

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Perry Street Preparatory PCS
LEA Head of School Name: Kelly Smith
LEA Type: Pre-K;Elementary;Middle School
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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.**

Perry Street Prep PCS will offer full time in person learning 5 days a week for the 2021-2022 school year in the current physical building located at 1800 Perry Street NE utilizing all available learning environments. The Operation Plan for Perry Street Prep PCS allows for on-site learning for all students for 180 days at 7.5 hours per day, for an approx total of 1300 instructional hours. The Plan includes professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found on our school website at www.pspdc.org along with a sample schedule of a typical school week.

Our planning is guided on the principles of:

- Providing a rich academic experience for all students with foundation in Common Core State Standards (CCSS) and ensuring we meet the needs of all of our learners, including SPED and ELLs.
- Recognizing that social-emotional and academic needs of our students vary by age and development stage;
- Integrating new students to our community across a myriad of grade levels, including entry-grade points;
- Building a home-school connection for our families and students through a virtual model;
- Developing and growing our entire community to succeed in new instructional models.

In the event of an unexpected closure or partial closure, we will communicate with families through a variety of platforms that have been proven success over our last years of operation and particularly during the 20-21 school year. These include Class Dojo, Email, text, school website, social media, and phone calls.

Key to a smooth year of uninterrupted learning has been and will be through dissemination of materials ahead of time. Perry Street Prep PCS utilizes at 2 to 1 ratio of technology allowing all students to maintain a chromebook for at home learning whenever it is needed. Technology and at home learning materials will be disseminated at publicised outdoor pick up events in August and then weekly on Wednesdays as needed from 1 - 3pm. In the event that a student and family is homebound, a staff member will be identified to safely drop off learning materials, technology and needed items to the student's home or current living environment.

In the event that a teacher or staff member is excluded due to illness we will provide instructional coverage

through a back up team of staffing which includes 2 on staff inhouse subs, interventionists at every grade level and student support team staff that will be familiar with the grade level content and seamlessly take over instruction.

For an isolated case where an unvaccinated student was exposed to COVID-19, or has tested positive for COVID, the school will transition that student as it is developmentally and age appropriate to a simulcast version of their learning environment with tailored individual work completion and tutoring.

For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions, the school will shift operations to remote learning stance where all students retain the same instruction during a typical day but remotely with the consistency of google classroom, responsive platforms, web-based curriculum resources and zoom to facilitate all aspects of live instruction.

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.**

The remote learning environment will closely mirror a typical school day just as it did during the 2020-2021

school year providing at a minimum 6 hours of instructional time daily with live synchronous learning with a teacher, individual work completion, intervention groups and typical related services and counseling groups. Participants online will have a typical start time with a live homeroom teacher and minimal transitions during the day with instructors coming to their zoom location throughout the day following a typical scope and sequence.

- **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;**

The key to a smooth year of uninterrupted learning has been and will be through dissemination of materials ahead of time for all students including those with medical certifications. Perry Street Prep PCS utilizes at 2 to 1 ratio of technology allowing all students to maintain a chromebook for at home learning whenever it is needed.

Technology and at home learning materials will be disseminated at publicized outdoor pick up events in August and then weekly on Wednesdays as needed from 1 - 3pm. In the event that a student and family is homebound, a staff member will be identified to safely drop off learning materials, technology and needed items to the student's home or current living environment. As needed students will be provided via pick up or drop off necessary learning items including physical copies of workbooks, hotspots, and materials (e.g. pencils, notebooks, calculators, etc.)

- **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**

The school will continue to provide on demand technology support and readily accessible school administrators to support families in all stances of learning in the 21-22 school year as it successfully did in the 20-21 school year. In addition to technology available to all students, as needed, students working remotely will be provided via pick up or drop off necessary learning items including physical copies of workbooks, hotspots, and materials (e.g. pencils, notebooks, calculators, etc.) Weekly on Wednesdays bulk meals, food pantry access, and in person tech support will be available in our back parking lot as it is utilized to ensure all students are supported. Case management will be offered by our wellness team to all families with medical certifications in order to fully assess needs, mental health concerns, and auxiliary services the family might need to utilize including parent coaching, in home environment work, and specific accommodations needed including noise cancelling headphones, lap desks, lamps, etc.

