

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Global Citizens PCS**

**LEA Head of School Name: Dr. Natalie Smith**

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

**Date Generated: 08/22/2022**

### Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is 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 situational preparedness, 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.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

## **Support Across Learning Environments**

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

**Q1. To be prepared for situational distance learning, the LEA has a plan for:**

### **a. Provisions for learning**

**a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)**

- ☒ 1. Provision of 1:1 learning devices.
- ☒ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- ☐ 3. Other

### **1. Provision of 1:1 learning devices**

**a1. As of the submission of this plan, the LEA has \_\_\_\_ learning devices.**

120

### **a2. Distribution Strategy:**

**The devices are:**

Are distributed to all students at the beginning of the school year.

**a3. An accurate assessment of current student access to broadband internet/WIFI.**

☒

**a4. Approximately \_\_\_\_% of our students have access to broadband internet/WIFI at their situational distance place of learning.**

100%

**a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently**

**have it in the event of the need to move to situational distance learning.**

During the check-out process, we will ask families if they need support with WiFi. We also will make sure that families who need access to WiFi are signed up to receive it. Each family who needs access to WiFi will be directed to all of the free internet access options provided by the city. In the interim (while these services are being set up) or if for any reason they could not access those services from the free options, they will receive a mobile hotspot.

**a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.**

Each student at Global Citizens Public Charter School (GCPCS) will continue to have access to their own iPad, iPad case, and a mobile hotspot (if needed). All iPads will be distributed to students during student orientation. For students that are not able to attend orientation, iPads will be distributed on the first day of school. Parents are required to sign out the device (with the understanding that any loss, damage or theft of the device is the responsibility of the parent). We also will continue to make sure families that need access to WiFi are signed up to receive it.

## **2. Distribution of Non-Digital Materials**

**1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.**

Families will receive a learning kit at the beginning of the school year with all the necessary materials, supplies, and activity sheets needed for students to complete their learning projects. These can be picked up during orientation and the first day of school for families. GCPCS will meet with families (in-person or virtually) to learn what support they need along with providing a survey/questionnaire to support us in assessing needs (prior to the first day of school). Once this information is gathered GCPCS will provide the family support if necessary for the student to comfortably and safely access distance learning.

## **3. Other**

**Please describe, Other**

### **b. Communication with Stakeholders**

**b. Communicating with all interested stakeholders, including:**

**i. Method for family engagement (including communication) during situational distance learning.**

**Describe the LEA's method for family engagement during situational distance learning in the space below.**

Teachers will use communication platforms to communicate with families. Training will be provided for families at the school site or virtually (whatever is more convenient for the family) by our leadership and/or instructional staff. Families will be trained on how to access Seesaw, Zoom, and how to navigate/troubleshoot the internet in general. In addition, school leadership will use email, phone calls, and/or text messaging to effectively communicate with families at all times.

**ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.**

**Describe the LEA's communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.**

Families will be contacted via phone, email, and/or text in the event we have to pivot to distance learning. They will also receive messaging via our messenger app (School Messenger).

**c. Additional Considerations**

**i. Family training and support.**

**Describe the LEA's situational distance learning training and support for families in the space below.**

Training will be provided for families at the school site or virtually (whatever is more convenient for the family) by our leadership and/or instructional staff. Families will be trained on how to access Seesaw, Zoom, and how to navigate/troubleshoot the internet in general. In addition, school leadership will use email, phone calls, and/or text messaging to effectively communicate with families at all times.

**ii. Teacher training on technology, tools, and remote instruction models before the school year.**

**Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.**

Teachers will engage in training sessions and receive their credentials for all technology and communication platforms during our teacher/staff summer institute in August 2022.

**iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.**

**Describe the LEA's expectations in the space below.**

Teachers will use communication platforms to communicate with families. Training will be provided for families at the school site or virtually (whatever is more convenient for the family) by our leadership and/or instructional staff. Families will be trained on how to access Seesaw, Zoom, and how to navigate/troubleshoot the internet in general. In addition, school leadership will use email, phone call and/or text messaging to effectively communicate with families at all times. Our school leaders will communicate with teachers in person if we need to transition to distance learning. Then, school leaders will reach out to families via email to inform them that we will switch to distance learning (including how long distance learning will take place). In the same email, the school leaders will let families know that teachers will be reaching out with additional details on the student daily schedule and Zoom information. Teachers will send

an email to families that will include the daily schedules, the Zoom information, and a list of any material that is needed from the material kit to complete activities. Teachers will also post this information via Seesaw.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

