

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: I Dream PCS

LEA Head of School Name: Janine Gomez

LEA Type: Pre-K;Elementary

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Background and Purpose

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

I Dream PCS has purchased all required and suggested education materials that families will need depending on the school format, whether in-person or virtually. In any scenario, I Dream PCS will purchase supplies kits for families to hold at home. At the school for in person learning, I Dream PCS will also have any necessary learner materials within each respective classroom.

Before school starts, we will determine each family's technology needs and ability to access any potential virtual learning while at home. I Dream PCS is equipped to provide a chromebook and hotspot for any learner in need of such. We are deciding on whether to provide a chromebook for every learner to keep at home in the event of a quarantine as well as to have an additional resource for learning. In this situation, distribution will occur during the first week of school either through parents picking them up or staff dropping them off at a family's home. Otherwise, I Dream PCS will have chromebooks ready to be distributed. In the event of a cohort-wide or school-wide quarantine, coaches and administrators will distribute chromebooks to learners before dismissal. Any printed materials will be distributed at dismissal, as well.

When remote, this instruction is conducted via Zoom in which learner(s) and coach are interacting directly with one another. Instruction may be given via direct instruction or with learners working on projects or tasks, monitored by the coach.

On-site, this instruction may include the coach and learner(s) occupying the same room. We have selected Seesaw for our LMS and will utilize Zoom for meeting platforms. The expectation is that the learner(s) may ask questions and the coach may ask questions of the learners(s) to engage in real-time.

There may be an isolated case where an unvaccinated student was exposed to COVID-19 outside of school. In this case, we will follow the same protocol as above. The family will either already have access to virtual learning at home or we will ensure the family receives I Dream PCS-issued technology. We will also provide any printed materials learners may need at the time of technology distribution. In some cases, we may priority mail materials to families, which we have done during the 2020-21 school year.

Additionally, we may encounter a situation in which a staff member displays COVID-19 symptoms, answers

affirmatively to our building screening questions, or tests positive to a COVID-19 test. Staff or adults exhibiting COVID-19 -related symptoms will be asked to leave the building and either go to a hospital or go home. If the person in question is unable to leave or drive, they will remain in the isolation room until medical professionals can be called to the scene. In these situations, they will be asked to not return to the school building until they meet the return to school criteria.

A. Someone who has **not been tested** may return to school

1. Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR
2. Meet symptom-based criteria to return:
 - a. At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and symptoms have improved; AND
 - b. At least 10 days from when symptoms first appeared, whichever is later.

B. **Positive COVID-19 test** must not return to school until:

1. 72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; **AND**
2. at least 14 days after symptoms first appeared, whichever is later; OR
3. **Negative COVID-19 test** result or medical diagnosis rules out COVID-19, they may return when healthy (providing written documentation of either).

Should a teacher who is quarantining due to close contact, symptoms displaying, or contracting COVID-19 and are unable to lead instruction, the school needs to be able to provide continued instruction. I Dream PCS plans to do this by having an Assistant Teacher (Coach) who will be primarily responsible for filling in the substitute need. Additionally, each of our classrooms has 2 staff members who are able to lead learning in the event that one of the staff members is quarantining and unable to lead learning virtually.

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.**

PK3-K learner's with medical certifications will have access to asynchronous learning opportunities through Seesaw, Dreambox, and Lexia. They will also receive real-time, synchronous small group instruction with a teacher.

1st-3rd grade learners with medical certification will have access to real-time, synchronous instruction throughout the instructional day through the simulcast model. This includes whole group and small group learning opportunities. Synchronous learning will occur via Zoom. Additional asynchronous work will also be assigned through Seesaw, Dreambox, and Lexia.

- **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;**

I Dream PCS will survey all families at the beginning of the year about their technology needs- both for a device and for internet. We plan to distribute the technology accordingly. We will ensure that all learners have technology and the internet before school starts so that we do not have to distribute technology should we enter quarantine or for any learners with medical certifications.