- **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.**

- Daily Live Instruction in all subjects will include: Writing, Reading and Social Studies (1.5 hours), Math & Science (1.5 hours), and Enrichment (1.5 hours). Enrichment includes Spanish, Physical Education, Music, Theater Arts, or Art.
- Relationship building, social emotional instruction, and team building activities through morning meeting and closing meeting each day over video conferencing (30 minutes daily).
- Students will be given independent work to support their learning during instruction. This work will be expected to be turned in and will be marked for completion. There will be time with teachers available to support students on this work through video conferencing.
- Small group learning environments and instruction via video will also be provided during the instructional blocks of time.
- Weekly 1 on 1 advisory meeting with homeroom teacher

Curriculums will include: Every Child Ready, Amplify CKLA, Illustrative Math, TCI Science, TCI Social Studies, Novel Studies, Level Literacy Intervention, Wilson Phonics, Do the Math, and Second Step. [Each of these curriculums has all materials available online for access though print materials will be provided to students where there is to be shown instructional need or advantage.]

Platforms utilized will include: Clever, Google Classroom and Workspace, Zoom, CKLA Learning Hubs, Go Guardian, Class Dojo, and other instructional tools as needed.

Responsive applications utilized will include: IXL, Reading A - Z, iReady, and Accelerated Reader

Special Education Students or those requiring intervention will additionally utilize the following applications: LEercise, Do the Math, LLI, Wilson Phonics and Locally designed scaffolded work aligned with anchor curriculum, common core standards, and IEP goals.

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.**

We must acknowledge that we do not yet know the full impact of distance learning and closure from spring of 2020 of effects of COVID 19 on the PSP community. Further, we are unable to determine student academic loss, social-emotional regression and/or needs, and the impact on mental health for staff, students and all stakeholders. Many students and staff may face greater food insecurity, loss of family income, loss of family members to the coronavirus, and fear of catching the virus themselves than we are even aware of. According to the American Academy of Pediatrics, "Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities." Below are several interventions for all students' social-emotional and mental health needs during

continuous learning and school recovery.

- Continuity of Social Emotional curriculum in the familiar scope and sequence will continue from the prior school year ensuring frequent, well evidenced instruction support mental and social health.
- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers, support staff teams and administrators will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- Parents and students will have regular access with via Class Dojo to the wellness team's student referral form to allow for self referral as well as monthly PSAs from the wellness team to check in.
- The mental health team will provide weekly live and , optional, asynchronous videos and lessons for students available through Class Dojo in addition to ongoing small group lessons throughout the week as students are referred to pro social groups or in line with behavioral support needs indicated on a student's IEP.
- The Wellness team or sometimes referred to as the mental health team composed on 3-4 licensed professionals will host live synchronous parent support groups via zoom weekly with rotating topics to support parents as they support their learners in their home.
- The school will continue to utilize the Ohio Scales for Youth as a brief measure of outcome for youth receiving mental health services. The scales include a 20 item Problem Severity scale and a 20 item Functioning scale rated from the youth, parent, and agency worker perspective. In addition, the youth and parent rate scales of Satisfaction with treatment and Hopefulness. The Scale can be broadly implemented and then revisited up to 4 times annually to assess changes and progress.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The mental health team will create in person tele-health options for students to call and schedule sessions with school counselors,
- The mental health team will make referrals to neighborhood outside agencies and community based organizations for families in need of additional social-emotional and mental health support.
- School staff will continue to track student participation and engagement with Google Classroom and Powerschool according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text, Class Dojo or Powerschool.
- The school will share as openly and transparently about school operation status, ongoing health conditions, trends in student mental health on an ongoing basis to assuage uncertainty and facilitate ongoing communication with all stakeholders.

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.

As outlined in the Perry Street Prep PCS Scholar and Family Handbook and in accordance with the Student Fair Access to School Act passed by the DC Council in May 2018, Perry Street Preparatory Charter School is committed to providing a positive school climate that promotes learning for all students. School discipline policies are developed with the goal of ensuring the safety and well-being of students, faculty and staff.

We have high expectations for student behavior, and provide clear and direct teaching of those expectations, consistent recognition of scholars who exhibit them and corrective instruction and support for students who engage in negative behaviors. We address these situations by engaging in in-school, age-appropriate and developmentally-

appropriate corrective practices for all instances of inappropriate behavior that are not “cases of threatened or actual serious physical or emotional injury.” Perry Street Prep addresses any student conduct that threatens to substantially disrupt school activities, undermine its educational mission or interfere with the rights of others.

