SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Washington Latin PCS
LEA Head of School Name: Mr. Peter Anderson
LEA Type: Middle School ; High School
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.

1000

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.

98%

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.

Our LEA will leverage our experience in having all students learning virtually during 2020-21 in planning for this possibility during the 2022-23 school year. This includes:

- Washington Latin will survey all our families to identify any who are experiencing challenges with accessing the internet from home.
- Once we have identified students in need of internet access, Latin will provide hotspots to those families. These hotspots would be fully paid for by Washington Latin and delivered to the students' homes.
- In cases where the hotspot does not meet the need (such as when multiple students in the family need to access the internet at the same time), we will consider helping them to get home WiFi service and subsidizing the cost. We did this on a very limited basis during 2021-22.

Latin will also consider opening on-campus spaces, such as the school library at 2nd Street or the reading room at 711 Edgewood, for a limited number of students for whom the school environment and access to WiFi make a substantial difference in their ability to fully access the school program. As in 2020-21, Latin will do this in full accordance with the health guidance and requirements as outlined by DC officials.

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

Washington Latin transitioned to a 1:1 technology program in 2020-21. Each student is issued a school-owned Chromebook for use in school and at home. The devices remain with the student through the summer and into the next school year, unless in need of repair or replacement. As such, our re-enrolling students in grades 6-12 have their Chromebooks for the 2022-23 school year. New students (including all students at our new Anna Julia Cooper Campus Middle School) will receive their new Chromebooks during new-to-Latin orientation events or by the first day of school in advisory (the first period of each school day).

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.

Washington Latin's material distribution approach is designed to ensure that every student receives their instructional materials on time. We have a systematic approach that works for most students and families, and we add additional practices to ensure no student is left without materials. For any future period of distance learning, we will leverage our experience from 2020-21, as well as our annual distribution of summer reading and math. In both cases, teachers select materials in consultation with instructional administrators. The final list is then shared with the Operations team which orders materials or makes copies of worksheets, articles, etc. Once materials have been delivered to the school, Latin communicates with students and families about the pick up schedule at each campus. Mostly recently, for example, summer reading and math work was available for pick up every day between 8:00 am and 3:00 pm. During 2020-21, we also added weekend pick up times, so that families would be able to come to campus outside of the standard work week.

As was the case during 2020-21, we will make special arrangements for any family unable to come during the regularly scheduled time, including sending or personally delivering items to their homes. In addition, faculty will also post materials online through the student portal (Schoology and/or Google Classroom) and

provide both students and parents (especially of younger students) information on how to access them and when each day's classroom assignments and materials will be made available online.

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.

Washington Latin will continue to engage families during any period of distance learning, including both the family community as a whole and for individual families, particularly in cases where either the student, the family, or both have particular challenges that create obstacles for distance learning. Our plan for future distance learning is based on the successes of our 2020-21 and 2021-2022 activities, which included:

1. Surveying families to understand their needs
2. Communicating regularly with our family community via regular newsletters and email updates (twice weekly, more if necessary), and then posting that information on the school website
3. Hosting regular Zoom meetings for the entire community or subsets thereof (such as families of a particular grade, families of students with disabilities, etc.) at least monthly and more frequently, if needed.
4. Systematic check-ins with all families, and additional attention for those with special challenges by deans, counselors, case managers, and other non-instructional faculty with strong relationships with students and/or families.

We plan to use these core elements in any period of distance learning during 2022-23. In addition, we will pivot our existing family engagement and parent activities to the online space, when possible. Examples of this include parent-teacher conferences, our Speaker Series (open to parents, students, and the general public), book clubs for parents and faculty, and the Parent Classical Reading Group - all hosted on Zoom rather than in-person, if need be. Other activities, such as social events, are more difficult to convert to the digital sphere and so will be replaced by more of the other kinds of activities, noted here. We will also add additional engagement opportunities with a focus on content for the time, such as discussions about the impact of social isolation on the mental health of students and families. We will also use our ongoing Wellness Days to engage with students and families in safe, outdoor activities that offer social interaction without being in a school building, such as hikes and bike rides with Latin community members.

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.

In terms of informing families of a pivot to virtual learning, we will use our existing systems of communication to alert families - email, texts, and website announcements - along with follow up Zoom meetings to discuss how distance learning will be rolled out, for which grades/groups of students, etc.

c. Additional Considerations

i. Family training and support.

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

Any communication to families about a move to distance learning will always be accompanied by clear, concise and accessible information about how students will be expected to participate in distance learning. As in 2020-21, we will offer information in a variety of modalities, including written, video tutorials, and direct conversation, when needed (for any families with questions or in need of more support). All materials are translated into Spanish as a matter of course; we will provide other translations, as needed. Our information includes information about our instructional approach, guidance about how parents can support their children's schooling and learning at home, and resources for parents who need additional help (for example, with internet access, IEP support, etc.)