## SAMPLE SCHEDULES

### PRE-K3 AND PRE-K4 SPANISH

| TIME                | ACTIVITY        |                 |
|---------------------|-----------------|-----------------|
| 9:00 AM - 9:20 AM   | Morning Meeting |                 |
| 9:30 AM - 9:50 AM   | Grupo 1 Español | Group 3 English |
| 10:00 AM - 10:20 AM | Grupo 2 Español | Group 4 English |
| 10:30 AM - 10:50 AM | Grupo 3 Español | Group 1 English |
| 11:00 AM - 11:20 AM | Grupo 4 Español | Group 2 English |

### PRE-K3 AND PRE-K4 CHINESE

| TIME              | ACTIVITY        |
|-------------------|-----------------|
| 9:00 AM - 9:20 AM | Morning Meeting |

|                            |                        |                        |
|----------------------------|------------------------|------------------------|
| <b>9:30 AM - 9:50 AM</b>   | <b>Group 1 Chinese</b> | <b>Group 3 English</b> |
| <b>10:00 AM - 10:20 AM</b> | <b>Group 2 Chinese</b> | <b>Group 4 English</b> |
| <b>10:30 AM - 10:50 AM</b> | <b>Group 3 Chinese</b> | <b>Group 1 English</b> |
| <b>11:00 AM - 11:20 AM</b> | <b>Group 4 Chinese</b> | <b>Group 2 English</b> |

*\*The English Teachers will teach English small groups to students in Spanish on Mondays and Thursdays and they will teach English small groups to students in Chinese on Tuesdays and Fridays. The English Teachers will also schedule one one-on-one 15-minute meeting with each student/family during each week.*

#### **SAMPLE SCHEDULE**

##### **KINDERGARTEN SPANISH | CHINESE (M,W and F)**

| <b>TIME</b>                | <b>ACTIVITY</b>                        |
|----------------------------|--|
| <b>9:00 AM - 9:15 AM</b>   | <b>Morning Meeting (Whole Group)</b>   |
| <b>9:15 AM - 10:05 AM</b>  | <b>Literacy   Humanities   Phonics</b> |
| <b>10:10 AM - 10:40 AM</b> | <b>Physical Education</b>              |
| <b>10:45 AM -11:30 AM</b>  | <b>Math   Science   Inquiry</b>        |
| <b>11:30 AM 12:00 PM</b>   | <b>Lunch</b>                           |
| <b>12:05 PM - 12:25 PM</b> | <b>Language Group 1</b>                |
| <b>12:30 PM - 12:50 PM</b> | <b>Language Group 2</b>                |

|                           |  |
|---------------------------|--|
| <b>12:55 PM - 1:15 PM</b> | <b>Language Group 3</b>                          |
| <b>1:20 PM - 1:40 PM</b>  | <b>Language Group 4</b>                          |
| <b>1:45 PM - 2:00 PM</b>  | <b>SEL   Mindfulness Moment   Closing Circle</b> |

**KINDERGARTEN ENGLISH (T and TH)**

| <b>TIME</b>                | <b>ACTIVITY</b>                                 |
|----------------------------|---|
| <b>9:00 AM - 9:15 AM</b>   | <b>Morning Meeting (Whole Group)</b>            |
| <b>9:15 AM - 10:05 AM</b>  | <b>Literacy   Humanities   Phonics</b>          |
| <b>10:10 AM - 10:40 AM</b> | <b>Physical Education</b>                       |
| <b>10:45 AM -11:30 AM</b>  | <b>Math   Science   Inquiry</b>                 |
| <b>11:30 AM 12:00 PM</b>   | <b>Lunch</b>                                    |
| <b>12:05 PM - 12:25 PM</b> | <b>English Group 1</b>                          |
| <b>12:30 PM - 12:50 PM</b> | <b>English Group 2</b>                          |
| <b>12:55 AM - 1:15 PM</b>  | <b>English Group 3</b>                          |
| <b>1:20 PM - 1:40 PM</b>   | <b>English Group 4</b>                          |
| <b>1:45 PM - 2:00 PM</b>   | <b>SEL   Mindfulness Moment  Closing Circle</b> |

*Attendance will be taken during every component of the day and reported to the Director of Student Support and Family Engagement. Pre-K students will meet with their language teacher for small group instruction every day and meet with the English teacher twice a week for small group instruction. Kindergarten students will meet with the language teacher on Mondays, Wednesdays, and Fridays for small group instruction and the English teacher on Tuesdays and Thursdays for small group instruction. Engagement will be measured by teachers using checks for understanding via Questions of the Day and gathering the data on each student's participation.*

### **Student and Staff Well-Being**

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

- ☐ The LEA is interested in receiving additional technical assistance related to student and staff well-being.