The school utilizes Class Dojo to ensure seamless communication with families and a teamlike and positive approach to re-enforcing positive student behavior and redirection when necessary. In addition to Class Dojo, the school utilizes Educator's Handbook to document and assess root causes of any behavior that illicit the support of our assistant dean or assistant principals. The utilization of this handbook allows us to assess all time out of the classroom, the process for re-intergration and look for patterns when supporting students. Any time out of the classroom is focused on "resetting" the student to place where they feel safe, calm, fairly treated and ready to learn again. This model has had a 4 year proven succes rate for Perry Street Prep which has boasted a 0% suspension rate and a 100% retoration rate following student behavior incidents. In line with a trauma informed framework our school believes all behavior is communciation. Our team of wellness clinicians do weekly Professional Development with teachers to affirm and help interpret behavior as communication to reinforce this viewpoint. They take wellness referrals for any and all students who are struggling to adjust to classrom expectations whereby there services can be used to support the teacher, student or family in ensuring the success of the student in our school community.

We anticipate the necessity to teach, re teach and re group throughout our student’s transition back to full time in person learning at all times focused on the restoration of a safe health learning environment for all students without any barriers to access or participation. Prior years of regular mental health support and professional development has been transformational to the PSP community resulting in the elimination of suspensions, identification of behavioral root causes, and increases to instructional time.

The school will continue frequent and positive interactions with families via Class Dojo to create a seamless home school connection engaging all stakeholders in student success.

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.

Perry Street Prep participates in the National School Lunch Program, School Breakfast Program and Healthy Schools Act. Our campus participates in a federal program as part of the National School Lunch Program called Community Eligibility Provision (CEP). Participation in CEP means that all students attending Perry Street Prep are eligible to receive breakfast and lunch free of charge. Perry Street Prep provide high-quality, nutritionally balanced meals that meet the USDA guidelines for healthy school meals and abides by the Healthy School Act. Perry Street Prep serves breakfast at no cost to students from 8:00 am to 8:30 am. A la carte breakfast is available for students outside their classroom.

Perry Street Prep serves lunch daily at no cost to students. Students may not leave campus to obtain food nor are they permitted to order food for delivery. Students consume all meals inside their classroom following all COVID19 recommendations. The school does not deny a student a school meal if s/he requests one. Perry Street Prep serves afterschool snack and supper at no cost to students enrolled in the Before and Aftercare program.

Perry Street Prep encourages healthy eating habits for students. The school abides by the Healthy School Act.

Students participating in medically certified distance learning may reserve bulk meals for weekly pick up on Wednesdays from 1-3pm.

Additionally, all PSP community members have access to the Perry Street Pantry a feeding program facilitated through partnership with the Capital Area Food bank. Weekly pantry pick up is available each Wednesday from 1-3pm and by appointment with a case manager at any time for emergency support.

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.**

Perry Street Prep PCS plans to support teacher and staff social-emotional and mental health needs by making resources, training and professional development consistently available at regular intervals of weekly staff meetings. For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through our wellness team, each licensed and with private practice experience. PSP also offers an Employee Assistance Program (EAP) through our Human Resources department which is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. Staff also electively have the opportunity to participate in book clubs, school wide staff social events, and affinity clubs as developed with budgetary support for all programming.

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.**

Perry Street Prep PCS communicates with families about safe reopening, student well-being, and accelerated learning clearly and consistently via Class Dojo, Email, text, website updates, social media, monthly newsletters, re-enrollment/ enrollment events, and at live trainings/orientations. 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. Staff are always available on demand or for scheduled check ins with families supported through live translation and the LanguageLine as needed.

Our community of staff will solicit and incorporate student and family feedback on these plans as we typically do and in compliance with Title I policies and guidance including focus groups, 1:1 conversations, and family surveys. Our team will solicit, review and incorporate feedback at a minimum of monthly but typically as needed so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, Perry Street Prep provides. quarterly progress reports, benchmark assessments and 1:1 communication between guardian and teacher.

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.

