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**SY 2020-21 LEA Continuous Education**

**& School Recovery Plans: Application Questions**

**Background and Purpose**

The District’s response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning[[1]](#footnote-1) for school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.[[2]](#footnote-2) OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring all LEAs in the District of Columbia that serve students in Grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR § 2100.3.

DC PCSB is requiring all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during SY 2020-21 in response to COVID-19.

This application is closely aligned to OSSE’s [Guiding Principles for Continuous Education](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Guiding%20Principles%20for%20Continuous%20Education%206.30.20.pdf).[[3]](#footnote-3) These guiding principles are intended to provide LEAs as well as families with clear and consistent expectations for ensuring that all students in the 2020-21 school year have access to a safe and supportive learning environment that also delivers rigorous and standards-aligned content to prepare students to succeed in school and life. We strongly encourage you to review these guiding principles closely before drafting your plans as well as the [Continuous Education Resources for LEAs](https://osse.dc.gov/page/continuous-education-resources-local-education-agencies) that we have curated.

To inform the public, these plans will be publicly posted, and we ask that LEAs also share them directly with their families upon approval by OSSE and DC PCSB. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individualized needs, but these plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines.[[4]](#footnote-4)

**The deadline for submitting these plans is July 31, 2020**. At this time, OSSE and DC PCSB are providing LEAs with the application questions, so they may begin to work on their responses. In mid-July, OSSE and DC PCSB will provide information on the process for submission and review.[[5]](#footnote-5)

**Application Questions**

**School Recovery Operations Plan**

1. Describe the LEA’s plan to keep buildings clean, including:
* What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and
* How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?
1. Describe physical changes to the environment to ensure or promote social distancing.
2. What have you done to ensure adequacy of ventilation at the school?
3. Outline the LEA’s plan for SY 2020-21 school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.[[6]](#footnote-6)

**Instructional Delivery Plan**

1. Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.
* Identify the instructional methods (e.g., 100% synchronous instruction, 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.) your schools will use during SY 2020-21 to ensure rigor across settings;
* Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);
* Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
* Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

**Assessment and Promotion Policy**

1. **Assessment**
2. Describe the LEA’s policy for identifying and administering assessments during SY 2020-21, including:
	* + Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of SY 2020-21. Select all that apply:
* Achievement Network (ANet)
* Affirm
* Developmental Reading Assessment (DRA)DIBELS/ Acadience Reading
* Great Minds
* i-Ready-Curriculum Associates
* NWEA-MAP
* Reading Inventory (RI)
* Renaissance Learning’s STAR Reading/ STAR Math Scholastic Reading/ Math Inventory (SRI/ SMI)
* Other (identify vendor)
	+ - How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and
		- When the LEA intends to administer these assessments during the school year, specifying for each assessment.
	1. **Promotion and Graduation**
1. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.
2. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school’s charter that you plan to waive for SY 2020-21, describe those waived requirements.

**Attendance Policy**

1. OSSE has issued [guidance on the collection of student attendance for SY 2020-21](https://osse.dc.gov/publication/collecting-attendance-2020-21-school-year). Describe the LEA’s policy for student attendance through distance learning. In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:
* Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
* LEAs that serve students that are not compulsory age (Pre-K 3, Pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.

[ ]  Option A: The LEA is using a learning management system (LMS) for distance learning.

* How is the student’s presence authenticated daily using the LMS?
* What constitutes sufficient engagement in the LMS for the student to be marked present?

[ ]  Option B: The LEA is not using a learning management system (LMS) for distance learning.

* What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student’s presence?
* What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student’s presence?
* What constitutes evidence of education engagement daily for the student to be marked present?
1. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

**Whole Student Support**

* 1. **Student Support**
1. Describe the LEA’s plan for supporting students’ social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.
	1. **Behavior**
2. Describe the LEA’s policy for monitoring student behavior during distance learning.[[7]](#footnote-7) All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:
	* + A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
		+ The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
		+ The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