As an example of our approach to this communication, please see this example of a **Quick Start Guide** we developed to help parents and students to understand the virtual learning model and get step-by-step instructions on logging on and participating in the school day. This particular guide was for a short-term return to virtual learning for a few grades during 2021-22. The roll out of such information follows this general plan:

1. Families (students and parents) receive email and text messages to alert them to the shift to distance learning, including the grade(s) involved, start date, and other information relevant to their situation.
2. A meeting via Zoom is also announced, at which the academic team presents an overview of the distance learning model.
3. The information is then posted on the families' and students' pages of our website, with links to the Zoom recording and any presentation materials.
4. This information is then shared with families and students who will be moving to the virtual model by email, with a link to the webpage where the materials and other information on distance learning can be found.
5. We do personalized outreach to any family who does not seem to be engaged through our communications (did not attend the Zoom meeting, has not opened the email, for example) to make them aware of the switch to distance learning.

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.

All faculty are required to participate in all-campus meetings and training sessions in August, before the school year begins. This includes an overview of our approach to distance learning, both for the entire school community or a subset (e.g., one grade with a COVID outbreak). This August training covers the following:

- Goals for distance learning instruction for the school overall
- How leadership will make decisions about a short-term pivot to distance learning, and the requirements for all public schools to follow DC guidelines in the event of a wider outbreak that requires distance learning
- Specific guidance for teachers on successfully pivoting curricula and lesson plans to a virtual environment
- Behavioral expectations for students while in live Zoom classes (see **this guide** for students in grades 9-12, including "Tech Time Expectations") and attendance taking
- Expectations for teachers in terms of posting classwork each day, and for students in terms of the deadline and mechanism for submitting assignments
- Tech training on the core tools for all distance learning, including:
    - Zoom and/or Google Meet
    - The Google Suite, including Google Classroom
    - Dean's List or Panorama
    - Schoology and PowerSchool (used by all teachers)

This start-of-the-year distance learning training is one part of our yearlong professional development calendar, which includes a range of topics. These sessions generally occur each Tuesday afternoon with additional sessions offered throughout the year. Technology training, both in-person and via Zoom, are included in Latin's professional development calendar throughout the year.

In addition, we will offer optional training sessions, both recorded and live, for instructional tools such as PearDeck, Screencastify, Jamboard, Padlet, and Membeam. Teachers may join this or select from recorded Zoom sessions, which are always available. Finally, teachers can also request individual help from the tech support team and/or their supervisor during their weekly check-ins.

In the event of a move to distance learning for some or all grades at Washington Latin, the above training will be repeated and required for all affected teachers and support team members.

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

Describe the LEA's expectations in the space below.

As outlined in section c(i), Washington Latin will communicate with parents as early as possible to alert them of a pivot to distance learning. As with our faculty, we will provide information at the start of the year (emailed back-to-school information with links to our family pages on the website) about the general approach our school takes to distance learning, including the following key details:

- *Basic scheduling information* - how often and for how long classes will meet

- *Synchronous and asynchronous instruction* - a combination of both during any given week of distance learning
- *Attendance requirements and behavioral expectations* - Parents and students can see specific participation and behavioral requirements for synchronous classes (see **this guide** for core behavioral expectations).
- *Assignments and deadlines* - How and by what time each day teachers will post assignments and the mechanisms and deadlines for students to submit their assignments online each day
- *Finding More Information* - where students and parents can find more information or connect with support (such as with technology issues)

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.

If Washington Latin transitions to distance learning for a period of one week or more, we will consider using our distance learning schedule, which includes four synchronous days of instruction and one asynchronous. If the pivot to distance learning is short-term (a few days or one week), we will plan to continue to use our normal bell schedule and conduct fully synchronous classes according to that schedule.

In the distance learning schedule, students meet in synchronous classes on Mondays, Tuesdays, Thursdays, and Fridays. All synchronous classes are 90 minutes long for Upper School students and 75 minutes for Middle School grades. Approximately one-third of each class is synchronous class time that could be direct instruction, discussion, or a Socratic Seminar. The remaining time is for independent work, during which time students remain on the Zoom but can work on their own or with a small group in a breakout room, or receive individualized help from the teacher. Wednesdays are meant to be an asynchronous day. All classes assign 30 minutes worth of asynchronous work that is due by 6:00 pm (grades 5-8) or 9:00 pm (grades 9-12). Student attendance is taken when students submit their assignment for the day. Asynchronous days also provide opportunities for more individualized support for students with disabilities, English learners, and/or struggling learners.