- **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**

As with the SY20-21, we will provide various options for learners to receive any items or materials needed throughout the school year. We will offer pick up on a designated day and time frame, which will be based on family availability. If no one is able to come to the school, we have a contracted delivery service that will deliver any materials. We also have the option to mail items directly to the home. Mailing would be organized so that materials for a given week would be shipped out the previous week and received on time.

- **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 our simulcast model. The program will offer the core academic content for students through Seesaw and Zoom. We plan to send home all instructional materials to remote learners as needed (math manipulatives, math games, FOSS materials for experiments, white boards, markers, papers, printed assignments, and other school supplies). We have found that the following remote learning practices provide the most effective instruction: modeling, guided practice, small group instruction, utilizing computer software that provides differentiated, scaffolded instruction (e.g., Lexia, DreamBox). We will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend on-site learning option with the following anticipated modification: Asynchronous breaks and specials.

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

- Staffing: small classroom size. Less than 20 learners per class with 2 adults
- Materials--including at home "school space": basic school supplies, instructional materials (examples listed above), and furniture such as laptable, desk, and chair as needed
- Technology: chromebook, headphones, and hotspot as needed
- Schedule: instruction in the morning and afternoon with build in breaks.

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.**

I Dream PCS will continue to support learners' social-emotional, mental and behavioral health during continuous learning and school recovery, through implementation of the following course of action. I Dream PCS will communicate referral pathways by holding information sessions for families as well as sending home fliers with information about our services and how to request support.

a.)

- Coaches will conduct partner visitings in the beginning of the year and throughout the school year in order to build relationships with families and learners, gain background and information about learners and families, and work with families to determine support services.
- Every learner will participate in small group tribe time in the am and pm. AM sessions are used to check-in, teach SEL lessons, and monitor SEL goals. PM sessions are used for reflection and goal setting for the next day.
- SEL resources include from Lesley Koplow's Bears, Bears Everywhere, Open Circle, Tribe

Communities, EL Education - Management in the Active Classroom and Crew

- Coaches will embed social-emotional and wellness checks within daily classroom lessons.
- Coaches and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- School administration will model social emotional and wellness checks during coach professional learning time that can be used in the classroom and to support the social emotional and wellness needs of classroom coaches.

b.)

- Coaches and Support Specialist will conduct partner visit to determine mental health and behavior needs.
- Classes will have bi-weekly learner update meetings to identify learners who would benefit from mental health or behavioral services.
- LEA will utilize SELweb to screen and assess all learners for social emotional needs. This is a computer based assessment that will occur once in the fall and once in the spring.
- Coaches will complete in-house rubric on each learner to capture relationship skills.
- Coaches will utilize Tribe Time to check in with learners emotional well-being and refer learners to Support Specialist
- The mental health team will make referrals to neighborhood Family and Support Collaboratives for families in need of additional social emotional and mental health support.

c.)

- LEA will partner with Connected Psychology to provide mental health services to learners and families.
- LEA has a social worker on staff to provide mental health and behavioral health services and support.
- LEA has a designated space in the school to provide direct mental and behavioral health services to learners.

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.

At I Dream PCS, we are committed to developing the whole child; therefore, in addition to thoughtfully tailoring our academic programming to meet the unique needs of each of our learners, I Dream is equally comprised of a responsive and restorative social emotional program.

As our Theory of Change states, we see behavior differently. We know that behaviors are a form of communication that reflect personal and cultural identity. We teach consistent reflection practices to adult and young learners in order for behavior to promote growth and self-awareness.

In alignment with our core values: Equity, Relationships, Purposeful Work, and Collaboration, we are intentional in creating safe, inclusive learning environments by nurturing productive relationships with learners and between learners. Coaches are purposeful in developing classroom agreements with learners to foster ownership, encourage learner voice, and cultivate learner accountability. Adults respond to missteps with empathy, restorative practices, and logical responses. Through this approach, learners take

responsibility, repair harm, are self-reflective, and grow as a result of conflict.

