



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.^{1,2}

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

Instructions for Public Charter LEAs

Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

Instructional Continuity

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

2. If your plan depends on the widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate students who do not have access to the internet at home.

4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

6. Please elaborate on how you are assessing student participation in distance learning.

- a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
- b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that students are making academic progress through distance learning and how you are providing that information back to students and families.

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:

- a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
- b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

9. Please elaborate on the following areas of support for students/families with disabilities:

- a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?

- b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?
- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued [guidance](#) 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. The LEA should review that guidance document in its entirety and provide the following assurances:

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene 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; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

The LEA assures to the statements above.

Student Grades

11. Describe how the LEA will make student promotion decisions for this school year. Be sure to describe how student work before the emergency will be used in making decisions as well as work completed through distance learning.

Unless a scholar was on track to be retained prior to the emergency, Achievement Prep will not retain any scholars. Scholars who were on track to be retained have been communicated with prior to the emergency. Achievement Prep has the following grading policy:

For Quarter 3 – February 3- April 24th - During this distance learning period, when much of our instructional support (including office hours) is being offered online, we know that scholars will have different levels of access to technology and workspaces for learning — so much is out of their control. Therefore, teachers will grade scholar work without penalizing them for assignments that they were not able to access or complete. Teachers will offer many varied opportunities for scholars to display mastery and engagement, and any distance learning work completed and turned in can only benefit a scholar's academic status.

Assignments and activities that scholars engage in during learning at home period will be used to improve a scholar's quarter 3 grades. For each week of distance learning, teachers will grade scholar work. These grades will be averaged into a scholar's quarter 3 grade and used only to improve a scholar's overall standing. Scholars who do not complete distance learning work by

specified timeline will not be penalized and will receive the quarter 3 grade they earned as of March 13, prior to the closure.

For Quarter 4 – April 24th – May 26th - Our current situation requires a shift in our grading policies and procedures. Keep in mind that our scholars have different levels of access and supports while experiencing learning at home. Because of this, we have crafted a grading policy that provides opportunities for scholars to demonstrate what they have learned that will not negatively impact their overall grades.

Scholars will receive either a Pass (P) or No Grade (NG) for the Fourth Quarter. A Pass would be assigned when a scholar completes at least 60% of the assigned work in the Distance Learning Workbooks. A 'NG' would be assigned when a scholar completes less than 60% of the assigned work in the Distance Learning Workbooks. During the Fourth Quarter, a Pass would factor into final grades as a 100%. An NG would not factor into the final grade calculation.

1. If a scholar earns a "P" during Quarter 4, it would equate to a 100 for that quarter. It would then be averaged with the other three quarters, each counting as 25% of the final grade.
2. If a scholar receives an "NG" during Quarter 4, it would not factor into the final grade calculation. The other three quarters would be averaged, each counting as approximately 33% of the final grade.
3. All scholars with passing grades for the end of the year will be promoted to the next grade, and Quarter 4 alone will not negatively impact scholars.

12. Describe how the LEA has communicated or will communicate grading policies and promotion decisions to families and on what timeline.

We have communicated our grading policies to families, staff and scholars in writing and sent via email on several different occasions. Information about grading and promotion are also on our website. We also held parent webinars for Quarter 3 on Monday, April 13th at 9 am, Monday, April 13th at 3 pm; Tuesday, April 14th at 1pm, and Tuesday, April 14th at 6pm; We are holding webinars with families about Quarter 4 and EOY on Wednesday, April 29th at 6:00PM, Thursday, April 30th at 1:00PM, and Friday, May 1st at 11:30AM.

Any scholar in danger of retention have already been communicated with prior to start of emergency. Any of these retentions, if any, are not due to instruction but possibly to attendance.

13. For LEAs with high schools: Describe the policy used to award credits required for graduation.

Supporting Students After the Emergency

The purpose of this section is to inform city-wide planning for recovery. OSSE understands that LEAs may be in the planning phase when examining these questions. LEAs should outline their preliminary thoughts to these questions.

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g., summer school or planning for next school year)?

This is still in planning phases. Right now we anticipate starting school 3 weeks earlier than normal calendar. Our first day of school for 20-21 SY is August 3, 2020 (v. August 24, 2020, initial date of 20-21SY). We will also look at an extended year calendar in order to close gaps. We are planning to add both a math and reading interventionist to support with closing scholar gaps.

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

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 Vendor Created Non-Summative Assessment (please specify)

- **University of Chicago STEP assessment; FUNDaTions**

- Other LEA- or School-Developed Non-Summative Assessment (please specify)

Other Practice (please specify)

We will also conduct baseline testing during the summer to gather baseline data on where scholars are in order to inform instructional planning for school year.