### **2022-23 Health and Safety Plans**

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

**Q2.** In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://drive.google.com/file/d/1x-PunITRNa1jnqxjh5mdfuuMOMgyJAgd/view?usp=sharing>

### **Accelerated Learning**

#### **Employing Intentional Strategies for Accelerating Learning**

**Q3.** 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**

- ii. After-school programming ; v. Summer programming

##### **b. Instructional Changes**



New intervention program or support

**c. Staffing and Related Support**

**d. Any Other, Please Describe**

**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.**

**After-School Programming**

Extended Learning teachers will have an opportunity to access curriculum materials that are utilized during our instructional day. Specifically, the Extended Learning Coordinator will create lesson plans that are aligned to the Common Core State Standards and support the enhancement of foundational skills in both literacy and mathematics.

**Summer Programming**

Students who attend summer programming will have an opportunity to engage in activities that address learning deficits in both literacy and math through targeted instruction. Specifically, students will receive instruction in foundational skills that are prerequisites in order for them to access grade-level instruction.

**New Intervention Program**

Teachers will implement the Benchmark Phonics Workshop in order to allow students to develop foundational pre-reading and reading skills and accelerate their learning.

**Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.**

**Identify:**

**i. Any barriers that the LEA has in meeting these requirements**

While we met our requirements, there were significant delays in completing evaluations with vendors in SY 21/22.

**ii. The LEA's plan to address those barriers**

For SY 22/23, we have contracted with multiple vendors in order to ensure we meet our evaluation deadlines.

**iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.**

Our communication with families will remain consistent in that we will act in due diligence to have active family participation and inform our families throughout the process via phone and written correspondence.

**Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.**

Students with disabilities will be assessed along with every other GCPCS student, upon the start of the 2022-23 school year. GCPCS will use the Bracken School Readiness Assessment Third Edition (BSRA-3) and Teaching Strategies GOLD. The Bracken School Readiness Assessment helps determine if a child is ready for school (for children ages 2 to 6 years old) by measuring a child's exposure to concepts necessary for learning at school. The BSRA-3 evaluates five areas: colors, letters, numbers/counting, size/comparison, and shapes. The assessment is given three times a year to ensure proper progress monitoring and identification of delays, if there are any. When students come to school in Fall 2022, they will be assessed using the BSRA-3, and teachers will use the data to determine appropriate accelerated learning strategies to support accelerated learning implementation. Teaching Strategies Assessment GOLD allows teachers to gauge widely held expectations for children birth through third grade based on 38 objectives and are aligned to Common Core State Standards. Results of our universal assessments will be communicated by Individual Education Plan (IEP) case managers and classroom teachers to families.

Our Special Education Team will work closely to ensure that all students receive their required testing accommodations. There will be virtual options for testing, for students who will be participating in virtual learning. These students may also be invited on campus to test in-person.

Additionally, once data from universal screeners are reviewed by the school based team. The data will be shared with families. IEP meetings will be called for students whose data demonstrates significant regression or discrepancy between their peers. IEPs will be amended as appropriate to ensure support is designed to ensure access to accelerated learning and is made available to all students with disabilities. Students will be screened for reading, writing and math continuously to monitor their progress toward grade level performance.

GCPCS will ensure that students with IEPs and 504 plans have access to all learning recovery programming provided to students in Tier 1 as needed based on their assessment results and other sources of information about their needs. Students with disabilities will have unique accommodations needed to access the programming. The school team will incorporate accommodations into the program design. This programming will not supplant special education services, but rather supplement regular instruction to support students with getting on track towards grade level performance. Although some students with disabilities will qualify for compensatory services, based on IEP Team decisions, this will not be conflated with the scheduling or students' needs for learning recovery programming. The special education team will meet with general

education teachers to review IEPs and 504 Plans. They will arrange regular coplanning meetings to collaborate and ensure that students are receiving the services and accommodations outlined in their IEPs. If students are participating in virtual learning, they will have access to Ipads provided by the school. They will receive to the greatest extent possible all of the services and accommodations outlined in their IEPs. They will have individualized schedules and plans which will include accelerated learning opportunities.

The team will provide ongoing support to students who are learning virtually. This will include parent training and technical assistance as needed whether it is specialized instruction or a related service need , to target specific strategies and concerns.