I Dream incorporates a purposeful blend of rituals, traditions, routines, common language, restorative practices, positive behavior supports, and social emotional curricula in order to build an inclusive community that supports learners' individual social emotional development. Through these practices, we promote our learners to continuously strive to be compassionate, creative, collaborative, courageous, organized, and self-directed.

In addition, I Dream PCS believes in and practices restorative justice. Please refer to our [Restorative School Culture Approach](#) and our [Community Code of Conduct](#).

- 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.**

Our LEA contracts with Preferred Meals. During the school year, learners will receive lunch in the cafeteria. Learners will be served Breakfast and Lunch and snacks daily.

For our students who access our school through remote learning options, meals will be available for pick up and delivery. Communications will be sent via text, email and phone call on a weekly basis. Meals will be delivered on a weekly basis and families will be able to pick up meals during normal school hours when needed.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided by delivery only. Meals will be placed outside of the learner's home for a contactless delivery and pick-up once a week.

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.**

I Dream PCS plans to support the social-emotional and mental health of staff by giving everyone a voice in the well-being practices that work for them. I Dream PCS hired a Wellness Consultant for the past two years to develop the school's Well-being Plan for staff, learners and families. Out of this collaboration emerged the [I Dream Wellness Purpose](#), aligned with our school's Core Values, the creation of weekly Tribe Time for staff members, and the implementation of wellness goals as part of each staff member's Professional Learning Plan.

Wellness Goals - Every staff member co-creates wellness goals and action plans with their manager as part of their Professional Learning Plan each year. The goals support each staff member's definition of wellness

and describes what s/he needs to become physically, emotionally, and mentally healthy throughout the year. During regular check -ins between the staff member and manager, the goals are reviewed and revised as needed.

Adult Tribe Time - Social emotional support for staff is provided through weekly Adult Tribe Time. Tribe Leaders are staff members trained by the Wellness Consultant to lead small groups (6-7 staff members) in 30 minutes of Adult Tribe Time each week. Tribe members check in about their well-being and wellness goals, engage in new learning about self-care, and build relationships through games, initiatives, and community service. Tribe Leaders build ownership in the tribe by its members through debriefs and delegation of leadership to facilitate all or part of Adult Tribe Time, and designing activities based on tribe members' needs and wants.

A new Wellness Consultant will be in place for SY21-22 to meet with staff members who need additional support to create wellness goals and implement their action plans. The Wellness Consultant will also connect staff members with local or online health and wellness services (fitness/health classes, social clubs or groups, programs in the arts, counseling services, mental health care providers) to achieve their action plans. The Wellness Consultant listens to the staff and plans and/or leads activities and events based on staff needs.

Additional social emotional and mental health support for staff include:

Community Circles - I Dream PCS embraces a responsive and restorative approach to school culture that includes building relationships with and between coaches, staff, families, and other adults who border our learners' lives. Learners benefit in their development from seeing adults consistently model restorative behavior in their interactions as well. Community Circles occur for at least 45 minutes once a month and focus on mindfulness and the well-being of the community through teaching empathy, social awareness, and how to have difficult conversations with each other.

Mental Health - I Dream PCS partners with Connected Psychology to provide mental health services to learners, and connect staff with mental health providers, counselors

Benefits - Each health plan I Dream PCS offers includes mental health services. During onboarding and summer professional development, all staff members are notified about what is covered through their chosen insurance. For example, CareFirst, our selected healthcare provider, offers a personal wellness coach for health plan members.

