

2021-22 School Year Continuous Education Plans (CEPs) Technical Appendix

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Frequently Asked Questions (FAQs)

Which plans must my local education agency (LEA) or school submit?

- Each public and public charter LEA serving students in grades K-12 must submit an application for a Continuous Education Plan (CEP) and a health and safety plan, as well as response for the 2020-21 school year assessment data collection for each individual school within the LEA.
- Each public and public charter LEA serving exclusively adult students or early childhood students must submit an application for a CEP and a health and safety plan.
- Each private, independent or parochial school in the District must submit a health and safety plan only.

What are the due dates to submit plan applications? (updated 7/2/21)

- For private, parochial and independent schools, the deadline to submit health and safety plans was **5 p.m. on Monday, June 14, 2021.**
- For public and public charter LEAs, the deadline to submit CEPs and health and safety plans was **5 p.m. on Wednesday, June 30, 2021.**
- For individual public and public charter schools serving K-12 students, the deadline to submit 2020-21 school year assessment collection responses will be **5 p.m. on Friday, July 23, 2021 (updated 7/2/21).**

How do we submit the plan applications to the Office of the State Superintendent of Education (OSSE)?

- LEAs, individual schools, and private, parochial, and independent schools (schools) may submit their CEP, health and safety plan, and SY20-21 assessment data collection applications via OSSE's [Quickbase portal](#) beginning on Friday, May 21, 2021.
- While LEAs and schools may submit their applications for all three plans at any time between May 21, 2021 and their respective deadlines, applications will not be reviewed until after the application windows close.

Have any plan questions changed since their release on May 14? (added 6/24/21)

- Yes.
- Due to updated guidance from the DC Department of Health, questions 9 and 10 in the health and safety plans have been modified as of June 24, 2021.
- LEAs/schools who have not yet submitted their health and safety plans should review the updated questions linked on the [Guiding Principles page](#) and prepare your responses accordingly for submission with your plan application on June 30, 2021.
- LEAs/schools that have already submitted their health and safety plan and wish to modify their plan's response to those questions will have an opportunity to do so when submitting revisions in response to OSSE's feedback on their plan.

Which LEAs or schools must complete which questions in each plan? (added 6/10/21)

- For the health and safety plans, all LEAs/schools must complete all questions.
- For the SY20-21 assessment data collection, all individual schools serving K-12 students must complete all questions.
- For the CEPs, not every question applies to every LEA. The question will indicate which LEAs must answer (e.g. all LEAs serving grades PK-12; all LEAs serving grades 9-12; all LEAs receiving ESSER III-ARP funds). If the question has no specific guidance, all LEAs must provide a response to the question.

What is the required English language arts (ELA) curriculum materials survey and how do we complete it before submitting our plans?

- High-quality curriculum materials are essential for instruction and learning acceleration.
- OSSE, in partnership with EdReports.org, is conducting a landscape analysis of ELA curriculum materials used across the District to inform professional learning for District educators. This survey will gather data from LEAs about instructional materials currently used in literacy instruction and upcoming adoption plans.
- OSSE will also offer professional learning opportunities through EdReports in summer of 2021 for LEA leaders around ELA curriculum adoption.

- Please [click here](#) to complete this survey for your LEA by Wednesday, June 30, 2021.

Must LEAs engage families, stakeholders and the public in the development of these plans?

- Yes.
- To streamline requirements for LEAs and enable the CEP to fulfill both local and federal funding requirements, LEAs receiving ESSER III-ARP funds must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of the CEPs.
- Specifically, an LEA must engage 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.
- Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: tribes; 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.
- For the CEP application, LEAs must provide an assurance (included as part of the application) that they have met these requirements. LEAs may be asked to provide additional detail on their engagement efforts in ESSER III-ARP funding application.

Will the plans be made public?

- After approval, the CEPs will be publicly posted in their entirety on OSSE’s website.
- LEAs must then share CEPs directly with families, including posting on their own websites, either before the start of the 2021-22 school year or by Aug. 24, 2021, whichever date is first.
- After review by OSSE, the health and safety plans will also be publicly posted in their entirety on OSSE’s website. LEAs/schools must also post them publicly on their own websites at least 10 days before the start of the 2021-22 school year.
- After approval by OSSE, the 2020-21 school year assessment data collection responses will also be publicly posted in their entirety on OSSE’s website, except where the data must be suppressed according to [OSSE’s data suppression policy](#).
- The publicly posted plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- LEAs receiving ESSER III-ARP funds must also update this plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. These updates will not be submitted for OSSE approval. OSSE suggests LEAs include “as of” dates on their plan and/or website to make it clear when the most recent plan update was made.