In school year (SY) 2020-21, Perry Street Prep PCS identified students that were consistently less engaged with distance learning based on student attendance; student work completion rate; student/family responsiveness to outreach; student grades or GPA; summative assessments; activity on-line; and participation in class discussions. While all students had access to school-provided equipment by at the start of the school year in mid August 2020 and technology issues were addressed on-going basis when brought to staff's attention - we saw varying levels of engagement and achievement that were addressed throughout the year. Those students were recruited to participate in the opening of full time In-Person learning that began in 2020, in addition to weekly support for targeted students in person that happened throughout the entire school year.

Metrics and timelines for identifying unengaged students were as followed:

- Teachers complete weekly engagement notes in a school wide spreadsheet for all teammates to include notes ranking their academic performance and engagement. Notations regarding required parent contact and outcome were documented weekly.
- Parent contact will take place a minimum of weekly by classroom teachers, student support teachers and wellness clinicians by means of class dojo, phone calls, texts, emails and homevisits.
- Referral to RTI at biweekly meetings for any student with academic concerns and lack of engagement exceeding 5 unexcused days. Assignment of case management by a member of the wellness team assigned and eligibility for attendance mentor assessed based on age of student.
- Monthly review of attendance data with entire leadership, wellness, and special populations coordinator reviewed all students in danger of becoming truant (over 4 absences within anyone month). Discussed findings of case management from earlier intervention, assigned CSFA referrals as needed and continued to troubleshoot supports for families including technology, transportation, housing, counseling.

Identified students have been targeted for individual support with re-enrollment and rigorous data review and academic planning from our leadership team. Students will start the year with the administration of NWEA MAP but also be immediately placed into active intervention groups and high dosage tutoring at the start of the year. Disengaged students were invited to participate in Summer 2021 programming serving approximately 175 students in PreK - 8th grade and open to all families free of charge.

Case management and attendance monitoring will continue through the start of the year for all students identified through the 20-21 referral process to ensure a smooth transition back to engaged learning in the 20-21 school year.

Moving into SY21-22 thresholds for engagement will remain the same with a laser focus on returning all students to the building, providing homevisits for any child not in attendance and building out case management teams with wellness clinicians, attendance mentors, and student support teachers when special populations reside on their caseload. Biweekly RTI meetings will occur as well as monthly attendance and engagement roundtables to ensure active monitoring and appropriate compliance action.

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;

Perry Street Preparatory Public Charter School is responsible for meeting the goals and student academic

achievement expectations as set forth in its charter. The policy below describes PSP's commitment to assessing and learning. This policy supports the school's charter and does not replace the commitments set forth within. This policy describes the formative assessments that PSP will use to assess student learning during the 2020-2021 school year. These assessments are not proposed to be part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades.

The policy describes the formative assessments the school is considering administering for all students by grade bands, and for students who participate exclusively in remote learning, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – virtual and in person.

PSP anticipates administering the assessments listed below during the SY2021-22:

- NWEA-MAP (Kinder - 8th Grade) - Math and reading
- Literably (Fountas and Pinall) (Kinder - 8th Grade) - Reading and Comprehension
- i-Ready-Curriculum Associates (3rd - 8th Grade) - Reading and Comprehension, Math
- Every Child Ready (PS - PK)
- Learnzillion/Illustrative Math
- Amplify ELA

- **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);**

- NWEA-MAP (Kinder - 8th Grade) - September 2021, December 2021, March 2022, June 2022 (as needed)
- Literably (Fountas and Pinall) (Kinder - 8th Grade) - September 2021 universally, by monthly for any and all students receiving reading intervention services.
- i-Ready-Curriculum Associates (3rd - 8th Grade) - Ongoing as needed and quarterly (November, February, April, June) to assess progress and inform instructional needs.
- Every Child Ready (PS - PK) - Three times a year: Beginning-of-Year: Sept 20-Oct 1, Middle-of-Year: January 18-28, End-of-Year: May 31-June 10
- Learnzillion/Illustrative Math - Ongoing at the start, midpoint, and end of each unit to check for learning and inform necessary re-teaching.
- CKLA and Amplify ELA (K - 8) - Ongoing at the start, midpoint, and end of each unit to check for learning and inform necessary re-teaching.

- **d. Whether you set goals 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

For Math and ELA, we expect students in grades K-8 to meet their growth target as determined by NWEA MAP national normed assessment. Monitoring progress will begin with diagnostic data taken in the first three weeks of school for all students. The above calendar and strategies for progress monitoring apply to the Math and ELA academic goals as well.