Professional Development - I Dream PCS staff participate in weekly professional development to support learners, families, and themselves. Professional development occurs from 2-5 pm during our early release day each week. During SY21-22 (dates TBD), staff members will be trained in:

- Social Emotional Learning curriculum
 - [Bears, Bears Everywhere](#) - implemented during the first six weeks of school in PK3-2
 - [Open Circle](#)
- [Management in the Active Classroom](#) (EL Education)
- [I Dream PCS Community Code of Conduct & Proactive Behavior Plan](#)
- Tribe Time (for learners) - Explicit instructional time for social-emotional learning each day
- Grief & Loss - how to identify and support learners and adults dealing with death and loss
- Mental Health First Aid - how to recognize when a staff member is, or you are, in crisis and need

immediate care. Create plans for care of fellow staff members (see next paragraph for options)

- Mindfulness - breathing and movement techniques to raise self-awareness and calm the body and mind

For staff in crisis or needing acute care, such as grief, depression, or trauma, I Dream PCS offers immediate support from the school nurse or other trained personnel onsite through:

- Buddy classroom or personnel - a proactive plan to cover the classroom or non-instructional responsibilities of the staff member in crisis by someone who they selected to be their check in person during the Mental Health First Aid session. Someone on staff who has a relationship with the person, who the person wants to be in contact with.
- Comfort Zone - a designated, quiet space in the building for the staff member to process until on-site or off-site care can be provided
- Call emergency contact or family to pick up the staff member
- Contact crisis hotline

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently by implementing the following plan of action.

- a. Feedback from learners and families will be solicited through on-going surveys. I Dream PCS will survey families during the summer to gather parents' input on various topics before the beginning of the 2021-2022 school year. The responses received will serve as a guide to planning and revising plans to ensure the needs of learners and families are met. Surveys will continue throughout the school year to collect feedback on the progress of the school year.

During the school year, our community of staff will continue to solicit and incorporate student and family feedback during our bi-weekly family meet ups and quarterly town hall meetings.

- b. Prior to the beginning of the 2021-2022 school year, I Dream PCS will facilitate a Reopening Town Hall meeting to discuss reopening plan, safety plan and protocols. Families will also be informed about the LEA's plan for student well-being and operation procedures.

I Dream PCS' website will include information about reopening, student well-being and accelerated learning. The website will also include specific details on operating procedures, and typical school

operations details (menus, activities calendars, applications, etc.). This information will be available to families 24 hours, 7 days a week.

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. I Dream PCS will also utilize the Office of the State Superintendent Language Support line when needed.

I Dream PCS will also utilize the Family Handbook to communicate operating procedures and protocols for in-person instruction .

- c. I Dream PCS Weekly Newsletter will communicate information about what is happening in the school, upcoming events, strategies and tips for learning. The newsletter will also communicate updates and information on selected assessments. Learner's progress will be communicated during Learner Led Conferences; a designated meeting for learners to

demonstrate what they can do and share their progress with their families. In addition to celebrating progress, Action Plans are updated and adjusted during this time.

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.**

I Dream PCS is committed to learners' success, both academically and social- emotionally. In school year (SY) 2020-21, we identified learners as being consistently less engaged with distance learning based on the following behaviors (e.g. learners attendance; assignment completion rate; learner/family responsiveness to outreach and class participation). Once identified, the listed behaviors were identified and discussed during bi-weekly Learner Update Meetings. Identified learners were provided with customized supports to meet their unique needs.

Learner Update Meetings will continue in school year (SY) 2021-2022 to allow the team to collaborate, gain a common understanding of where learners are, and identify supports and strategies that will enhance the learner's school experience.

At the beginning of the year, coaches will conduct Partner Visits, to build relationships with families, identify potential barriers, and work with families to create plans to mitigate potential barriers. If a learner is absent, the family will receive a phone call from the main office. After 2 absences, the Support Specialist will reach out to the family. After 5 absences, the Support Specialist will conduct a Partner Visit to meet with the family and create an attendance support plan.

Tribe Time will also be utilized to create a community of support that would help engage learners and foster regular attendance. In addition to Tribe Time, learners will be engaged through Dream Time; a structured time each day designed for learners to explore their individual interests, passions, and dreams.