16. What steps will the LEA take to review policies, processes, and systems to improve the implementation of distance learning in the future?

We are currently looking at how we can best support our scholars should we have to ever implement distance learning again. We learned a lot, including the needs of our families in order to have effective distance learning. We are considering a program that would put our scholars in a 1:1 situation with a laptop or tablet assigned to them for the school year. We are also contemplating instituting a tech class in to our programming for our younger scholars and holding parent conferences to teach families to use the same. We are also working to determine how we can support families with internet access, even outside of times of emergency – knowing and understanding that if families have access, learning can soar.

With all that said, Achievement Prep is not meant to be a virtual school. Our scholars excel best when in our care and being taught directly by our teachers and staff. We will always do what we can to keep our scholars with us and learning from us.

Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know

that schools may have challenges in meeting the requirements for 180 instructional days this school year.

The LEA must select **ONE** of the following options by highlighting the text and providing additional information as relevant (for options 2 and 3):

OPTION 1:

In the instance where an LEA believes that its distance learning is equivalent to the 6 hours of instruction per day requirement, select Option 1, by highlighting the text below.

The LEA **IS NOT** seeking a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency sufficient to meet the 180 days of 6 hours of instruction per day requirement with its distance learning plan, as described above.

OPTION 2:

In the instance where an LEA is providing 180 days of instruction, however, it needs a waiver from the requirement that it provide instruction equivalent to the 6 hours per day, select Option 2, by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: _____
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of when Distance Learning was provided at less than 6 hours per day: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____

OPTION 3:

In the instance where an LEA has provided some distance learning but also is not providing 180 days of instruction (for reasons such as substituting PD days for some instructional days during the transition to distance learning or changing the calendar to end the school year early), select Option 3 by highlighting the text below and providing the additional information requested.


The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. **Additionally**, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person or distance learning. The LEA also seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: **__184__**
- Number of Instructional Days Completed Before March 16, 2020: **__119__**
- Number of Days of Distance Learning Provided: **__50__**
- Number of Days Requested to be Waived from 6 hours of learning: **__50__**
- Number of Days Requested to be Waived from providing instruction: **__15__**
 - Indicate which calendar days being requested for waiver on which instruction was not provided: **__June 1-5; June 8-12; June 15-19 (excluded Sat & Sun)____**

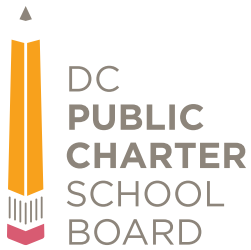
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: Achievement Prep Public Charter Schools

LEA Leader Name: Shantelle Wright

LEA Leader Signature:  _____

Date: 4/27/20



DC Public Charter School Instructional Contingency Plan

Instructions: As part of our emergency response planning, DC PCSB requests that schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form below or submit a plan in an alternative format, but it must respond to all of the prompts outlined below.

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

All instructional materials have been delivered hard copy and digitally to accommodate the needs of our families. Digital links have been provided via cover letter on paper materials, across all school messaging platforms, and our website.
Remote learning email and phone contact information has also been provided for troubleshooting and all other questions/ concerns.
Updated on 3/25 - This plan will now extend through April 27th.

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

Our network team created and compiled all remote learning materials. Our operations and campus-based leadership teams distributed all paper materials and links to scholars and their families on Friday, March 13, 2020.
Staff are required to connect with every scholar and their families each week, logging their contact and any related questions/notes in our Communication Log. Each teacher has access to I-Ready and other digital components to specifically check in with scholars on instruction. Emails and phone numbers for senior leaders have also been made available with a 2-hour turnaround guarantee.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.

Families submitted technology surveys for us to determine digital need across our elementary and middle school campuses. Those with tablets, laptops, phones, and other devices are strongly encouraged to spend 30 minutes a day on I-Ready, but will not be penalized if they cannot access. Families have also been given helpful tips with instructions to acquiring a hotspot for their I-phone or Android.

DC Public Charter School Instructional Contingency Plan

4. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

Remote learning materials have been provided for the next month and are centered around ELA and Math. They include I-Ready At-Home assignments and lessons, ascribed by teachers and leaders. Reading A-Z texts and related independent practice have been sent home for kindergarten through second grade scholars. Third through eighth graders received texts and practice from CommonLit. Social Studies and Science components have been spiraled into the selected texts for all grades.

Updated on 3/25 - DCPS materials have also been integrated in our content work.