English Language Proficiency: For students 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 after 3-8 years through our sheltered instruction program and intervention services prescribed and in line with general ELL OSSE guidance and expectations.

- **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**

Perry Street Prep PCS implements a robust data driven instructional program rooted in frequent review of meaningful and varied data points at the start of each year during a staff wide Data Walk where trends and individual student plans are created. Biweekly all gradebands participate in RTI meetings identifying students who are struggling or exhibiting outlier achievement or behavior. The full staff meets again at mid year to check in on school-wide goal growth to attainment to strategize about operational and instructional shifts that need to take place for the 2nd half of the year. Disaggregated data indicating trends in subgroup performance is always a part of data review at Perry Street Prep PCS with the goal of minimizing to the greatest extent possible any and all achievement gaps among students with regard to income, race, gender, special education and english language learning.

- **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.**

Perry Street Prep PCS anticipates having 3 students enrolled in non-public schools that were previously enrolled through through OSSE's placement process. We collaborated with non public schools at a minimum of monthly regarding disruptions in student learning that occurred in school year 2020-21 and at each IEP meeting reviewing appropriate data and feedback from students and families to ensure access and barrier free learning.

We check in with nonpublic families at the start and throughout the year to ensure they have the technology and learning supplies they need to participate in their IEP programming with the opportunity to get tech support and additional supplies throughout the year.

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.**

Perry Street Prep PCS implements a robust data driven instructional program rooted in frequent review of meaningful and varied data points at the start of each year during a staff wide Data Walk where trends and individual student plans are created. Staff will review at the onset of the year all available data including non summative assessments, engagement data, attendance, re-enrollment discipline referrals, promotion, and historical performance of cohorts. Biweekly all gradebands participate in RTI meetings identifying students who are struggling or exhibiting outlier achievement or behavior. Weekly teachers each receive instructional coaching from their Assistant Principal to address trends and reteaching necessary and adjustment to pacing, scope and sequence ensuring frequent data review.

The full staff meets again at mid year to check in on school-wide goal growth to attainment to strategize about operational and instructional shifts that need to take place for the 2nd half of the year. Disaggregated data indicating trends in subgroup performance is always a part of data review at Perry Street Prep PCS with the goal of minimizing to the greatest extent possible any and all achievement gaps among students with regard to income, race, gender, special education and english language learning.

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

• **a. Adjusted Scheduling**

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

• **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support

- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

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

• **d. Other**

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

Adjusted class/block/bell schedules: Perry Street Prep PCS Principal, Assistant Principal and LEad Teacher engaged in the first 8 week design sprint led in partnership by Citybridge to create a strategic schedule and adjusted class times based on instructional priorities and accelerating learning with time for high dosage 1 to 1 tutoring, evidence based intervention, prescribed curricular block times as indicated by curriculum developers, and time for community and relationship building.

After-school programming: Perry Street Prep PCS will continue to maximize accelerated learning opportunities through our 21st Century Community Learning center partnership offering all students access to free before and aftercare led by veteran teachers, tutors and enrichment specialists.

Summer 2021 programming: Perry Street Prep PCS offered 4 weeks of free summer programming to all returning and new families during the summer of 2021 providing high dosage tutoring, 2 hours of academic instruction and 3 hours of enrichment activities to promote pro social learning and exploration. Disengaged families during the 20-21 school year were individually targeted and encouraged to attend programming to serve as a re-entry program to engaged in-person learning for the upcoming year.

High-dosage tutoring: Perry Street Prep PCS has partnered with CityTutorDC a program of Citibridge to provide high dosage reading tutoring to students in grades K - 3 daily and 1 to 1. All students regardless of skill level will start the year with individualized support ensuring the maximization of accelerated learning.

Additional staffing : Perry Street Prep PCS is utilizing ESER III- ARP funds exclusively to expand staffing by nearly 20% to include additional homeroom teachers to reduce cohort sizes, math and reading specialists to provide evidence based intervention, and instructional aides to limit cohort exposures and ensure low ratios and uninterrupted learning throughout the day. Additional staffing allows for reduced transitions through the building and minimal staffing shifts through the day maximizing learning time for students.

