



**SY 2022-23 Continuous Education Plan (CEP)**  
**Updated January 15, 2023**

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

**LEA Name: Washington Global PCS**

**LEA Head of School Name: Elizabeth Torres**

**LEA Type: Middle School**

**Date Generated: 01/15/2023**

### **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.**

285

### **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.**

85%

**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.**

Washington Global has internet hotspots that it will activate to provide students who do not currently have internet access or WiFi at their home. The hotspots will be distributed at the beginning of the school year. This will ensure that all students have access to the internet for situational distance learning.

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

Students at Washington Global will receive an assigned Chromebook during the first week of school. This Chromebook will be their assigned device for the school year and they will be permitted to take the device home at the discretion of Washington Global. The school's technology team will lead the device distribution effort.

**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.**

**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 Global has developed a comprehensive communication plan that engages families in two-way communication and that disseminates information quickly in case of a school closure. As mentioned, the school utilized parent and family survey data to ensure that all students had access to technology for situational distance learning and to structure the school's 2022-2023 situational distance learning program.

During situational distance learning, Washington Global will engage families through regular robo-calls and text messages, as well as regular updates on the website / parent portal, school app, email, social media accounts, and the weekly newsletter. The school has also maintained its technology team, which can be contacted by parents via email and phone, for assistance with any technology question or issue. The school will also offer frequent situational distance learning family training sessions during the school year and opportunities for families to provide feedback, as well as families

having access to recorded training sessions, which are accessible via the school's parent resource bank located on the website. Key contact information has also been made available to parents and guardians through these communication channels. All forms of communication are translated into the native language of the Washington Global community to reach all community members.

To ensure that two-way communication continues through the course of the school year Washington Global will disseminate surveys at least quarterly and hold frequent parent/guardian and other stakeholder meetings and feedback sessions.

**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.**

If a temporary shift to situational distance learning is necessary, Washington Global's communication plan details that communicating with students, families, and educators will be completed through robo-calls and text messages to Washington Global stakeholders, as well as the website / parent portal, school app, email, social media accounts, and the weekly newsletter. The school will dispatch notifications as soon as possible to ensure that all students and families are aware of situational distance learning. Individual family, student, and educator phone calls may be utilized as well. The notifications will be in the native language of each Washington Global community member to ensure that the entire community is reached.

**c. Additional Considerations**

**i. Family training and support.**

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

Washington Global's training and support for families during situational distance learning includes

- Device pick-up or delivery to the student's house by a member of the technology team / staff. All parents and students will receive an initial technology support session with a member of the technology support team. This plan was successful during the 2021-22 school year;
- Ongoing technology training and support available five days a week provided by the school's technology team;
- Posting trainings and updates on the parent portal, which is located on Washington Global's website and provides families with technical support;
- Support for setting up a workspace for students, including a home visit to help set up if requested by parent;
- Quarterly parent training events, similar to the programs provided by social work staff during the 2020-21 and 2021-22 school years (SY), which provided tips to parents for supporting their scholars during 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.**

During the summer and through teacher pre-service training, teachers were trained on the various technology platforms, tools, and remote instruction models prior to the start of the 2022-23 school year. Teachers also participated in continuous training on the different tools, platforms, and instruction models throughout the school year during weekly professional development. Washington Global’s professional learning community will consist of whole group and small group instruction that provides opportunities for staff and faculty to learn, practice, internalize, and implement best practices. In the process of reviewing the professional learning plan, Washington Global will continue to facilitate the sessions that remain a good fit while incorporating new sessions that prepare the faculty and staff to achieve a safe and successful school reopening. Teachers and school leaders will work cooperatively and collaboratively to brainstorm the lessons learned from the remote learning experience, and use those best practices in the facilitation of a new learning environment that incorporates high usage of technology with traditional in-person classroom norms.

