Appendix A: School Operating Status and Instructional Mode Data Template

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Distance Learning: Remote or online only	246	35	94	117
Hybrid: School buildings open with both remote/online and in-person instruction (hybrid)	246	117	94	35
In-person: School buildings open with full-time in-person instruction	246	0	7	239

Data Elements Definitions	**Learning Environment Type:** • **Distance Learning:** Students are classified as distance learning if all of their instructional days in the month of April were remote • **Hybrid:** Students are classified as hybrid if they have both in-person and distance learning days in the month of April • **In-person:** Students are classified as in-person if all of their instructional days in the month of April were in-person at school

Data Notes	- Learning environments are based on students' attendance status codes that indicate whether a student is present or absent in a distance learning or in-person learning environment. - Students who only have attendance codes that cannot be mapped to in-person or distance learning are classified as hybrid: AOS (Absent Out-of-school Suspension), NA (Not Available), NS (Not Submitted), UNK (Unknown). - Schools were classified as offering all, some, or none of their students distance, hybrid, or in-person by each learning environment type. - Learning environments reflect data from the month of April only. - Data is provided for all schools in the state.

Application Questions for School Year 2021-22 Continuous Education Plans (CEPs), 2021-22 Health and Safety Plans, and 2020-21 Assessment Data Collection

Background and Purpose

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

Whereas last year the CEPs included a section addressing how LEAs would prepare and maintain a safe physical environment, this year we are requiring that all public and public charter LEAs, as well as all private, parochial and independent schools in the District, submit separate **health and safety plans** that describe how they will safely reopen schools in accordance with DC Health and OSSE's health and safety guidance. OSSE will review each plan and provide comment, which may request follow-up by the LEA or school.

Finally, to align with requirements from the US Department of Education, OSSE is conducting a **school year 2020-21 assessment data collection** for all individual public and public charter schools serving students in grades K-12 to understand how they assessed students during the pandemic. These collections will be reviewed and approved by OSSE. The questions for all three plans are contained in the document below.

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's Guiding Principles for Continuous Education.[1] These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2021-22 school year, including for in-person learning and distance learning under limited circumstances. We strongly encourage you to review these guiding principles closely before drafting your CEP application, as well as the Continuous Education Resource Guide and accompanying Technical Appendix, which provide additional resources for developing your plans.

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[1] Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and distance learning settings.

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website, and all LEAs and independent schools must share them directly with their families upon review or approval by OSSE. For public charter LEAs, the DC Public Charter School Board (PCSB) will also use the content of the CEPs for oversight purposes in the 2021-22 school year. Please consult the accompanying Technical Appendix document for additional requirements on stakeholder engagement and sharing plans with the public.

For private, parochial and independent schools, the deadline to submit health and safety plans will be **5 p.m. on Monday, June 14, 2021**. For public and public charter LEAs, the deadline to submit CEPs and health and safety plans will be **5 p.m. on Wednesday, June 30, 2021**. For individual public and public charter schools serving K-12 students, 2020-21 assessment data collection responses are due at **5 p.m. on Thursday, July 15, 2021**.

At this time, OSSE and PCSB are providing LEAs and schools with the application questions so they may begin to work on their responses. Later in May, OSSE and PCSB will provide more detailed information on the process for submission. The process will be very similar to last year, with application submission through OSSE's Quickbase portal.[2] OSSE has also released a Technical Appendix document where you can find more information on the application submission process, evaluation framework, technical assistance and monitoring.

Continuous Education Plan Questions

Safe Reopening

1.A Physical Health and Safety

- Please see the "Health and Safety Plan" section below for health and safety questions.

1.B: Support Across Learning Environments

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

2. **Distance Learning for Students with Medical Certifications:** Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

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[2] Public charter LEAs should notify PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):
    i. The LEA itself
    ii. Another District LEA (please select name)
    iii. One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)
b. How the LEA will deliver its distance learning program (select one):
    i. Centrally at the LEA level
    ii. By campus/at the school level
    iii. Both (please describe the LEA's approach)
c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.
d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;
e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and
f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:
    a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;
    b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and
    c. How the LEA will provide direct mental and behavioral health services for students in need.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

5. Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:
   a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and
   b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:
   a. How the LEA will solicit and incorporate student/family feedback on these plans[3], both before the school year starts and consistently as the school year progresses;
   b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and
   c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

2.D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

Accelerated Learning

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

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:
   a. Taught fewer standards than in a typical school year / not able to teach all the standards
   b. Taught a narrowed or prioritized set of standards relative to a typical school year
   c. Did not adjust standards / Taught the same standards as a typical year
   d. Adjusted curricular scope
   e. Adjusted curricular sequence
   f. Did not adjust curriculum / followed same curricular scope and sequence as a typical year
   g. Adjusted types of assessments administered
   h. Adjusted assessment administration schedule and/or frequency
   i. Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:
    a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year? (check boxes)