How will the plans be evaluated?

- OSSE will review LEAs’/schools’ responses for **completion, clarity and compliance**, or alignment with applicable laws and policies delineated throughout this application.
- Responses to each application question will be evaluated on whether they meet these criteria:

Criterion	Question
Completion	Did the LEA/school response address all parts of the question and provide sufficient detail as outlined in the Complete Answer Guide? (yes/no)

Clarity	Did the LEA/school write the response in such a way that the median stakeholder could access the information? (yes/no)
Compliance	<p>CEPs and 2020-21 School Year Assessment Data Collection: The LEA response indicates the LEA complied with applicable federal and local laws or regulations (yes/no)</p> <p>Health and Safety Plans: The LEA’s/school’s plan includes and is consistent with the requirement(s) of the DC Health and OSSE COVID-19 health and safety guidance for schools (yes/no)</p>

- Responses that fail to meet one or all of these criteria will cause the application to be returned to the LEA or school for revisions. Please see below for more information on this revision and approval process.
- We encourage LEAs to review the Complete Answer Guide contained in this document (below) to ensure that their responses to each question in the CEP meet the criteria for completion.
- Finally, for public charter LEAs, the content of the submitted plans must align with their approved charters.

What can we expect from the CEP and school year 2020-21 assessment collection data response review and approval process? (updated 6/24/2021)

- OSSE will review all submitted health and safety plans; all submitted 2020-21 school year assessment collection responses; and CEPs from LEAs serving K-12 students according to the evaluation framework described above.
- The DC Public Charter School Board (PCSB) will review CEPs submitted by public charter LEAs serving exclusively adult or early childhood students according to the evaluation framework described above.
- LEAs or schools whose applications contain one or more responses that are not complete, clear and/or compliant will be provided comments and will be required to revise specific responses and resubmit to OSSE or PCSB **within approximately 10 days**.
- For the CEPs, OSSE or PCSB will approve final versions of the plans and post them to OSSE’s website.
- For the 2020-21 school year assessment data collection, OSSE will approve final versions of the collected data and post them in their entirety on OSSE’s website, except where the data must be suppressed according to [OSSE’s data suppression policy](#).

What can we expect from the health and safety plan review process? (added 6/24/21)

- All plan responses will be reviewed for clarity, completeness, and compliance with DC Health and OSSE’s school guidance.
- If OSSE identifies a deficiency regarding clarity, completeness, or compliance, OSSE will provide written feedback to the LEA/school identifying the deficiency and recommending a revision.
- LEAs/schools will be given the opportunity to revise and re-submit their plans within approximately 10 days in response to the OSSE’s feedback.

- OSSE will publish on its website the initial submission or, if the LEA/school revises their plan, the revised version of each LEA's/school's health and safety plan.

What supports are available to help us draft these plans?

- OSSE will be hosting CEP Overview Webinars targeted at both LEA leaders and staff members to review the major requirements of each of these plans, as well as the timeline and key dates.
- OSSE will also be hosting webinars on topics related to developing specific sections of the plans, such as on supporting English learners.
- Please [click here](#) to see the schedule and to register for these webinars, if applicable to you.
- Please review the Complete Answer Guide below for guidance on drafting complete responses to the CEP questions.
- OSSE has also compiled a [Resource Guide](#) with key policies and supports that you may find helpful as you draft your plans.
- OSSE is also making available a set of individualized consultative supports from TNTP for LEAs to develop their plans; please [click here](#) to sign up for these supports.
- For technical support, please review the forthcoming LEA User Manual for information on OSSE's Quickbase portal and submitting your application.
- All of these supports are linked on the [Guiding Principles for Continuous Education](#) page of OSSE's website.

How will OSSE track the implementation of these plans after they are submitted?