- 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 are 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. 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:

| Element  | LEA   |
|--|---|
| How the need for accelerated learning for students with disabilities will be evaluated | <p>When a student enrolls in GCPCS, we will make sure we receive all IEP paperwork. Upon receipt of the paperwork, our IEP team will review the paperwork and determine next steps. These steps could include an IEP review meeting, where services and time allocation may be adjusted if the team agrees it is necessary.</p> <p>-Teachers or families can refer students to MTSS</p> |

|   |  |
|---|--|
|   | <p>-Review data from previous educational institution to decide if an individual recovery plan is needed</p> <p>-Students will receive the same universal screeners as their peers in order to determine their needs</p>   |
| How appropriate services will be determined or designed for students with disabilities                                    | -At the start of the school year the team will meet with families to discuss their students' IEPs. Students will be monitored for 30 days. After 30 days the team will reconvene to see how the student is progressing with their current services.  |
| How accelerated learning will be scheduled and delivered to students with disabilities                                    | <p>Push-in services; pull-out if deemed necessary</p> <p>Built into center rotations</p> <p>Mix PreK-3 &amp; PreK-4 students</p> <p>Virtual option for students with a medical certification</p> <p>Push-in services; pull-out if deemed necessary built into workstations for kindergarten students</p> <p>Virtual option for students with medical certification</p> |
| How instructional approaches used for accelerated learning of students with disabilities will be communicated to families | <p>Emails or letters to families</p> <p>Meetings</p> <p>Conferences</p>  |

The LEA will ensure equitable access to educational opportunities across learning environments by making sure all students and families have the resources they need to meaningfully engage in school, whether it's in person or not (a reliable device, broadband internet access, or adults to supervise and support students as they learn).

GCPCS will ensure all of our students have access to the teaching staff they need to have a strong school experience this year—and ensure that all our teachers, including teachers responsible for IEP compliance, have reasonable workloads.

**a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.**

Each family will be contacted by their child's teacher weekly through a school-level tracker communication system (Seesaw). We trained each of our teachers, staff, and families on how to use this communication system so that we could ensure that all of our students and families are receiving regular communication touchpoints. GCPCS will administer a survey (TBD) that allows us to gauge whether families have what they need to connect and share feedback with our staff (will be made available in multiple languages). Some questions may include:

- I know whom to reach out to at my child's school if I have questions or concerns.
- I know how to contact my child's teacher(s) if I have questions or concerns.
- I feel comfortable reaching out to my child's teacher(s) if I have questions or concerns.
- GCPCS leadership and staff are responsive to my feedback.
- I know whom to contact if my child has a problem accessing their online or in-person classes or schoolwork.
- I know how to help my child resolve technology problems when they arise

We will also administer a survey that allows us to gauge whether families believe their students are learning this year. We will consider asking questions such as these TNTP's Learning Experience Survey:

- Which best matches your belief about your child's experience this year? (My child has learned a lot this year, My child has learned some this year, My child has learned a little this year, My child has learned nothing this year.)

All students will have access to strong instruction that addresses any gaps in prior learning (this may be applicable for some of our Pre-K4 students and Kindergarten who have attended school the previous year) they have within the context of grade-appropriate assignments focused on priority content.

The LEA will ensure that students with disabilities receive equal access to interventions establishing and maintaining specific systems of accountability such as: reviewing teachers' lesson plans, providing scheduled time for collaboration between the special educator and the classroom teachers, ensure consistent implementation of grade level planning/data meetings, and provide coaching support from language coordinators with lesson planning and implementation, provide consistent professional development in all instructional areas but specifically in differentiation and compliance with special education services, and ensure that teachers have access to consultants and practitioners that are part of End to End Solutions.

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). This will be done by the consistent and scheduled collaboration between the special educator and the classroom teacher, weekly observations by the Director of Special Populations, and SST will approve the interventions and their implementation before they begin.

The LEA will continue to support parent training for students receiving related services through distance learning by making home visits (when necessary) to assist in technical troubleshooting or assistance in establishing an appropriate work environment, providing workshops on how to navigate SeeSaw and Zoom, and workshops on our language acquisition program (research, trajectories, strategies).

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: making home visits (when necessary) to assist in technical troubleshooting or assistance in establishing an appropriate work environment, providing workshops on how to navigate SeeSaw and Zoom, and workshops on our language acquisition program (research, trajectories, strategies), provide specific scaffolding or support depending on the need of the parent.

### **CEP Assurance Statements**

#### **Assurance Statement for Continuous Education Plans (CEPs) :**

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 the following statement regarding 2022-23 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 2022-23.

#### **The LEA attests to the following statement regarding graduation and promotion for 2022-23**

- ☒ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

#### **The LEA attests to the following statement 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 situational 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 situational 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 situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.

- ☒ 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.

**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 situational 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 (please check all boxes):**

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

**The LEA attests to the following statement 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 revision 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 2022-23 school year and provide families awareness of:
- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
  - An accessible, family-facing description of their health and safety plan for the 2022-23 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.

- ☒ Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

### **Health and Safety Assurance**

#### **Assurance Statement for Health and Safety Plans :**

- ☒ The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.