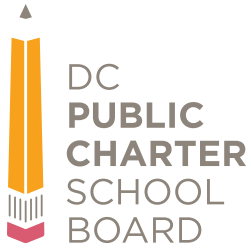
Assessment of student learning occurs along two paths: 1) Formal grades: Upon our return, teachers will grade identified assignments for grades over the six-week period. 2) Informal assessment: During these weeks of remote learning, each teacher and teacher team are responsible for at least 4 hours of Office Hours a day. At that time, teachers and deans will track mastery on specific content areas and note them in the corresponding log.

5. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Teacher Support: During the course of the next two weeks, staff will be required to continue lesson planning and create remote scholar-facing materials. We are utilizing Zoom as our primary contact with staff. They are required to connect with us twice weekly on scholar data, materials, and any further instructional materials needed in case of an extended closure.

Updated on 3/25 – All Deans are facilitating Content Team Meetings by department to ensure that exemplars for all scholar work are accurate and thorough. They also receive expert feedback on their supplemental resources and execution of their lesson and conceptual understanding.

Family Support: Families will have multiple touchpoints with us over the course of the next several weeks and we will also update our website links to support coursework.



DC Public Charter School Instructional Contingency Plan

6. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.

Because educational services were provided to the general education student population, our STAR (Special Education) scholars received the same. In addition, they were connected through Bookshare for audible texts to meet their literacy needs. Each of our self-contained scholars received learning materials tailored to their academic need.

Telework responsibilities for staff also include mandatory IEP eligibility meetings, triennial reevaluations, and family check-ins. Our Director of Special Services will also connect with our Non-public scholars to ensure they have complementary materials during this time.

We are currently awaiting further information from the DOE as it relates to the "after 10 consecutive days" guidance, to determine next steps upon scholars' return.

Updated on 3/25 – Our entire Scholar Support Services Team (Teacher and Coaches) adapted the DCPS materials and created an accommodations guide for each scholar requiring modifications. A completely differentiated learning workbook was curated and will accompany the general education workbook.



Instructional Contingency Plan Update

In response to the COVID-19 pandemic, LEAs have been asked to implement Instructional Contingency Plans to ensure students have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. The questions below ask LEAs to share an update about implementation of their plans, and to elaborate further on specific areas.

- 1) What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

Our Instructional Contingency Plan has been enhanced with a new round of workbooks through the end of April. We have also instituted virtual tutoring and learning hours. These four-hour periods are facilitated by teachers on Zoom with the proper security provisions.

- 2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

Our Principals and Dean coaches have pre-identified the standards and tasks that need to be graded for mastery upon our return. Mastery has been normed among staff and will be graded on Records Day. In the case of extended closure, we are hoping to provide regular submission opportunities or mandatory check-ins to assess more frequently.

- 3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to re-engage those students.

We have an instructional team and a wellness team working to regularly engage our scholars. They are utilizing communication and wellness logs to track scholars participation. Submitted assignments are also a key indicator. In the case of extended closure, should we use a Google Classroom (or similar) approach, there will be additional capability to track participation.

- 4) Please elaborate on the following areas of support for students/families with disabilities:



- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services. Specialized instruction is implemented through
- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
- What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.

Like Gen Ed teachers, Scholar Support teachers host virtual tutoring and learning hours through Zoom. STAR Scholars have access to the same grade level resource materials as their peers. Additionally, Scholar Support teachers provide modified and accommodated materials to assist STAR scholars with accessing the materials. Behavior Support Services, Occupational Therapy Services, Speech and Language Services, and audio devices are provided pursuant to the STAR scholar's IEP and have been coordinated with families directly. Dedicated Aides are also involved with communication. They are on all scheduled calls, coaching, and following up via FaceTime on breaks. Our Director and Manager of Scholar Support is maintaining all IDEA timelines and documenting services via an internal tracker. He is also meeting regularly with our Chief of Schools and Managing Director of Curriculum and Instruction to plan for Summer Intensive, Extended School Year, and any compensatory services should school resume. We have hosted family webinars for all families that are able. Among them have been our STAR families, who ask clarifying questions regarding their scholars' services. Contact information for direct communication with our Director of Scholar Support has been shared to all families via email, website, and webinar PPTs. In addition, families have direct access to all Scholar Support teachers via Zoom, phone, and email.

- 5) Please elaborate on the following areas of support for students/families with limited English proficiency:
- How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.



We do not have any scholars that require any additional language assistance at this time. According to our communication logs, one of our families, who speaks English as a second language says they are doing well and have everything they need.

- 6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?
- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

We have not finalized our plan to make up missed learning beyond the extended closure. Our projected timeline is the end of this quarter, April 24th.