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[3] LEAs receiving ESSER III-ARP funds must meet specific requirements for family and public engagement per the US Department of Education. Please see the accompanying Technical Appendix document for more details.

i. English language arts (ELA)
ii. Math
iii. Science
iv. English language proficiency

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

   c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);

   d. Whether you set goals[4] for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:
      i. Whether these goals are set by the assessment provider or are determined by the LEA; and
      ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and

   e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and

   f. **For LEAs with students attending non-public special education schools:** Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):
   a. Adjusted Scheduling
      i. Adjusted class/block/bell schedules
      ii. After-school programming
      iii. Longer school day
      iv. Longer school year
      v. Summer 2021 programming
      vi. Summer 2022 programming
      vii. School break/holiday programming
      viii. Weekend programming (e.g., Saturday school)
   b. Instructional Changes

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[4] For the purposes of this collection, "goals" are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., NWEA MAP) are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

i.   High-dosage tutoring[5]
         ii. New curriculum purchase
         iii. New intervention program or support
         iv. New uses of staff planning time for accelerated learning
         v.   New professional development for staff on accelerated learning
    c.   **Staffing and Related Supports**
         i.   Additional staffing
         ii. Additional vendor and/or community partner support
         iii. New hardware purchase
         iv. New software purchase
    d.   **Other**
         i.   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.

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

14. Describe how the LEA plans to extend effective practices introduced during distance learning to
    enhance students' academic and/or social-emotional progress. *We encourage LEAs to submit any
    practices described in this response to the US Department of Education's Safer Schools and
    Campuses Best Practices Clearinghouse so that they can be shared with other states and LEAs.*

15. **For LEAs serving students in grades 9-12:** Describe how the LEA will adjust its approaches[6] to
    credit attainment, recovery and support for postsecondary transitions to ensure all students are on
    track to graduate.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After
doing so, LEAs are additionally responsible for reviewing and conducting the following activities to
ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities.
OSSE encourages LEAs to conduct individualized review of student data to identify appropriate
accelerated learning instructional approaches. LEAs should also consider whether or not a student's
individualized education program (IEP) is designed to support accelerated learning and should engage
families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP
services designed to support accelerated learning, and the delivery of FAPE.

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[5] Please see OSSE's guide, High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning, released March 15, 2021.

[6] OSSE issued non-regulatory guidance on credit recovery in September 2018. Credit recovery courses should only be offered for
courses required to be satisfactorily completed for graduation. LEAs should ensure that a student enrolled in a credit recovery
course previously completed the underlying course and received a failing grade thus not earning a partial Carnegie Unit. Further,
5A DCMR 2203 outlines credit requirements for graduation in the District of Columbia. It is the expectation that all graduates
meet these requirements. Public charter schools may exceed these requirements but must have approval from the PCSB for any
modifications.

16. Describe the LEA's plan to serve **students with disabilities**, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:
    a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
    b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;
    c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;
    d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
    e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.

17. **For correctional facilities only:** Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:
    a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;
    b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;
    c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;
    d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;
    e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and
    f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

English Learners

18. Describe the LEA's plan to serve **English learners**, including students participating in distance learning, including:
    a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
    b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning

environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

Effective Use of Funds in the 2021-22 School Year

For LEAs receiving ESSER III-ARP funds: Please outline your LEA's approach for the use of federal emergency grant funds by responding to the questions below. You will provide additional detail and spend plans when you complete an ESSER III-ARP application in Enterprise Grants Management System (EGMS) later this summer. If relevant, you may reference other responses provided in this CEP or in the health and safety plan.

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

20. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will use at least 20 percent of its allocation for evidence-based interventions[7] to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

21. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses[8] of the funding.

22. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

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[7] The American Rescue Plan Act defines "evidence-based" using the same definition as the Every Student Succeeds Act, to mean an activity, strategy, or intervention that:
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
    (I) strong evidence from at least one well-designed and well-implemented experimental study;
    (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
    (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
(ii)
    (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
    (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
Please see the US Department of Education's guidance on using evidence to strengthen education investments for more information.

[8] Please refer to OSSE's web site for guidance on allowable uses of the ESSER III-ARP funds at osse.dc.gov/recoveryfunding

2021-22 School Year Health and Safety Plan Questions

Please provide the LEA's detailed plan to implement each of the following mitigation strategies to minimize COVID-19 transmission in the school setting.