Families will also receive individual interventions and supports to re-engage them in learning in the

2021-22 school year. When learners are identified as less engaged, coaches will inform the team to discuss classroom behaviors and observations. The team will discuss interventions and next steps. I Dream PCS will meet with families to explore barriers and provide appropriate services .

I Dream PCS will also utilize the classroom community to re-engage families. Each classroom has a directory of family’s contact that is used for communication. Coaches refer families to one another, with their consent , for additional support.

Dreamkeepers, a community of families, learners and community members who serve as ambassadors, will re-engage families through outreach and community events.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math

- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

The linked [Curriculum and Assessment table](#) provides an overview of the assessment schedule for eligible learners at I Dream PCS during the 2021-2022.

- **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);**

Summative assessments will be conducted three times a year or at the end of each unit. Results will be used internally and with families but will not be a part of school accountability.

This schedule is subject to change, based on learner need, usefulness of assessment data, and unexpected need to close on-site learning options due to health reasons.

- **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**

Goals: Our vision is for learners to matriculate from I Dream PCS to have the confidence and skills to learn through their passions and dreams, while developing their sense of self and their value in a true community to challenge themselves to learn deeply, express who they are, and know who they are in this world to be. As we collect more accurate baseline data through in-person administration of assessment practices, we are still developing the following goals:

ELA

We expect learners in grades PK3 and PK4 to meet typical growth targets in Language and Literacy as determined by Teaching Strategies GOLD.

We expect learners in grades K-2 to meet their growth targets for ELA as determined by the NWEA MAP Growth assessment.

We expect learners in grades PK3-3rd to meet their Customized Learning Plan Literacy goals as determined by learners, their families, and coaches (described in the linked assessment list).

MATH

We expect learners in grades PK3 and PK4 to meet growth targets in math as determined by Teaching Strategies GOLD.

We expect learners in grades K-2 to meet their growth targets for math as determined by the NWEA MAP Growth assessment.

We expect learners in grades PK3-3rd to meet their Customized Learning Plan math goals as determined by learners, their families, and coaches (described in the linked assessment list).

See the linked [Curriculum and Assessment list](#) for a description of the different assessment approaches.

SCIENCE

We expect learners in grades K-3rd to show proficiency on embedded and benchmark assessments as determined by FOSS (Full Option Science System).

- **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**

Monitoring learner progress at I Dream PCS will be different from last year as assessments will be administered in-person. The schedule and school calendar will continue to allow for monitoring learner progress in the following ways:

- Monitor classroom level progress during RTI and Learner Update meetings
- Calibrate assessment administration and scoring during grade-level meetings
- Differentiated summer professional development for new and returning
- Differentiated weekly professional development during the school year
- Curriculum partnerships with contracted math and Special Education consultants EL Education

English language proficiency

For learners who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency (or increase 2 levels) after 2 years in our SIOP 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.**

We currently have 0 learners enrolled in non-public 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.

I Dream PCS has an extensive plan for assessing learners through multiple means, monitoring their progress, and providing additional support. We will use our data system manager with contracted support TBD to collect, analyze and support our staff in addressing learning needs.

The [I Dream PCS Learner Support Plan](#) includes analysis of learner data during RTI and grade-level meetings, Data days and other allotted professional development time as well as individualized coaching and data-analysis support provided to instructional staff as needed. A complete description of the Learner Support Plan is linked [HERE](#).

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.**

Longer School Day

- We will provide an extended school day from 8-4:30 that was in our original design, but truncated during the 2020-2021 school year due to adjustments made for virtual learning. The extended school day allows for more instructional time as well as breaks/enrichment opportunities to increase learner engagement.

Summer 2021 Programming

- Summer school programming has been offered to all I Dream PCS learners. One-on-one or small group tutoring for reading and an adaptive online Lexia Learning Core 5 will be utilized to increase targeted reading foundational skills, fluency, and comprehension. Dreambox Learning will be used daily for learners to target needed math skills and build on their progress during the school.