Additional vendor and/or community partner support: Perry Street Prep PCS is engaging partners in reading and math tutoring to work 1 to 1 with students at individualized levels to accelerate learning and address disrupted learning during the 20-21 school year. Community partners also offer enrichment and social emotional learning through our 21st Century Community Learning Center

partnership available to all students after school.

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being lead by our leadership team including our Principal, Assistant Principals, Out of school time coordinator and Chief Operating and Finance Officer ensuring all perspectives are considered and a robust program is created that addresses academic, social emotional learning, and health and safety practices. We are identifying what went well by looking at a variety of factors including family feedback through surveys, teacher feedback, grades and assessment results. Using information gleaned from school year 2020-21, we are planning on supporting teachers with a strong and detailed pre-service schedule in August, 1 to 1 in weekly coaching sessions and as a team weekly at Staff professional development. Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year. As the year continues, we will continue to revisit results from interim assessments, student behavior logs, student engagement, and student in-seat attendance to inform necessary professional learning.

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

Perry Street Prep PCS has been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. The school will fully roll out a 2 to 1 chromebook program ensuring students have continuous access to technology whether at school or at home with the provision of hotspots to families as needed. This increase in home based technology supports increased our parent engagement, communication with teachers, family access to resources and overall school community participation in addition to allowing for remote instruction as needed. The school community also made an enormous leap in the 20-21 school year in technology utilization inside the instructional day with new tools, and ongoing learning. The school is continuing to invest in student and staff learning by adding a Technology and Media Enrichment specialist to continue the work of staying at the forefront of technology and learning.

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.

NA

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.**

Perry Street Preparatory Public Charter School will meet the educational and social-emotional needs of all students including those with disabilities and English learners.

PSP will maintain IDEA and OSSE EL determined timelines in collaboration with families and with proper documentation outlined in updated OSSE guidance and IDEA. PSP will meet these timelines by providing virtual platforms when feasible and or necessary for meetings and evaluation in addition to in-person space. To support families, and in alignment with IDEA protections and best practices outlined in Universal Design for Learning (UDL), families will be given educational information in a variety of mediums (online, in print, verbally, and when appropriate with graphics) and with frequent checks for understanding.

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: Students with disabilities will be assessed using the NWEA MAP and Every Child Ready Assessment which assess students skills and progress monitors throughout the school year. Also, special education teachers and related service providers will conduct observational assessments while implementing the IEP and tracking student's progress beginning the first day of school. Specialized instruction will be provided to students with disabilities through the itinerant consultation model where the special education teacher serves as both an instructor and a consultant to the general education teacher. Also, direct intervention services will be provided to students whose IEP has outside of general education services. Special Education Teachers will meet with the General Education Teachers to review data that was collected and determine if any adjustments are needed to the IEP and services.

New and Returning students will have an IEP review meeting within 30 - 45 school days, allowing the IEP team an opportunity to provide intervention services and collect observational data. In the IEP meeting, the team will review observational data and non- state summative data in order to determine if changes and modifications need to be made in addition to reviewing service trackers and distance learning addendums with instructional records. The IEP team will communicate to parents regarding accommodations and modifications according to the IEP in the 30 day IEP review meeting.

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 following a strict inclusion model except where documented for students receiving Level 4 services and placed in small multi-age classrooms tailored to their specific needs.

As needed, related service providers will provide parent training through consultation to provide strategies and activities to be implemented at home to support IEP Goals. Parents will be provided technology support as needed to ensure there are no barriers to their children's access to related services and or their home learning support.

On an individual case by case basis, school leadership will work with parents to ensure that they have the tools and resources needed to access content to support their students' learning to accommodate families with disabilities.

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.**

NA

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.**

Ongoing identification, assessment, intervention and instructional support will be provided to all PSP students who are English Language Learners ("EL"). These processes and deliverables will take place virtually when necessary and in-person as feasible. With the utilization of translation support in live meetings (with staff members and LanguageLine) in addition to translation of key documents and use of applications with embedded translation, the EL program at PSP will be communicated to families and in accordance with the Family and Student Handbook.

Instruction will be delivered in an inclusion model with sheltered instruction at all grade levels ensuring proper access to grade level course content with intervention small groups taking place up to 5 days a week for students whose academic achievement and progress is not at appropriate grade proficiency levels. Learning throughout the four language domains of reading, writing, listening, and speaking to advance the EL students' English proficiency will be embedded in whole group learning in addition to small group discussion break out groups, pro-

social groups run by the school mental health team, and academic intervention groups.