*Sample Training Schedule*

Timeline of Professional Development	Created and Led By	Professional Development Topics May Include
Pre-service Training August 2022	<ul style="list-style-type: none"> <li>• Instructional Leaders</li> <li>• Deans of Student Life and Culture</li> <li>• Teacher Leaders</li> <li>• Outside Vendors</li> <li>• Partnered Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Situational Distance Learning Expectations</li> <li>• Bridging Remote and Hybrid Learning in the 21st Century Classroom</li> <li>• Student Wellness and Learning Environment Adaptation</li> <li>• The New Norm of In-Person Learning</li> <li>• Bridging the Technology Gap in the Classroom</li> <li>• Equity in Education Accelerating Learning and Receiving Skills</li> <li>• Compacting Curriculum</li> <li>• Building Engagement Supporting students through trauma-informed education</li> </ul> <p>Recurring Presentation Topics:</p> <ul style="list-style-type: none"> <li>• Literacy Across the</li> </ul>

		<p>Curriculum Questioning Techniques for All Content Areas</p> <ul style="list-style-type: none"> <li>• Lesson Planning and Alignment</li> </ul>
<p>In-Service Training</p> <p>September 2022-June 2023</p>		<ul style="list-style-type: none"> <li>• Engaging SPED students in the learning environment post COVID-19</li> <li>• Providing accommodations for SPED students with the use of online resources</li> <li>• Developing students' technical learning skills</li> <li>• Students' Social-Emotional Wellness</li> <li>• Facilitating School Culture in the New Normal School Environment</li> <li>• Establishing Engagement and Reducing Opt Out</li> <li>• Recurring Presentation Topics: Analyzing and Incorporating Data from ANet into Planning</li> <li>• Analyzing and Incorporating Data from MAP into Planning</li> <li>• i-Ready Training</li> <li>• Danielson Framework Trainings</li> </ul>

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

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

Washington Global has established learning expectations for situational distance learning that have been developed to ensure optimal student engagement and community engagement. Washington Global developed these expectations using information gathered from stakeholder surveys and feedback during the 2021-2022 school year. This information was utilized to inform the situational

distance learning expectations listed below.

*Washington Global Teachers:* All Washington Global teachers will be provided a school issued laptop and have access to the internet at their situational learning location as confirmed by staff survey. During situational distance learning, teachers will adhere to the situational learning schedule provided by the school (see iv.) and communicated during teacher training, within the Teacher Handbook, and throughout the school year. Teachers will take student attendance according to the school policies, and engage students in synchronous and asynchronous instruction for at least six hours during each day of situational learning.

*Washington Global Students:* Washington Global student situational distance learning expectations will be provided to students in the Student and Family Handbook, and also communicated on the school's website / social media and during student orientation / advisory. In the event of situational distance learning, students will engage in at least six hours of synchronous and asynchronous instruction according to Washington Global's situational distance learning policy and schedule (see iv). All students at Washington Global will be assigned a Chromebook that they will be able to use at school and in their situational distance learning environment. Students will be notified of situational learning via several outlets, including app notification, social media, text, robocall, and on the school's Learning Management System (LMS).

*Washington Global Parents / Guardians:* Washington Global has used parent feedback to refine its situational distance learning practices for the 2022-2023 school year. The school will communicate the expectations of situational distance learning to parents. The expectations include that students must engage in synchronous / asynchronous instruction for at least six hours in their situational distance learning environment according to the situational learning environment schedule (see iv). In an effort to streamline communication to parents, the school will continue to notify parents of situational distance learning through the school's app notifications, social media, text blasts, robocalls, emails, and postings on the school's parent portal. The school has an established parent portal on its website where the school posts all pertinent parent communications, the Student and Family Handbook, and information pertaining to situational distance learning. The school will provide technology and situational learning training sessions for parents beginning in August 2022 to ensure that parents / guardians are aware of the school's situational distance learning expectations.

**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.**

Washington Global will follow all expectations for situational distance learning set forth in Section iii above. Additionally, all classes for students studying virtually will begin at the designated start time specified in the Situational Distance Learning Bell Schedule. The situational distance learning school day will consist of at least six hours of synchronous and asynchronous instruction.