For a distance learning day, students report to advisory on Zoom by 8:15 am. Attendance is recorded in advisory through PowerSchool when a student logs in and the teacher sees them in advisory. Attendance is also taken in every period throughout the day during synchronous classes and recorded in PowerSchool. If a student does not attend advisory, parents are notified via telephone, as they would be if the student was absent from school on a regular in-person instructional day.

To measure engagement during distance learning days, each teacher includes a Tech Time grade as a part of his/her class. The Tech Time grade includes five points. Students earn points for having their video on, muting when they are not speaking, logging in on time and remaining present the whole time, participating actively (both verbally and in writing, such as via chat), and sitting in an upright position. The Tech Time

grade is included as part of the participation grade for each class.

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://latinpcs.org/wp-content/uploads/2022/07/Washington-Latin-2022-23-Health-and-Safety-Plan-7.29.22.pdf

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 ; vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

High-impact tutoring ; New intervention program or support ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

c. Staffing and Related Support

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

d. Any Other, Please Describe

N/A

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.

Washington Latin's approach to accelerated learning involves the following key elements, consistent with the Latin model and research-based practices. The elements of our accelerated learning plan include:

· *Focus on making rich content accessible* to all students, using appropriate scaffolds and filling in gaps from missed learning as needed, rather than relying on reteaching, remediation or grade retention

· *Identify needs of individual students* using assessments and other quantitative and qualitative data to determine academic gaps as quickly as possible in order to plan tailored interventions and individualized plans for those students with the greatest need for support

· *Develop an inclusive, integrated school-wide approach* to academic support that differentiates and adds support but aims to avoid separating students in ways that can cause unintended stigma of receiving support that could diminish program effectiveness

· *Create additional individualized instruction time* during the school day, including by adding both classroom teachers and tutors to support student learning and accelerate growth for those furthest behind.

· *Continue focusing on social-emotional development, individualized attention and personal relationships* in order to respond to the needs of the whole child and create a sense of belonging that makes accelerated learning possible

· *Provide training and support for all teachers* in understanding the best strategies for accelerated learning, including adding staff to provide tutoring and other forms of support

Focus on making rich content accessible

The curricular framework of Washington Latin reflects our classical model and informs all instruction at our school. For each course, the teacher is required to submit a curriculum map that outlines course elements in the four quadrants of the model. Administrators review the maps for appropriate level of challenge, depth and breadth. Our approach allows for teacher autonomy and thus room for creativity with consistency.

Within our rich curriculum, there are opportunities for honors-level work, Advanced Placement, and dual enrollment classes. However, there are additional opportunities for acceleratiion, from within-class differentiation to independent studies to the use of technology like DreamBox Learning and I-Ready. There are also academic support classes, Saturday workshops, individual and group tutorials, and after-school homework clubs that are offered for students to reinfotce their learning, catch up, or fill in areas of unfinished or interrupted learning. We are also making new investments this year in programs like System 44, Read 180, Math 180, and DreamBox Learning for select students.

Identify Needs and Plan Supports

We have created a systematic approach to identifying students at risk of academic failure to bolster our essentially relational approach to knowing our students. The early warning system is based on research and uses three broad categories of indicators: academics (including both assessment data and grades), attendance, and behavior. Those discussions consider less easily quantifiable but equally important measures of overall engagement and well-being. This system has been enhanced in recent years and will continue to be central in approach to identifying students in need of additional support. We use a similar approach to identify students who can benefit from enrichment and other academic acceleration opportunities.

Once we establish baseline data, our teachers, interventions, and instructional leaders develop individualized intervention plans to address the needs of students. This may be in the form of a Student Success Plan (part of our Response to Intervention approach). Plans for students who have unfinished or interrupted learning are developed and managed through our Integrated Services team for students deemed at-risk, or as part of a formal 504 or Individualized Education Plan developed in accordance with the laws and guidance for ensuring students with disabilities receive an appropriate education (more information follows in this plan's section on serving students with disabilities). For each plan, faculty will work with students and parents to develop goals, milestones, and measures of success across a range of areas.

Develop an inclusive, integrated school-wide approach

While select students will receive additional instruction and support before and after school, on Saturdays, and in the summer, we will not adjust the daily schedule for most students beyond our standard 8:15-3:45 timeframe. Instead, our focus will be on providing support during the school day, including by classroom teachers and tutors. This strategy leverages our block schedule and universal Academic Support class periods in the Middle School and Study Halls in the Upper School to provide the additional instruction. As an additional benefit, we believe this integrated approach will reduce any sense of stigma associated with needing additional support. With all students in Academic Support classes in the Middle School, for example, a student who spends that period in small group instruction or with a tutor will not be easily identified as struggling.