The schools EL Coordinators will specifically work to address engagement and language barriers with teachers, students, and families. The role will bridge the gap between families and PSP where english is not a first language in order to assess challenges unique to these students and families. PSP's student support team will continue to serve as assigned case managers for each EL student ensuring proper assessment, notification, and implementation of services takes place. These case managers work in coordination with the EL Coordinator and the Student Support RTI team.

Each English Language Learner identified through prior school year assessment, QLK early access data, or home language survey data, or teacher assessemnt will be placed on the case management list for a student support teacher in their gradeband assigned to english langauge learners at the onset of the school year. These student support teachers will screen (Pre-IPT, WIDA) each eligibile student as recommended in OSSE's EL Program and Policies document within the first 30 days of school and will gather data from NWEAP, F&P, prior school work, ACCESS, or other standardized testing to inform goals. Screening and prior academic data will inform parent notification letters which will go out to each family via email, class dojo and mail to ensure families receive up to date academic data, programming information, and the opportunity to opt out of ELL services if eligible. Student support teachers will open the dialogue with parents to garner more information from them about how their child did at home during distance learning and concerns and questions about their academic growth. Student support teachers will in tandem work with generally education teachers on best practices around sheltered content delivery for each child on their case load and any necessary intervention delivery focused on the attainment of language goals. Throughout the year student support teachers will monitor growth on NWEA map to inform ongoing goal attainment and setting to ensure high growth for students where academically behind their peers.

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.

Perry Street Prep PCS will be utilizing ESSER III-ARP funds to directly implement prevention and mitigation strageties consistent with the msot recent OSSE And DC Health guidance on reopening schools, in order to continuoiously and safely open and oepration schools for in-person learning. ESSER III-ARP funding will be used exclusively to dramatically increase staffing for the purpose of reducing cohort size, reducing cross cohort staff assignments with assigned instructional aides for all coverage requirements, and increasieing high dosage evidence based intervention instruction grounded in regular and frequent assessment of student's growth and progress.

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-ARP funding will be used exclusively to dramatically increase staffing for the purpose of reducing cohort size for strenthen and accelearted learning, reducing cross cohort staff assignments with assigned instructional aides for all coverage requirements and direct student support, and increasieing high dosage evidence based intervention instruction grounded in regular and frequent assessment of student's growth and progress. 100% of funding over the 3 years will be allocated to 14 new staff positions that include intervention specialists,

classroom teachers, instructional aides and in house subbing in the event of extended quarantine requirements. Additionally, instructional aides will increase capacity of Free afterschool programming to provide intensive one on one tutoring based on assessed need.

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.

As stated in question 20, all ESSER III-ARP funding will be allocated to increased staffing to support student learning.

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.

We must acknowledge that we do not yet know the full impact of distance learning and closure beginning in the spring of 2020 or effects of COVID 19 on the PSP community. Further, we are unable to determine student academic loss, social-emotional regression and/or needs, and the impact on mental health for staff, students and all stakeholders until we see the full return of all students. Many students and staff may face greater food insecurity, loss of family income, loss of family members to the coronavirus, and fear of catching the virus themselves than we are even aware of. According to the American Academy of Pediatricians, “Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities.”

Throughout the school year the leadership team disaggregates data on a weekly basis review disproportional impact on special populations **including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students. Strategies to ensure minimal achievement gaps are paramount to the Perry Street Prep PCS's prior improvement work and will guide the recovery work we embark on in the 21-22 School year.**

Below are several interventions for all students’ social-emotional and mental health needs during continuous learning and school recovery.

- Continuity of Social Emotional curriculum in the familiar scope and sequence will continue from the prior school year ensuring frequent, well evidenced instruction support mental and social health.
- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers, support staff teams and administrators will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the LMS in addition to ongoing small group lessons.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The mental health team will create in person and tele-health options for students to call and schedule sessions with school counselors.
- The mental health team will make referrals to neighborhood outside agencies and community based organizations for families in need of additional social-emotional and mental health support.
- School staff will continually track student participation and engagement according to the policies outlined in the student handbook.

- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by Class Dojo, phone, email, text.
- The school will share as openly and transparently about school operation status on an ongoing basis to assuage uncertainty and facilitate ongoing communication with all stakeholders.

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.