Bell Schedule		Situational Distance Learning Schedule			
		Cohort 1	Cohort 2	Cohort 3	Cohort 4
Homeroom	8:15-8:25	Homeroom	Homeroom	Homeroom	Homeroom
Period 1	8:25-9:25	Class 1	Class 3	Class 2	Class 5
Period 2	9:30-10:30	Class 5	Class 4	Class 3	Class 2
Period 3	10:35-11:00	Lunch			
Period 4	11:05- 12:05	Class 4	Class 5	Class 1	Class 3
Period 5	12:10-1:10	Class 3	Class 2	Class 4	Class 1
Period 6	1:15-2:15	Class 2	Class 1	Class 5	Class 4

**Student Attendance**

During situational distance learning, teachers will take attendance daily in PowerSchool for all class periods. In order to be marked “present” for the class period, students will be required to log into the Google Classroom / Learning Management System and / or Zoom and must remain present during lessons, unless given permission to work independently. The situational distance learning school day will consist of at least six hours of synchronous and asynchronous instruction. Students will be marked present if they engage in synchronous or asynchronous school work for at least six (6) hours a day, or at least 80% of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that student

**Digital Classroom Organization**

Zoom links will be assigned by cohort so that students attending virtually can remain in one link. Teachers will log in with their secure Washington Global assigned accounts only. All teachers will maintain an organized online classroom platform in Google Classroom, with the use of subsidiary websites and platforms to aid and advance instruction. Google Classroom will be designed based on approved content-based organizational norms.

**Student Engagement**

Teachers will measure engagement by utilizing Washington Global’s Classroom Participation Rubric. The rubric, combined with Global’s synchronous instructional model for distance learning, contains measures for gauging student participation in the lesson and work completion, and will allow teachers to engage all students.

### **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://1nwq5p36tjey3k3k8f3hg2ky-wpengine.netdna-ssl.com/wp-content/uploads/2022/07/Washington-Global-2022-23-Health-and-Safety-Plan-Revised-1.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**

- i. Adjusted class/block/bell schedules ; ii. After-school programming ; iii. Longer school day ; iv. Longer school year ; v. Summer programming ; vi. School break/holiday programming

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

High-impact tutoring ; New curriculum purchase ; 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 hardware purchase ; New software purchase

**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.**

**Adjusted Scheduling**

i. Adjusted class/block/bell schedules

Washington Global student schedules will be designed based on data in order to provide the needed accommodation and instructional support. Students will receive block scheduling, which includes six, sixty-minute blocks. Additionally, the 2022-2023 schedule allows all students to receive a period of at least two hours per week to engage in the school's intervention programming. This will provide students with greater access to intervention support to accelerate student learning.

ii. After-school programming

Washington Global students will have the option to engage in after-school programming that supports extracurricular and academic development, such as tutoring. This programming provides students with free access to tutoring, which will promote student learning.

iii. Longer school day

Washington Global students experience a longer school day than traditional schools in the city, which provides students with more instructional time to accelerate their learning.

iv. Longer school year

Select Washington Global students who qualify based on their Individualized Education Programs (IEP) will have access to Extended School Year (ESY) academic programming. The longer school year promotes student learning by offering students more academic instruction.

v. Summer programming

All Washington Global students will have the option to engage in three weeks of summer programming in the summer of 2023 in order to develop subskills and gain additional seat hours in core subjects.

vi. School break/holiday programming

Washington Global students will have access to digital resources during breaks and holidays in order to support student grade level proficiency and growth.