- After the health and safety plans are reviewed, LEAs and private, parochial and independent schools should keep in mind that health and safety guidance is subject to change as the public health circumstances evolve. LEAs and private, parochial and independent schools are responsible for incorporating additional or updated public health guidance into their policies and procedures throughout the school year as such guidance is released.
- For the CEPs, OSSE's primary focus is on supporting LEAs with the development of high-quality CEPs that can serve as a basis for a strong 2021-22 school year and can be shared with families. After the CEPs are approved, OSSE will continue routine annual monitoring activities and will also review specific metrics concerning implementation of the plans for students with disabilities and English learners. Please see below for details on how these metrics will be reviewed.
- For public charter LEAs, the PCSB will also use the content of the CEPs for oversight purposes in 2021-22.
- Finally, LEAs receiving ESSER III-ARP funds must also update this plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. These updates will not be submitted for OSSE approval. OSSE suggests LEAs include "as of" dates on their plan and/or website to make it clear when the most recent plan update was made.

Which special education metrics will OSSE review to track the implementation of these plans? (updated 6/24/21)

- OSSE will review data across four topics to evaluate LEA implementation of CEPs as it relates to special education.
- For three topic areas (least restrictive environment (LRE); students in nonpublic schools; and students in correctional facilities), OSSE will review data already collected by the state to measure LEA implementation of the Individuals with Disabilities Education Act (IDEA).
- For one topic area (accelerated learning planning and engaging families), OSSE will require two additional data submissions for 2021-22 only.
 - LEAs are required to submit school-level schedules, as discussed in the LEA's CEP, for benchmark assessments for the 2021-22 school year by **Monday, Aug. 16, 2021.**

Schedules may be submitted in a Microsoft Word or Excel document format to Deputy Assistant Superintendent Victoria Glick at Victoria.Glick@dc.gov.

- OSSE will review the LEA’s schedule for completing benchmark assessments in coordination with the LEA’s CEP, providing feedback through the technical assistance delivery to LEAs as appropriate.
- LEAs are additionally required to submit the percentage of benchmark assessments completed as of Oct. 31, 2021 by **Monday, Nov. 1, 2021**. The percentage complete may be e-mailed to Deputy Assistant Superintendent Victoria Glick at Victoria.Glick@dc.gov.
- In December 2021, OSSE will review the LEA’s submitted percentage of completion and provide technical assistance to LEAs falling below 100 percent completion of benchmark assessment activities.

Topic	Review Question	Data Source(s)	LEA Target	OSSE Review Timeline	Follow-Up Mechanism
Accelerated Learning Planning and Engaging Families	Did the LEA gather student data to develop individual accelerated learning plans?	School-level schedules for benchmark assessment LEA self-reported % of benchmark assessment completion	100% of benchmark assessments complete	December 2021	OSSE to arrange support conversations with select LEAs after metrics review, as needed
Least Restrictive Environment (LRE) and Equitable Access to Education	Is the LEA excluding more students who require extensive accelerated learning?	Federally reported LRE data Non-public placement rate	Same or lower as previous years	February 2022	
Students in Non-Public Schools	Is IDEA service delivery continuous and linked to accelerated learning?	SEDS IEP & annual review data Related services delivery data	Review reveals no evidence of systemic failures to implement accelerated learning	January/February 2022	
Students in Correctional Facilities	Is IDEA service delivery continuous and linked to	SEDS IEP & annual review data	Review reveals no evidence of systemic	Fall 2021 and spring 2022	

	accelerated learning?	Related services delivery data	failures to implement accelerated learning		
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Which English learner metrics will OSSE review to track the implementation of these plans?

- LEAs are required to complete screening for English learner identification based on home language survey responses for students who are enrolling in a District school for the first time as well as students who were screened provisionally in the 2020-21 school year and still have Provisional English Learner (PEL) or Provisional Not English Learner (PNEL) status.
- If the home language survey indicates that the primary language of a student enrolling in a District school for the first time is a language other than English, the LEA must screen for English proficiency using a state-approved screener and provide parent notification within 30 days of the first day of school.
- In October 2021, OSSE will review English learner identification data already collected by the state as part of the annual enrollment audit to determine if 100 percent of students needing screening were screened in a timely manner, including native language, EL screener date, EL screener score and EL screener status.
- If OSSE finds that not all students needing screening were screened in a timely manner, OSSE will contact LEAs for support meetings as needed.

