLs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). Students identified as ELLs must participate in the annual assessment of English language proficiency.

(Pre-IPT Oral) English (Paper or remote version) pre-K-3 to pre-K-4 (ages 3-5) Fluent*

Kindergarten WIDA ACCESS Placement Test (K W-APT)

K, first semester (listening and speaking only) Combined listening and speaking score of 29 or higher*

K, second semester (all four domains) Combined listening and speaking score of 29 or higher, AND reading score of 11 or higher, and writing score of 12 or higher WIDA Measure of Developing English Language (MODEL)

- **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.**

Currently Cedar Tree Academy does not have any students attending non-public special education schools.

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.

Cedar Tree Academy PCS will address interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year by adding High-Dose tutoring to our daily schedule and employing interventionists for small group pull out. We will assess students using multiple sources such as NWEA MAP, curriculum aligned screening assessments, and the Internal Early Learning Assessment. The data gained from these assessments will be used to determine the students' needs and to monitor progress. In addition, we will use our instructional coaches to collect, analyze data, and support our staff in addressing students' learning needs through individualization and differentiation. The CTA plan will include professional development, grade level meetings, coaching, and data-analysis support.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

• a. Adjusted Scheduling

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

• b. Instructional Changes

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

- New professional development for staff on accelerated learning

• c. Staffing and Related Supports

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

• d. Other

- e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.**

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	X	Adding 45-minute-High Dose Tutoring block to daily schedule
	After-school programming		
	Longer school day		
	Longer school year		
	Summer 2021 programming	X	Summer school for at-risk student populations

	Summer 2022 programming	X	Summer school for at-risk student populations
	School break/holiday programming		
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	X	(Pre-K4) Sound Sensible ® School Specialty Curriculum (K-2) Success Maker through Savvas Learning Company
	New curriculum purchase	X	Three-Cheers for PreK through Savvas Learning Company
	New intervention program or support	X	Success Maker through Savvas Learning Company
	New uses of staff planning time for accelerated learning		
	New professional development for staff on accelerated learning	X	Training will be provided on Success Maker and Sound Sensible ®
Staffing and Related Supports	Additional staffing Additional vendor	X	Additional Staff /Interventionists to support small group pull-out
	and/or community partner support		
	New hardware purchase		
	New software purchase		

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.

Cedar Tree Academy is in the process of creating our 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 process is being led by the Chief Executive Officer, Principal, Director of Special Education, Instructional Coaches, Counselor, Parent Engagement Specialist, and Teachers. We are continuing to identify what would work well by looking at a variety of factors gathered through parent and teacher feedback through surveys, grade-level meetings, and student grades. Using this information from school year 2020-21, we are planning on supporting teachers through creating professional development calendars surrounding new curriculum, high dosage tutoring, mental health awareness, trauma training, intervention support, engagement and reengagement strategies. As the year continues, we will use results from student assessments, family surveys, behavior logs, parent/student engagement, and in-seat attendance to adjust to the evolving needs of 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.

Cedar Tree Academy, identified several effective practices through data gained by student engagement, parent surveys, assessments as well as students’ being able to gain remote access to instructional materials. We plan to extend the usage of these practices throughout the 2021-2022 school year. We will monitor the usage and effectiveness of these practices through videotaping lessons and providing feedback through our coaching cycle, grade level meetings, parent conferences, and data analysis. During the 2020-2021 school year our teachers used the practices listed below.

Instruction

- Adjusted tasks and materials to adjust for virtual/hybrid instruction
- Scaffolded supports
- Flexible grouping
- Used various strategies to promote active student engagement (quick scans, idea share, modeling)
- Implemented instructional technology to deliver lessons in the virtual or hybrid environment
- Provided one-on-one intensive instruction

Collaboration

- Collaborated with instructional coaches and parents through meetings held via Zoom or Google Meets
- Teachers collaborated with grade level team members and instructional coaches to adjust virtual and hybrid instructional strategies to meet the evolving needs of the students

Assessment

- Teachers used multiple sources of information, such as anecdotal notes, class assignments, assessments, and small and individual groups to develop an understanding of student needs and how to adjust instruction to account for those needs.

Social/Emotional:

- Teachers provided a consistent, organized, and respectful virtual/hybrid learning environment which provided positive and constructive feedback to guide students’ learning and behavior.
- Teachers taught specific social behaviors i.e. (virtual classroom expectations, hybrid class expectations) to

ensure a respectful learning environment.

- Teachers taught Second Step, our character education curriculum, to help students regulate emotions.

Technology

- Parents were provided laptops or tablets, mobile hotspots, and digital access to platforms such as Google Classroom, Edgenuity, iStation, Epic!, ABCMOUSE, Splashlearn and Pearsonrealize

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.**

Cedar Tree Academy, PCS Multidisciplinary team within the first 30 days of the beginning school year will administer a screener and base line assessments for all students with disabilities. Those students with disabilities will be assessed using the Cedar Tree Academy -Internal Early Learning Assessment (CTA-IELA), Three Cheers for PreK screener, my View base line and Envision math assessment tools described for all learners. The Multidisciplinary team will consider on a student-by-student basis if recovery services will be needed. Related service providers will use the first weeks of school to assess baseline information for each goal. Multidisciplinary team members will work with families to review that

information and make appropriate recommendations for services and supports during the school year and recommendations to update IEP's if needed.