*[Note: Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds.]*

**Special Populations**

*OSSE issued* [*guidance*](https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/COVID-19%20-%20IDEA%20Part%20B.pdf) *related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on* [*March 25, 2020*](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/COVID-19%20-%20IDEA%20Part%20B%20FAQ.pdf)*,* [*April 15, 2020*](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/COVID-19%20-%20IDEA%20Part%20B%20FAPE%20FAQ.pdf)*, and* [*May 29, 2020*](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/COVID-19%20-%20IDEA%20Part%20B%20FAPE%20FAQ%206.2.20.pdf)*.*

1. Describe the LEA’s plan to serve **Students with Disabilities**, including:
* A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
* 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; and
* The manner in which LEA deliver related services for students in distance learning;
* The manner in which the LEA will support parent training for students receiving related services through distance learning;
* The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;
* The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and
* The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

*LEAs’ obligations to serve the District’s English Learners (ELs) are outlined in* [U.S. Department of Education Fact Sheet](https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf)*,* [District Municipal Regulations 5-E3101](https://www.dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-E3101)*,* [OSSE’s state EL policies and procedures](https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/EL%20Policy%20March%202020.pdf)*, and* [DC PCSB EL Services Assurance Letter](https://dcpcsb.egnyte.com/dl/tGkfMojROS/), and [OSSE’s Serving English Learners During Distance Learning FAQ.](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Serving%20English%20Learners%20During%20Distance%20Learning%20FAQ%206.30.20.pdf)

1. Describe the LEA’s plan to serve **ELs**, including:
* A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
* The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students’ English proficiency;
* The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
* The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

**Technology Policy**

1. Describe the LEA’s policy for technology use during distance learning, including:
* Expectations for student access to devices and technical training;
* The manner in which the LEA will assess student/family technology needs;
* The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;
* The plan for replacing/repairing devices;
* Expectations for student access to internet and safeguarding personally identifiable information (PII);
* What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and
* If/how the school’s technology policy differs by grade level.

**Family Engagement Policy**

1. Describe the LEA’s policy for partnering with families and communicating about continuous learning and school operations, including:
* How often families can anticipate hearing from the school, and through which methods of communication;
* How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
* How you will communicate about unanticipated facility closures and the health/safety of the school community;
* How you will share expectations and training for family participation in their student’s learning, including trainings for technology;
* How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
* How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

**SY 2020-21 Continuous Learning Plan Assurance Statement**

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

 [ ] 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 **SY2020-21 attendance** (please check all boxes):

[ ]  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 SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

[ ]  The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203[[8]](#footnote-8) and/or in accordance with its charter agreement-if applicable.

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

[ ]  Students with disabilities have equitable access to distance 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 the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

[ ]  LEAs will ensure recovery planning and implementation includes identification of strategies to address 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 base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

[ ]  During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA’s recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

[ ]  The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

[ ]  The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

[ ]  The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs’ language and academic goals.

[ ]  The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs’ 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 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 engagement** (please check all boxes):

[ ]  The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

[ ]  The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

* + An accessible, family-facing description of their continuous education plan; and
	+ Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEAs best thinking with how it will provide instruction and whole student supports through continuous education for SY 2020-21. LEAs will have the opportunity to periodically review and modify plans if circumstances change; however, substantive changes to this plan should result in communication with DC PCSB and OSSE for awareness and be communicated to students and families promptly.

Further, by submitting this continuous education plan, the LEA will provide at least 180 instructional days adhering to this plan or by modifying it.

Finally, the LEA requests a waiver for the 6-hour instructional day requirement in 5-A DCMR §2100.3 for SY 2020-21.

LEA Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEA Leader Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEA Leader Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning. [↑](#footnote-ref-1)
2. These policies are intended to capture school academic and operational changes during SY 2020-21 in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (SY 21-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment. [↑](#footnote-ref-2)
3. Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings. [↑](#footnote-ref-3)
4. Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released. [↑](#footnote-ref-4)
5. LEAs should notify DC 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. [↑](#footnote-ref-5)
6. Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>. [↑](#footnote-ref-6)
7. Per the [Student Fair Access to School Amendment Act of 2018](https://code.dccouncil.us/dc/council/laws/22-157.html), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school’s educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials. [↑](#footnote-ref-7)
8. In SY 2019-20, the 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. [↑](#footnote-ref-8)