Summer 2022 Programming

- Summer school programming will continue to be offered to all learners eligible for ESY next year in order to target specific skill development and content knowledge needed to build on reading and math

progress made during the school year and minimize learning loss over the summer.

New Curriculum purchase / implementation

- Kindergarten will implement EL Education ELA Modules and Reading Foundations Skills block and Contexts for Learning Mathematics to align with the more rigorous Literacy and Math curricula used in elementary grades (1st-3rd) instead of Creative Curriculum (Early Childhood aligned)

New Intervention program or support

- See above description of Lexia Core5 used for summer school that will also be used during the upcoming school year to provide targeted instruction and monitor progress to inform instructional decisions.

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 learner needs around safe reopening, well-being, and accelerated learning. The process is being led by the Principal, Executive Director, and other instructional leaders at I Dream PCS.

We are identifying what went well by looking at a variety of factors gathered through family, staff, and learner feedback as well as learner progress on Customized Learning Plan goals and other assessment results.

Using information gleaned from the 2020-21 school year, we are planning on supporting instructional staff throughout the upcoming school year. An overview of the PD Calendar for the 2021-2022 school year provided in the linked [Professional Development Plan](#). A draft of the school calendar is linked [HERE](#).

Strategies will continue to be added once we better understand learners' actual needs after the start of the year. As the year continues, we will respond to new and emergent learner needs using results from interim assessments, behavior logs, attendance, and other relevant data reviewed during RTI and learner update meetings.

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. Access to learning has increased by:

- Communicating regularly with families to identify and support individual needs
- Providing online learning programs and platforms that can be used asynchronously at home to support targeted Literacy and Math skill development (ie. Lexia and DreamBox)
- Providing learners with devices to use at home to facilitate virtual learning (as needed)
- Sending home manipulatives and other physical materials to support hand-on learning (as needed)

I Dream PCS will ensure that staff continue to use these practices by purchasing accounts for DreamBox and Lexia for all learners in grades K-3 (and PK4 as appropriate) and providing professional development for implementation and progress monitoring. We will utilize RTI and learner update meetings to determine strategies needed and monitor whether the practices continue to be effective by tracking learner attendance and achievement. We will change, eliminate, or add new practices if these practices do not continue to increase attendance and learner achievement.

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.

Our LEA does not serve grades 9-12

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.**

The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit: All learners will be assessed in core academic subjects as well as social emotional development within the first few weeks of school. These assessments may occur virtually or in person. Based on data, I Dream will determine the additional services required to mitigate such learning loss. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated

learning are made available to all students with disabilities: the LEA will hold 30 day reviews for learner's with IEPs. The IEP team including the families will attend this meeting and families will receive PWN for any changes made to the learner's IEP during the review. I Dream has contracted a Special Education Coordinator to track timelines, notify families, and document delivered services in order to stay in compliance with all IDEA and OSSE timelines. I Dream will work with families, be flexible, and extend response times to be able to meet the needs of our families during this time. We will utilize 3 modes of communication on 3 separate days. We will document communication and delivered services in SEDs.

How appropriate services will be determined or designed for students with disabilities

- LEA will use beginning of year assessments and observational data to determine, design, and drive interventions, small group, and whole group instruction. Interventions will be documented and progress monitored. Interventions will be adjusted, increased, and/or decreased based on progress. Teachers will participate in unit roll outs prior to launching each unit. During this time, they will use previous data to modify and adapt the curriculum to meet the needs of students with disabilities.

How accelerated learning will be scheduled and delivered to students with disabilities

- LEA will use data to determine and design accelerated learning for students with disabilities. I Dream PCS has an extended school day to build in time for interventions. I Dream PCS will accelerate learning by teaching foundational skills during small group interventions. Learners will also gain access to the grade level standards through adaptations and modifications to the general education curriculum

How instructional approaches used for accelerated learning of students with disabilities will be communicated to families

- The LEA will hold 30 day reviews for learner's with IEPs. The IEP team including the families will attend this meeting and families will receive PWN for any changes made to the learner's IEP during the review. In addition, a special education teacher and general education teachers will engage in continuous 2-way communication with families to keep them abreast with instructional approaches used for accelerated learning with their child.

