



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

August 24, 2021

RE: Services designed to address interrupted instruction and regression for students with disabilities attending nonpublic special education schools (SY 2021-22)

Dear Colleague,

During the 2020-21 school year, and due to the public emergency experienced locally and nationally, many schools experienced a change in educational delivery modality and students may have experienced interrupted instruction or regression. As we continue to work together to ensure that the District improves special education services for District of Columbia children, this letter provides information regarding LEA responsibilities to consider students with disabilities attending nonpublic special education schools (nonpublic schools) in continuous education planning and implementation for the 2021-22 school year. Please see below for background information as well as information on these responsibilities.

Background

In June 2021, the Office of the State Superintendent of Education (OSSE) issued [Guiding Principles for Continuous Education for the 2021-22 school year](#), and required LEAs to complete School Year 2021-22 Continuous Education Plans (CEPs).¹ LEAs must include students with disabilities in the application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting activities identified in question 16 of the CEPs to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities, including students enrolled in the LEA who attend nonpublic schools.

OSSE is responsible for funding tuition and related services for students placed by LEAs in nonpublic schools.² LEAs remain responsible for ensuring the delivery of FAPE to these students while they are enrolled in the LEA and attending a nonpublic school. In this letter, OSSE seeks to clarify options for funding of accelerated learning delivered by nonpublic schools to District students with disabilities.

Next Steps

When planning accelerated learning expenditures, LEAs should consider the needs of enrolled students with disabilities who attend nonpublic schools. This includes ensuring students in nonpublic schools receive equitable access to accelerated learning.³ LEAs may use stimulus funds to support service delivery at nonpublic schools. LEAs should collaborate with nonpublic school staff in the development of

¹ 34 CFR §300.600. See [OSSE Guiding Principles for Continuous Education \(SY 2021-22\)](#) and [2021-22 Continuous Education Plans \(CEPs\) Application Questions](#).

² DC Code §38-2561.03(c), D.C. Code §38-2561.12, 5A DCMR §2845. See [OSSE Procedures and Guidance for Processing Invoices Received from nonpublic Schools and Programs that Provide Special Education and Related Services](#).

³ “Accelerated learning” is defined by the [OSSE SY2020-21 Guiding Principles for Continuous Education](#) as, “placing unfinished learning in the context of new learning, integrating both new information and the needed prior knowledge at the same time.”

individualized accelerated learning plans that are synchronous with the student’s continuous education.⁴ LEAs are responsible for collecting service delivery plans from nonpublic schools and reviewing them for adequacy and working with the nonpublic schools to revise as appropriate. LEAs should continuously review student performance data to assess and reassess student needs for accelerated learning in coordination with the nonpublic school.

Please visit the OSSE [website](#) for additional information to support LEA implementation of the 2021-22 Guiding Principles for Continuous Education, including:

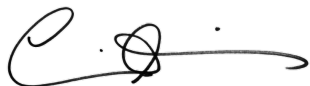
- [ESSER II-CRRSA Funding Webinar](#) and [funding strategy guide](#),
- tools to design accelerated learning strategies at your LEA, and
- [consultative supports](#) for CEP implementation.

LEAs should contact nonpublic schools serving students enrolled in your LEA and engage in coordinated review of student data to develop individualized accelerated learning plans designed to address student interrupted instruction and regression and ensure continuous review of that plan to meet students’ evolving recovery needs.

Please direct any questions regarding the content of this document to OSSE.DSEPolicy@dc.gov.

OSSE is pleased to work with LEAs toward the District’s continued improvement in the delivery of IDEA services to students with disabilities and looks forward to working with you to ensure continuous improvement across the District. Thank you for your efforts to support the education of students with disabilities in the District of Columbia.

Sincerely,



Nikki Stewart
Assistant Superintendent
Division of Systems and Support, K-12

⁴ [OSSE IDEA Part B Provision of FAPE: Guidance Related to Remote and Blended Learning \(Updated June 14, 2021\)](#) at p. 26.