## **Instructional Changes**

i. High-impact tutoring

Global's students will engage in high-dosage tutoring, which will be used to accelerate student learning in ELA and math. As set forth in *High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning*, students will engage in high-impact tutoring in small groups, which will involve scaffolding academic content so students can access new information.

ii. New curriculum purchase

Washington Global has purchased a new science curriculum that has been implemented in all science classes grades 6-8. Outside of purchasing the new science curriculum, Washington Global teachers will continue to make customizations to differentiate their curriculum and scaffold based on student abilities to assess grade level content.

iii. New intervention program or support

Washington Global utilized student data from fall 2022 teacher surveys to support the restructuring of the reading intervention program. The new program has been designed to promote student choice and increase student engagement in an effort to provide learning experiences that maximize student reading growth. The program was implemented in fall 2022.

iv. New uses of staff planning time for accelerated learning

Reading teachers will have weekly collaborative planning meetings to monitor student data and identify learning goals. The planning time will also provide teachers with professional development to promote their knowledge of the science of reading to positively impact student reading performance.

iv. New professional development for staff on accelerated learning

Staff members will continue engage in professional development focused on effective measures for accelerating student learning through our instructional cycles. Teachers will specifically receive instructional support, professional development, and coaching centered around the school's learning systems.

### **Staffing and Related Supports**

i. Additional staffing

Washington Global has developed a new in-house math fellows program in which a math trainee works with a certified teacher/coach to learn best practices and become a full math teacher. The fellow assist with accelerating student learning through small-group and whole-group instruction.

ii. Additional vendor and/or community partner support

Washington Global partnered with a community partner to assist with after school tutoring and programming, which will accelerate student learning through additional tutoring time.

iii. New hardware purchase

Washington Global has purchased additional ChromeBooks to ensure all students have a Chromebook in each class. This will allow the school to maintain its 1:1 Chromebook system so that students can access all academic programming to accelerate their learning.

iv. New software purchase

Washington Global has purchased a virtual textbook software to support student learning in science classes. This will allow all students to have greater access to the science curriculum to promote 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**

As the LEA, Washington Global will provide timely initial, re-evaluation, and eligibility determinations for students in accordance with IDEA and OSSE special education requirements. Washington Global has contracted with several professional agencies that administer assessments and provide associated reports in a

timely manner, as indicated by the timeline set by the IEP team that meets the requirements of OSSE's re-evaluation timeline (within 45-days). Upon receipt of a student referral or consent to evaluate, the IEP team develops a timeline schedule, which includes assessment dates and subsequent eligibility meeting dates. In general, Washington Global develops an eligibility timeline which has a 30-day time frame between assessment administration and final eligibility determination. The special education coordinator monitors and communicates with the IEP team throughout the eligibility process to ensure that the timeline is adhered to.

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

Unanticipated shift to situational distance learning would be a potential barrier in meeting these requirements.

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

Washington Global develops an eligibility timeline which has a 30-day time frame between assessment administration and final eligibility determination. Therefore potential barriers allow for additional days to complete the eligibility process. Also, Washington Global works with related service providers that are able to administer assessments and forms through a virtual platform. This alleviates the need for in-person testing administration in necessary situations.

**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.**

Washington Global will assign a case manager for each student who is eligible for special education services. The case manager will be responsible for reviewing student data from previous school years as well as current data. The case manager will convene an IEP meeting within 45-days of the 2022-2023 school year to determine if, and to what extent, the student may need compensatory services to mitigate the impact of periods of school closure or distance instruction. Student data will include the current IEP, previous evaluations, quarterly progress reports, and current formative and benchmark assessments. The IEP team will review individual student data and make a determination in relation to compensatory services.

**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 will communicate the IEP team's decision regarding compensatory services eligibility after review of student data. Compensatory services are inclusive of academic and related services. The decision will be communicated to families during the IEP meeting and a PWN will be developed after the meeting, which will outline the compensatory services, process, and decision. The PWN will be uploaded into SEDs and a copy will be sent to the families (by email or postal mail) within 5 days after the meeting. The LEA will ensure the delivery of these services to students by adhering to a specific schedule that will address skill regression due to school closure or distance learning. Compensatory services will take place through an extension of the school day, during advisory periods, or during summer break. Progress monitoring will be conducted to determine student progress and skill acquisition. In addition, compensatory services may include the principles of accelerated learning.

**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.