Our school day currently includes a tutorial period at the end of regular classes Monday-Thursday. This is a 30-minute period (or longer, as needed for individual circumstances) during which students may elect or are directed to see a teacher for support with a concept. While voluntary and school-wide, it is especially crucial for students who are struggling academically. This has long been integral to our model. We will consider expanding how long teachers are available, particularly for students in need of accelerated learning, perhaps through systematic appointments, or using Zoom to make it possible for students to reach a teacher one-on-one after the regular all-campus tutorial period is over.

Create Additional Instruction Time

In 2022-23, we plan to add time in the schedule to provide more opportunities for faculty and tutors to work individually with struggling students, including both during and outside the school day. This includes:

· Doubling either math or ELA class time for students identified as needing more support, taught by intervention teachers in conjunction with classroom teachers in small groups of no more than eight students.

· Offering more afterschool one-on-one tutorial time for students with their classroom teachers by offering school day appointments and extending the time for tutorial afterschool.

· Offering high dosage tutoring during school hours during academic support periods (Middle School grades) or study hall (Upper School grades), provided by our partnership with Public Allies) at least twice weekly in 1:1 sessions

· Providing credit-bearing courses for students in the Upper School, such as 9th Grade Intensive Writing, 9th Grade Math Support, and 12th Grade Independent Living, which are small classes taught by our most experienced faculty

· Academic advising and coaching is an integral part of our model that we have bolstered in the past year with the additional support of an academic coach

Provide training and support for all teachers

Recognizing the lift this accelerated learning program demands of our teachers, we are building more time into the schedule for all-faculty and small group professional development sessions. Our weekly faculty meetings are the base for gathering teachers to learn and discuss in all-school, division, grade, and department (content area). In addition, we are asking that all teachers participate in one or more semester-long courses delivered by their Latin peers in topics that are central to our model and support Accelerated Learning, including:

- Classroom management
- Leading Socratic seminars
- Teaching words and roots
- Research Methods
- Differentiation
- Classroom strategies in conflict resolution
- Math support
- Designing effective assessments
- Document-based questions
- Trauma-Informed Classroom (a more comprehensive version than the all-faculty training we provide in this approach)

In matching teachers with these sessions, we will consider where they need improvement and how to create more expertise among our teachers to support the dissemination of knowledge and experience across all departments and grades.

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

The most serious barrier the LEA faces in meeting the initial and reevaluation for special education service eligibility is the availability of external evaluators (occupational therapists, audiologists, b ilingual evaluators, speech and language pathologists). Some additional barriers include slow parent responsiveness to consent and availability for scheduling meetings and occasional testing backlogs. With the addition of a new campus and only one school psychologist in the LEA, we are concerned about timely completion of evaluations.

ii. The LEA's plan to address those barriers

The LEA plans to address the issues regarding the availability of external evaluators by soliciting multiple contractors for evaluation for various services. Regarding parent responsiveness, the LEA plans to utilize and record multiple modes of contact to address parents, such as phone, emails, and written letters and in-person, at-home engagement (if necessary). We also plan to use contracted school psychology services to prevent a backlog.

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

The LEA's plan for family communication regarding the completion of evaluation requirements is to utilize several methods of communication such as phone, email, and letters sent home. All contact attempts will be logged into SEDS. Furthermore, the team will utilize other school departments such as the Integrated Services Department and Multi Tiered Support Systems department (MTSS) to support parental outreach attempts.

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.

IEP teams will make individualized decisions for students based on baseline NWEA data, individual interviews with both students and adult caregivers and reviews of multiple data sources, including teacher reports, samples of student work, and other relevant quantitative and qualitative data (such as IRLA scores, the Read 180 reading inventory, the DreamBox Learning dashboard, etc.). Based on the analysis of all data sources, the IEP team will be equipped to make individualized decisions regarding the compensatory services necessary to mitigate the impact of school closure and distance learning. As a result, compensatory services will be targeted based on specific areas of deficits and loss that are evident based on the analysis of student data, and calculation of hours of service received/ hours of service allocated.

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.

The LEA plans to communicate IEP team decisions regarding eligibility and compensatory education to families through documented verbal and written outreach. The IEP team will meet with families in order to discuss decisions, gain consent, and collect additional information so that the IEP is up to date, interventions are documented, and services are rendered in compliance with IDEA. The LEA will track the rendering of IEP services to ensure that the time and frequency of services provided as scheduled, and compensatory services are scheduled to make up for service hours not received. Initial family meetings will begin in early July and will be conducted through the end of August.

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.