Topic	Review Question	Data Source(s)	LEA Target	OSSE Review Timeline	Follow-Up Mechanism
EL Identification	Has the LEA completed timely and accurate English learner screening for all students who need it?	English learner data collected during the enrollment audit, including native language, EL screener score, EL screener status, and EL screener date	100% of students who need screening are screened within 30 days of the first day of school	October 2021	OSSE to arrange support conversations with select LEAs after metrics review, as needed

Does the CEP for the 2021-22 school year fulfill the requirement outlined by the US Department of Education for LEAs receiving ESSER III-ARP funds to develop a safe return to in-person instruction and continuity of services plan?

- Yes, CEPs for the 2020-21 school year already on file with OSSE, alongside the CEP that LEAs will submit for the 2021-22 school year, will cover this requirement.
- According to the US Department of Education, each LEA that receives ESSER III-ARP funds must develop, submit to OSSE and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services.
- The CEP for the 2020-21 school year already on file with OSSE will initially meet this requirement prior to the LEA sharing the 2021-22 plan, as long as it:
 - Was developed after the LEA sought and took into account public input;

- Is publicly available on the LEA’s website by June 24, 2021; and
- Is updated with public input for 2021-22 through the submission of the 2021-22 school year CEP.

Does the CEP fulfill the requirement outlined by the US Department of Education for LEAs receiving ESSER III-ARP funds to develop a plan for the LEA’s use of ESSER III-ARP funds?

- Yes.
- According to the US Department of Education, each LEA that receives ESSER III-ARP funds must develop, submit to OSSE, and make publicly available on the LEA’s website a plan for the LEA’s use of ESSER III-ARP funds.
- LEAs’ answers to questions 19-22 in the 2021-22 school year CEPs fulfill this requirement.
- The 2021-22 school year CEPs must also be publicly posted by the beginning of the school year or by Aug. 24, 2021, whichever date is first.

Complete Answer Guide

Please use the guidance in this section to develop complete answers to all questions in the CEPs. For all questions, a complete answer will:

- Answer all parts of the question, if applicable;
- Include a specific and detailed description of *how* the LEA will approach and/or execute each part of each question, not just *what* the LEA will do; and
- Avoid simply re-stating the LEA’s obligations to students or families under different laws and regulations (e.g., avoid re-stating obligations under IDEA; instead, describe how the LEA will fulfill those obligations).

Safe Reopening

1.A Physical Health and Safety (Health and Safety Plans)

- All guidance for all questions is contained within the questions as written.

1.B: Support Across Learning Environments

- 1. Delivering Full-Time In-Person Learning:** All guidance is contained within the question as written.
- 2. Distance Learning for Students with Medical Certifications:** A complete answer to sub-question F will describe how the LEA:
 - Will plan for and use high-engagement strategies with students during distance learning;
 - Might leverage tools such as a learning management system (LMS) and/or video conferencing to allow seamless transitions between in-person and distance learning environments;
 - Might leverage select, high-quality student-facing tech tools (e.g., IXL, Gizmos) to support and enhance student learning during distance learning;

Student and Staff Well-Being

2.A: Whole Child Supports

- 3. Mental and Behavioral Health:** A complete answer to this question will:

- Describe intentional and planned opportunities within the school day to deliver social-emotional learning and prevention education to all students, which may include specific programs or curricula to be implemented;
- Describe the systematic tool or process the LEA will take to screen students to determine whether they may be at risk for mental health concerns, and, if applicable, how the LEA will do this for specific student groups and the entire school population;
- Outline processes for staff, parents/caregivers, and students to make service referrals; and
- Identify the types of school-hired and community-based organization (CBO) partner clinical staff available to provide direct services for students.

4. Discipline and Behavior: A complete answer to this question will:

- Outline the disciplinary framework (e.g., trauma-informed practices, restorative justice, and/or positive behavioral interventions and supports) the LEA will implement to ensure staff use a proactive, intentional approach as the LEA transitions to in-person learning.

5. Access to Food: A complete answer to this question will:

- Identify the service model (such as meals in the classroom or grab and go meals) schools will use to make breakfast, lunch and afterschool meals (if applicable) available to all students in-person.
- Identify the service model schools will use to make breakfast, lunch and afterschool meals (if applicable) to students in a distance learning environment, or what referral will be provided so students have access to meals through a community resource, including a schedule for meal distribution;
- Include a communications plan to promote meals available to students learning both in-person and learning in a distance environment.