The Multidisciplinary team will use baseline data to evaluate the students need for accelerated learning and to identify those students who have regressed significantly. A review of the existing evaluative data will also be conducted, to include evaluations and information provided by the parents, the most recent classroom-based assessments and observations by teachers and related service providers. This information will be documented in the SEDS data base. Students will have recovery plans developed in alignment with general education students that include new learning and social-emotional recovery. The Multidisciplinary team will schedule an IEP meeting with families to review students' IEP evaluative data and make amendments as needed.

Cedar Tree Academy will provide the same educational opportunities to special needs students as those provided to their general population peers. Each student will have access to an electronic textbook, workbook, and other online curriculum materials in addition to materials needed to support students with related services. Students with special needs will learn in the same environment as their non disabled peers.

Cedar Tree Academy is committed to engaging with families as partners in their student's education. To support parents of students with disabilities, Cedar Tree Academy will continue to use monthly school wide parent engagement workshops and videos to answer questions and provide information on services provided for students with disabilities.

Related service providers will meet biweekly with parents to review students' needs and provide strategies that can be used to support students' distance learning.

Cedar Tree Academy PCS supports the needs of family members through our learning platforms which include many accessibility features for all users, including but not limited to immersive reader, translation, and dictation. For families in need of additional support, Cedar Tree Academy also provides additional resources through community partners.

Cedar Tree Academy does not currently have any students placed in non-public special education schools.

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.**

Cedar Tree Academy will use the Home Language Survey to determine if students are Eligible to take an English language proficiency screener. The scores received from the screener will determine if the student will be identified as an English language learner or not an English language learner. Parents will receive written notification of English learner status. We will screen eligible students with the WIDA Access Placement test (W-APT) based on their grade level within the first month of enrollment to determine level of English proficiency. Cedar Tree Academy currently does not have any English language learners; therefore, no screeners were needed.

For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening, through Google Meets or Zoom platform administered by the ELL Coordinator. Once the student’s learning needs are determined, the student will receive differentiated English language instruction as provided by our curriculum (My View Literacy). Instruction will accelerate across all learning environments, such as in-person, hybrid, remote learning environments. The My View Literacy curriculum uses techniques, methodology, and special curriculum designed to teach ELLs explicitly about the English language, supports including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). Continued monitoring of language acquisition will occur every quarter using the grade level curriculum assessments. The data based on these assessments will be used to establish and monitor language goals by comparing current scores to previous scores. ELL students will be assessed every year to monitor their progress towards language level proficiency.

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.

Cedar Tree Academy PCS will use ESSER-III ARP to implement prevention and mitigation strategies in order to open and operate for the safe return to in-person learning. Funding will be used to purchase cleaning, disinfecting, and sanitizing supplies for the continuation of enhanced cleaning of the facility. Funds will also be used to pay for our contracted maintenance company to help ensure a healthy and safe reopening and operation of school for in-person learning. Personal Protective Equipment (PPE) will be purchased and made available for staff, students and visitors.

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.

Cedar Tree Academy will use at least 20 percent of its allocation to address the academic impact of lost instructional time:

- Through the purchase of curriculum to support the implementation of high dosage tutoring.
- Through the hiring of additional staff to support student intervention (one-on-one support)
- To update and purchase technology through our IT vendor
- By providing intense summer school instruction
- To support ongoing professional development for staff as it relates to accelerated learning, social emotional development and health and safety.

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.

Cedar Tree Academy will use the remaining funds to support the mission and vision of the school. We will use the funds to strengthen our family and community outreach and engagement. We believe that having a dedicated Parent Engagement Specialist will help the school better meet the needs of our families as well as help to strength our community partnerships. Cedar Tree Academy will also support families through our counseling team. The school will employ and maintain dedicated school counselor to assist and support students social, emotional, and growth and development. We understand that transitioning back to full time in person instruction will be difficult for some students. To help with this transition, we will employ and maintain a full time Behavior Specialist.

Cedar Tree Academy will use allotted funds to support staffing needs for the school such as Teachers and other pertinent staff.

Cedar Tree will also ensure every student has access to a laptop or tablet at home and at school. We understand that students and families will require on- going support with the changing demands and advances in technology. We will provide the parents and students with on-going technology support through our contracted technology company.

Cedar Teacher will use funds to support our need for Grant management and maintenance through our contracted financial management company.

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.

Cedar Tree Academy will provide equitable access to educational opportunities for 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. These students will participate in service times utilizing the one-on-one or small group sessions to support academic, social emotional and mental health needs. Each student will have access to an electronic textbook, workbook, and other online curriculum materials in addition to materials needed to support students with related services

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.