Face Masks
1. Provide the LEA's plan to comply with the requirements that:
    a. except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are full vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
    b. masks must be worn correctly.

2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a face mask at all times.

Physical Distancing
3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

4. Provide the LEA's policies and procedures regarding the use of cohorts for students and/or staff, including steps to minimize interactions between cohorts, as applicable.

Handwashing and Respiratory Etiquette
5. Provide the LEA's policies and procedures to support handwashing and respiratory etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.

6. Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.

Personal Protective Equipment (PPE)
7. Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.

Maintain Clean and Healthy Facilities
8. Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including high touch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stair rails, faucets, phones, doorknobs, grab bars on playgrounds).

9. Provide the LEA's cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school. Include the LEA's plan to comply with specific required protocols for scenarios when it has been 24 hours or less since the sick person was in the school, as well as when it has been more than 24 hours but less than 3 days since the sick person was in the school.

10. Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies and to comply with the requirement that staff must wear gloves while cleaning and disinfecting spaces throughout the building.

11. Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.

Response to a Confirmed or Suspected COVID-19 Case
12. Describe the LEA's policies and procedures to:
    a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and
    b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.

13. Provide the LEA's plan to comply with the requirements to:
    a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;
    b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;
    c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

14. Provide the LEA's procedures to support DC Health with contract tracing in the event of a positive case of COVID-19.

15. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

COVID-19 Testing and Vaccines

16. If applicable, describe the LEA's current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA's plan to ensure that results of such testing programs are reported to DC Health per DC Health's COVID-19 reporting requirements: dchealth.dc.gov/page/covid-19-reporting-requirements.

17. Provide the LEA's plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.

Students with Disabilities
18. Provide the LEA's plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures.

Training, Technical Assistance, and Monitoring

19. Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:
    a. who will receive training and technical assistance;
    b. the topics that the training and technical assistance will address; and
    c. how and by whom the training and technical assistance will be delivered.

20. Provide the LEA's plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.

Communicating Policies and Procedures to Students, Families, Staff and Visitors

21. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

2020-21 School Year Assessment Data Collection Questions

Note: Assessment data collection responses will be submitted by **each individual K-12 school**, rather than each LEA.

1. Please describe your approach to assessing student learning in the past school year (2020-21), including:
    a. Information on the school's strategy and approach to assessing student learning given the school's specific operating status throughout the 2020-21 school year;
    b. Whether assessments were delivered remotely or in-person; and
    c. Highlighting any changes to your original assessment plans due to the impact of the pandemic.

2. Please identify the content areas for which your school administered non-state summative spring assessments (interim, benchmark, end-of-course, or end-of-year) in both 2019-20 and 2020-21.
    a. *Please limit your responses to those assessments administered as common assessments at the school or LEA level as opposed to those developed and used solely by individual teachers*. (check boxes with columns for 2019 and 2020)
        i. ELA
        ii. Math
        iii. Science
        iv. English language proficiency

3. Did you set assessment-specific goals[9], benchmarks, or targets for performance on assessments administered in the 2020-21 school year?
        i. Select: Yes/no
        ii. If yes, are these goals/targets set by (select one):
            1. Assessment provider (e.g., NWEA)

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[9] For the purposes of this collection, "goals" are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., MAP), are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

        2.   The LEA or school (e.g., charter organization, school or teacher)
   iii.   If yes, are the goals/targets meant to measure (select one)
        1.   Student proficiency
        2.   Student growth
        3.   Both

4. Please describe the steps your school took in the 2020-21 school year to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners and English learners with disabilities.
   a. *We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where supports may be needed.*
   b. If applicable, include information on the specific assessments used to assess different groups of students (content area, grade, and type [interim, benchmark, etc.])
   c. Provide narration on accessibility and the availability of accommodations and accessibility features.
   d. Highlight where there may be gaps or challenges in providing common assessments for all students (e.g., if vendor-created tools are not available at certain grade levels or for certain content areas).

5. Please describe any strategies you implemented to change curricular scope or sequence for ELA, math and science based on the impact of the pandemic on school schedules, distance learning and reopening status. Please share any takeaways or lessons learned.
   a. If applicable, highlight any concrete strategies that adjusted the school's original plans for standards coverage, curriculum, and scope and sequence. Examples could include, but are not limited to: implementing Student Achievement Partners' priority standards; adjusting timing or sequencing; acceleration planning; redesigning 2020-21 quarter 1 to focus on content missed in quarter 4 of 2019-20. Include details for all content areas and identify where approaches differed across grades, as appropriate.
   b. Outline how the changes in standards/content coverage impacted the school's plan for non-state summative assessments and ability to measure student learning.

