

Academic & Student Well-Being Recovery Plan: Frequently Asked Questions

Background

Each public school district, tribal compact school, and charter school in Washington state is required by the state Legislature and by Congress to create and submit an Academic and Student Well-being Recovery Plan by June 1, 2021. The goal of the plan is to identify which students and student groups need additional academic and well-being supports, define how those supports will be provided, and plan for recovery and acceleration of student learning and well-being over the summer, into the fall, and beyond.

To assist local educational agencies (LEAs) in completing the plan, the Office of Superintendent of Public Instruction (OSPI) created an [Academic & Student Well-being Recovery Planning Guide](#), a [Condensed Planning Tool](#), as well as a [fillable Word version of the template](#). Districts must follow the template in their plan submission.

Required Elements

Are all elements included in the template required?

All elements in the template are required and necessary for plan approval. In addition to the diagnostic assessment data, LEAs may identify and analyze a variety of data to construct a comprehensive understanding of students' academic and well-being status. Other data may include information gathered from students, families, and community groups; information contained in Individualized Education Programs (IEPs); information on students' English learner status; COVID-19 Student Survey results; diagnostic assessment data; information on students' eligibility or receipt of specific support services related to homelessness or foster care status; and other specific datasets from the Washington School Improvement Framework (WSIF) such as attendance, discipline, access to advanced coursework.

What if we are missing one of the required pieces of information?

The following information is found on page 29, "OSPI Plan Review and Approval" of the *Academic and Student Well-Being Recovery Plan: Planning Guide 2020–21*:

If OSPI is unable to verify all elements, the LEA's Point of Contact will be notified by email or by phone to request additional information and/or update.



How will OSPI decide whether to release our ESSER funds?

The following information is found on page 29 "OSPI Plan Review and Approval" of the *Academic and Student Well-Being Recovery Plan: Planning Guide 2020–21*:

- *All Plans submitted with all required elements as verified by OSPI will be approved.*
 - *LEA leadership will receive notification of approval by email.*
- *Each month, the review teams will notify OSPI's School Apportionment department of newly approved plans for release of the allocated federal Elementary and Secondary School Emergency Relief (ESSER) funds.*

Small school districts don't have the resources or capacity to mobilize as quickly as larger ones. Will there be any recognition of the needs of small school districts?

OSPI has developed an iterative plan reporting cycle over three phases. The first phase is June 2021, the second is November 2021, and the third is April 2022. The phased approach is meant to be responsive to timing and capacity concerns of LEAs. More information can be found on page 10 "Phases of the Plan" of the *Academic and Student Well-Being Recovery Plan: Planning Guide 2020–21*.

Do all LEAs need to submit a plan, even if they do not receive Title funding?

House Bill 1368 (2021) requires all LEAs to submit recovery plans. This legislation serves as federal and state accountability and ties successful plans to LEA eligibility for federal Elementary and Secondary School Emergency Relief (ESSER) funding. ESSER funds will be allocated to non-Title receiving LEAs.

Why is OSPI collecting the information in questions 14 and 15?

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify up to three in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify up to three strategies for which your LEA needs more support.

These questions are intended for dual purposes. First, this will facilitate sharing and collaboration among LEAs and regional educational service districts (ESDs); and second, to reaffirm the connection between the plan developed by the LEA and the use of federal ESSER funds. Following the June plan deadline, OSPI will post a repository listing LEAs and strategies so to facilitate LEAs finding supports.

Diagnosics

If we have created our own diagnostic for social-emotional learning, will that be acceptable?

OSPI has provided a space titled "Other" in the reporting template so LEAs can write in the tools they are using and describe them. It is acceptable to use an LEA-created tool if the LEA is able to get the pertinent information about academic status and student well-being, and that information can be summarized by grade level and student group.

What do we do if our schools do not give or provide wellness or social-emotional learning diagnostic assessments?

The language and definitions in the Planning Guide for both 'Diagnostic' and for 'Student Well-being' are broad enough so districts could use formative assessment processes for identifying gaps in these areas and meet the intent of this law. The example tools that are listed will help LEAs make connections with the resources they currently use, or need to begin using, to understand and identify student needs in both the areas of academics and student well-being.

Use of screenings and surveys, if used to understand student needs, can be reported. The article that was quoted and linked on page 13 of the [Academic and Student Well-Being Recovery Plan: Planning Guide 2021](#) called "[Mental Health And Social Emotional Learning](#)" by Clark McKown articulates the similarities and differences between social and emotional well-being.

How did OSPI identify the options for academic and student well-being assessments?

OSPI pulled the list of assessment tools from two sources: the Comprehensive Education Data and Research System (CEDARS) as well as lists accumulated through school improvement reporting. These are the most frequently used tools across the state. Unfortunately, our lists do not reflect new tools LEAs have brought into their systems since data reported in 2019. OSPI will use this opportunity to have LEAs share what tools they are using so the list can be updated. LEAs should use the "Other" field to report tools and assessments in use that are not listed.

In terms of the other ways LEAs learn about student well-being, the Planning Guide includes best practices and research supporting student well-being through the themes and through engaging school and community voices on the planning team for the development of the recovery plan, including counselors and school nurses.

Equity Analysis Tool or Process

Are we able to adjust the examples of the Equity Analysis Tool for our own district/LEA?

The equity analysis tools posted in the Planning Guide were merely examples. LEAs may create their own, may modify based on the examples given, or may use one developed by a company that has not been listed in this document. OSPI acknowledges that LEAs will develop equity analysis tools that best fit the needs of their context.

Do LEAs have to complete the equity analysis before school board approval and plan submittal to OSPI?

LEAs do not have to complete the equity analysis before school board approval or submittal to OSPI, but they do need to identify and provide a link to the equity analysis tool or process they will use in the submitted information to OSPI. This can be a document describing the analysis process and questions that will be addressed. For support, please refer to page 11 in the [*Academic and Student Well-Being Recovery Plan: Planning Guide 2021*](#). In addition, please refer to the [Condensed Planning Tool](#) "Pre-Planning" Section. This section has several steps and guiding questions that LEAs may consider as part of their analysis and planning.