The LEA will ensure equitable access to educational opportunities across learning environments by providing technology, at home materials, virtual interventions as well as small and whole group instruction. The LEA will ensure that students with disabilities receive equal access to interventions by providing virtual learners hands on materials and small group interventions as well as specialized instruction through Dreambox and Lexia. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by providing the following before considering a more restrictive environment:

- *The student received scaffolded and differentiated materials and instruction on a daily basis in collaboration with the inclusion and general education teacher.*
- *There is documented evidence that work completion and work quality is different when being given a smaller setting or 1:1 support.*
- *Student is unable to complete tasks or attend to instruction in class more than 80% of a class block, due to significant behaviors (e.g. inattention), receptive language and/or processing deficits, or critical skill deficits.*
- *Student's IEP has been amended/created to address critical skill areas, including out-of*

general education instruction.

- *Student has been taught self-help and self-monitoring skills relevant to their particular needs.*

Other means of improving attention, work quality, and work completion has been attempted, including scaffolds, preferential seating, and appropriately differentiated instruction/materials.

The LEA will continue to support parent training for students receiving related services through distance learning by: I Dream PCS is sending out surveys to families to identify technology, wifi, and technology training needs. I Dream will provide families with technology training as needed in either group or 1:1 sessions. I Dream will hold a virtual Open House prior to the start of distance learning to help families understand how to access, use, and navigate distance learning. Coaches will offer weekly video sessions with families to discuss what learners are working on each week. For families who cannot attend in person, they will be provided with a recording of the session. I Dream will also schedule bi-weekly check-ins with families whose learners have IEPs. I Dream and related service providers will work together with families to determine and provide necessary support and training to families whose students receive related services. Training will not only include technology related topics but also best practices and specific individual strategies families can implement with their learners at home in order to ensure learners with disabilities have access to the general education curriculum and are making progress in achieving their IEP goals.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning:

I Dream will collect information through the use of surveys and interviews to establish needs of learners with family members with disabilities. Based on these findings, I Dream will collaborate with families and provide appropriate adaptations, modifications, and supports to ensure family members with disabilities can access content to support their learners.

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.**

Our LEA is not a correctional facility

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.

All families that have learners who are enrolling in I Dream PCS for the first time will complete OSSE Home Language Survey (HLS) at the time of enrollment. If the OSSE HLS indicates that a language other than English as the answer to question 1, 2, or 3, the learner will be screened for possible identification as an EL using the appropriate screener. Pre-IPT Oral will be used for PK3 & PK4, WIDA Screener for Kindergarten, and WIDA Screener for 1st-3rd grade. I Dream PCS did not have any learners who were screened provisionally during distance learning. English learners will take the Pre-IPT within the first month of enrollment to determine level of English proficiency. For students who are medically fragile and, therefore, not attending school in person, they will be engage in a one-on-one virtual screening which we will do by being given the Pre-IPT remote testing option. All learners that transfer to I Dream PCS and were provisionally screened during distance learning will be re-screened within 30 days of Stage 5 enrollment.

Once the student's learning needs are understood, the student will receive English language instruction through:

EL program model

All teachers of ELs, including general education, specialists, and, if applicable, special education teachers, will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs in participating fully in the educational program. As with special education, I Dream implements an Inclusive/collaborative teaching model for English Language Learners. General education, special education, and EL coaches collaborate to plan for differentiated instruction to meet the needs of all learners. I Dream also implements a co-teaching model to best meet learner needs. A co-teaching model will be implemented both in-person and through distance learning.

Language goal

Coaches will collaborate with learners and families to set language goals across the four language domains of reading, writing, listening, and speaking to advance EL learners' English proficiency. A learners' present level of English language acquisition will be used to develop individualized goals.