6. Please identify which assessment tools you used for non-state summative spring assessments in ELA, math and science (for tested grades) at your school(s) in the 2020-21 school year, as well as the data on participation numbers, the "goals" identified above and performance toward those "goals."
   a. *Please limit your response to assessments administered in spring as common assessments at school or LEA levels versus assessments developed and used solely by individual teachers.*
   b. *A reminder that tested grades/courses include:*
      i. *ELA, mathematics: grades 3-8; high school (ELA 1, ELA II, Algebra I & Geometry)*
      ii. *Science: grades 5, 8 and high school biology*
   c. *If your school sets individual grade-level goals, please provide a row for each grade and student group. If your school sets goals across grade levels, please list the aggregated goals, participation, and performance for the grade span and student group.*

d. *If your schools did not assess locally in science, please describe in your narrative responses why not and how you will address science content.*
e. *Be sure to identify tools used to assesses specific student groups (e.g., students with disabilities, English learners, etc.).*
f. *For the purposes of this collection, "goals" are defined as LEA- or school-determined expectations for individual students or student groups. If the LEA or school is using an assessment tool for which they set specific goals for students (e.g., MAP), OSSE expects the LEA or school is using those defined goals for this exercise, but LEAs or schools should note and explain where this is not the case.*
g. *If you do not have information on the number of students meeting or exceeding a goal, please fill out all the remaining columns. Collecting information on the types of assessments used and the participation in those assessments will help OSSE better understand the non-state summative assessment landscape across LEAs.*

Tool	Type of Tool	Source	Format	Content Area	Grade(s)	Student Group (auto-populated)	# of Eligible Students	# of Eligible Students Assessed	Goal	# of Assessed Students Meeting or Exceeding Goals
Ex: MAP	*Interim*	*Vendor*	*Remote*	*ELA, Math*	*3-5*					
Ex: iReady	*Diagnostic*	*Vendor*	*Remote*	*Math*	*6-8*					
Ex: EOC		*Teacher created*	*Remote*	*ELA*	*6*					
Ex: EOC		*Teacher created*	*Remote*	*ELA*	*7*					
Ex: EOC		*Teacher created*	*Remote*	*ELA*	*8*					
Ex: EOC		*Teacher created*	*Remote*	*ELP*	*3-8*					
Ex: EOC		*Teacher created*	*Remote*	*Science*	*3-8*					

7. What are your school's takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?
   a. Detail how your school is approaching understanding the results of non-state summative assessments this spring. If there are any high-level takeaways, please share.
   b. Outline any caveats for interpreting the data from spring assessments at the school and/or LEA level. Caveats for interpretation may include information on student participation; opportunity to access standards/instruction; impact of remote administration on results; questions of test security, etc.
   c. Provide context for any missing information in question 6, if appropriate.

8. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?

9. Please describe how your school used or will use the results from 2020-21 school year assessments to improve instruction and student performance, access to summer enrichment, and access to instruction and enrichment in the 2021-22 school year.

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 completing the **ELA curriculum materials survey** coinciding with the submission of the CEP.

The LEA attests to the following statement regarding **2021-22 school year attendance:**
- ☐ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding **graduation and promotion** for 2021-22:
- ☐ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203[10] and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving **students with disabilities**, including students in non-public special education school settings (please check all boxes):
- ☐ Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- ☐ LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- ☐ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- ☐ LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- ☐ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

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[10] In the 2019-20 school year, the DC Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

☐ During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):
☐ The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
☐ The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
☐ The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding **technology**:
☐ The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family, stakeholder and public engagement** (please check all boxes):

☐ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

☐ The LEA has taken comments of the above-named groups into account in the development of the CEP.

☐ The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.

☐ The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.

☐ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

☐ The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.

☐ The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding **locally administered assessments**:
    ☐ The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education and accelerate learning for the 2021-22 school year.

Further, by submitting this continuous education plan, the LEA will ensure that schools provide a minimum of 180 instructional days of at least 6 hours of instructional time in accordance with 5A DCMR 2100.3 for the 2021-22 school year. Any deviation from this requirement must be approved by the Superintendent prior to communication and implementation.

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with the **DC Health and OSSE public health guidance:**

☐ The LEA assures that it will adopt the measures in the DC Health and OSSE COVID-19 guidance for schools to help reduce the risk of COVID-19 transmission among students, staff, families and the community.

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for 2020-21 School Year Assessment Data Collection

The LEA attests to the following statement regarding **locally administered assessments**:

☐ The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.

School and LEA Name: _____

School Leader Name: _____

School Leader Signature: _____

Date: _____