2.B: Educator Wellness

6. Educator Wellness: A complete answer to this question will:

- Include brief description of professional development topics that will support educators' own wellness and their ability to identify and respond to student social-emotional needs.
- Include brief description of wellness related resources offered to staff through employee assistance programs, partner CBOs, etc., as applicable.

2.C: Family Engagement

7. Family Engagement: A complete answer to this question will:

- Include the methods for soliciting feedback from students and families (e.g., town halls, focus groups, surveys, etc.) and for sharing how feedback was incorporated (e.g., family-facing newsletter, on the LEA website, etc.), as well as the frequency for both;
- Outline how the LEA plans to reach all families, both digitally and through traditional means; and
- Outline how the LEA plans to reach families who speak a language other than English.

2.D: Attendance and Re-Engagement

8. Re-Engaging Students: A complete answer to this question will describe:

- How the LEA will define and identify “consistently less engaged” students;
- What strategies, interventions and designated staff support structure the LEA will employ to support the engagement of the students identified;

- The timeline the LEA will use for the review and analysis of data on the identified students to evaluate the success of strategies, interventions and supports; and
- How and when the LEA will communicate with families about the identified students' engagement status and progress toward re-engagement.

Accelerated Learning

3.A: Clear Goals and High Expectations

9. N/A (question contains check box responses only)
10. All guidance is contained within the question as written.

3.B: Intentional Strategies for Accelerating Learning

11. **Approach to Interrupted Instruction:** A complete answer to this question will:
 - Describe how the LEA will collect, analyze and use academic and other performance data to inform instruction and develop targeted interventions for students, such as via a multi-tiered system of supports (MTSS) or other approach.
12. **Maximize Accelerated Learning Opportunities:** A complete answer to this question will:
 - Be thorough, and describe all practices the LEA will use to accelerate student learning, including but not limited to the strategies selected in this list;
 - Include specific examples of strategies the LEA will use to accelerate learning (e.g., high-leverage practices intentionally in instruction; culturally responsive practices; systems for collaborative student support planning; universal design principles reflected in instructional design; and systems for addressing learner variability).
13. **Professional Learning Plans:** A complete answer to this question will describe in detail the specific new skills or topics in which staff need training or support to meet emerging student needs around accelerated learning, and the LEA's plan for delivering this training or professional development to the right staff at the right time.
14. **Extend Effective Practices:** A complete answer to this question will describe:
 - Specific effective practices the LEA identified during distance learning, and how they have been identified as "effective;"
 - Specific approaches the LEA is taking to ensure staff continue to use these practices; and
 - How the LEA will monitor whether the practices continue to be effective, and how it might change, eliminate or add new effective practices going forward.
15. **Credit Attainment, Recovery, and Postsecondary Transition Support:** A complete answer to this question will describe changes the LEA will implement to support on-track graduation. Potential approaches LEAs could take include:
 - Increased course offerings (e.g., online, summer school, night school, credit recovery, or competency-based coursework);
 - Information sharing regarding postsecondary transitions, specifically systemic college and career counseling; and
 - Support for students in completing financial aid (i.e., the Free Application for Federal Student Aid, or FAFSA), college and other program applications as appropriate.

3.C: Special Populations

16. Students with Disabilities: A complete answer to this question will describe how the LEA will:

- Ensure staff with subject matter expertise in the management and delivery of special education to students with disabilities participate in drafting your LEA's responses to the section on students with disabilities;
- Routinely screen students with disabilities to gather data to inform continuous recovery service delivery;
- Communicate individual student recovery plans to families of students with disabilities, including whether or not a student's individualized education program (IEP) will require revision in order to afford the necessary supports for the child to access continuous education that incorporates recovery services;
- Incorporate recovery services into continuous education for students with disabilities and how such programming will continue to meet the least restrictive environment requirements of student IEPs.
- Review and ensure the delivery of individual recovery services for students with disabilities in nonpublic schools, if applicable; and
- Maintain the availability of an LRE continuum in both in-person and distance learning settings, including availability to students in nonpublic schools and carceral settings as appropriate.

17. Students with Disabilities in Carceral Settings: Please see guidance for question 16.

18. English Learners: A complete answer to this question will:

- Avoid conflating English learner instruction with special education services or general student instruction; and
- Explain in detail how the LEA will deliver English language development instruction to ELs with fidelity across in-person and distance learning environments.

2020-21 School Year Assessment Data Collection

- All guidance for all questions is contained within the questions as written.