Language Instruction

I Dream coaches will incorporate a variety of learning styles during in-person and remote learning. All children learn differently. Coaches will present material through a variety of learning styles (i.e., oral, visual, tactile, kinesthetic). Coaches will diversify learning activities according to the stages of language development. Learners need multiple opportunities to practice speaking, listening, reading, and writing. The coach must relate the stage of language development to an appropriate activity depending upon the level of

language the activity necessitates. For example, writing captions from illustrations for a book report is appropriate for a low to intermediate level learner, however, a more advanced learner should be able to write a book report from an outline that has been developed with a peer or a coach. Coaches will activate prior knowledge. Using an EL's prior knowledge and experiences is important for inclusion and engagement in the lesson. Learners may have knowledge of a subject in their home language and only lack the English vocabulary to share this knowledge. Learners may have had experiences related to the story or lesson, so providing students with a variety of opportunities (e.g., drawing, pointing, providing picture cards) to make connections to their lives is a valuable instructional strategy. Coaches will incorporate the learners' languages and cultures. Using the learners' home languages will give them a sense of pride. Coaches may incorporate the home languages in a variety of ways. Learners' home cultures can be incorporated through literature, poems, pictures, movies, and field trips. In our multicultural world, all learners benefit from learning about different cultures.

If formative assessment data suggests that the English learner may be at risk for reading problems in English, I Dream will provide him or her with opportunities to receive additional direct instruction in intensive, structured sessions with small groups of learners who have similar skill levels. The types of interventions provided and the amount of time in pullout instruction will be linked to the identified gaps in learner knowledge. Especially with emerging readers, interventions will address the five core reading elements: (a) phonological awareness, (b) phonics, (c) reading fluency, (d) vocabulary, and (e) comprehension. This instruction may be provided in-person or through a virtual model.

Access to Academic Content

Coaches will provide EL students access to academic content by grade and proficiency level by differentiating instruction and implementing the strategies described above.

Progress Monitoring

I Dream PCS will implement Response to Intervention as a means for monitoring and intervening when learners need additional support, including ELLs. I Dream PCS uses data to create action plans at both the classroom and individual level. Progress monitoring tools and frequency will be identified when language goals are created. Coaches will monitor learners' goals and make adjustments to instruction and interventions as needed. This includes using Universal Design for Learning and differentiating instruction as well as increasing the frequency, decreasing the group size, and/or changing the intervention as needed.

Effective Use of Funds in the 2021-22 School Year

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

The Health and Safety portion of the Continuous Education Plan outlines in detail how I Dream PCS plans to safely open and operate school. We are not funding our work towards these efforts out of ESSER III. All funding from ESSER III is for mitigating learning loss.

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.

ESSER III funds will be used to support I Dream PCS's before and aftercare program as well as the salary for a new position- Director of Curriculum and Assessments. The before and aftercare program is open to all students free of charge and offers extended day learning with a separate curriculum that is in line with that of I Dream PCS.

The Director of Curriculum and Assessments develops a curricular program (ELA, math, dream time, social studies, and science) in support of I Dream PCS's mission and vision. They will monitor and evaluate the effectiveness of classroom instruction by organizing and leading classroom walkthroughs and observations and provide leadership and support to adopting research-proven pedagogy and standards based instructional practices.

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.

ESSER III funds will not be used to supplement other allowable areas, instead it will be solely spent on mitigating learning loss.

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.

I Dream PCS is not just offering a Before and After care program. We have decided to offer it free of charge to all families specifically to address the academic, social, emotional, and mental health needs of our learners. This program will provide additional hours during the day to support our learners that have been disproportionately impacted by the COVID-19 pandemic. Additionally, the primary responsibilities of the Director of Curriculum and Assessment are to evaluate the specific needs of those learners that have been disproportionately impacted and, by working with our coaches, determine the best programming to meet their needs and catch them up to where they would be by now in their academic, emotional, social, and mental health journey.

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.