



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.

Bridges PCS does not retain students. Below is the language from Bridges' Parent Handbook that share this policy with families from page 16 of the document.

Retention

It is the goal of Bridges PCS to ensure that students progress academically in a manner that is developmentally appropriate with their peers. We believe that retention is **not** an appropriate solution for academic or social/emotional issues and will often lead to impacts that are detrimental to the long-term academic outcomes of students. Research states that early retention has caused disadvantages for children including lower achievement, aggression, high school drop-out, and dramatically reduced college attendance. The decision regarding retention for a student rests with the principal.

Grades for the end of the school year will be determined utilizing the assignments that were completed and graded prior to distance learning beginning, as well as formative assessment data gathered during the period of distance learning.

For grades Pre-K 3 and Pre-k 4, teachers are using the last administration of the Bridges' GAP Assessment. GAP is an internal assessment tool that looks at emergent literacy and math skills. Teachers are using this as a comparative marker for data they take daily and weekly during small group instruction for literacy and math. Teachers are using the daily and weekly data to make determinations for each student concerning areas of strength and areas for growth in their emergent reading and math skills. Teachers are also providing comments on social emotional growth and concerns.

For Kindergarten, teachers are using the last administration of NWEA MAP assessments in reading and math and formative assessments in reading and math from our period of distance learning gathered using the on-line tool IXL. Kindergarten is also using data taken daily and weekly from small group instruction for reading and math. Teachers are also providing comments on social emotional growth and concerns.

For 1st to 5th grade, teachers are using the last administration of NWEA MAP assessments in reading and math and formative assessments in reading and math from our period of distance learning gathered using the on-line tool IXL. 1st- 5th grade is also using a formative assessment, which is a rubric that teachers completed daily that has a four point to score students on: engagement in lessons being led by the teacher. Speaking and listening during on-line class, writing submissions for the day and the exit ticket for each day. Teachers are also providing comments on social emotional growth and concerns.

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

A letter will be sent to families of students who attend Bridges PCS that will describe the criteria being used for grading for the end of the 2019 – 2020 school year. Bridges PCS does not retain students, so there are no decisions being made to not promote any student to the next grade level. Here is the language from the letter that is being shared with families on May 26, 2020 via email. The letter will be shared in English and Spanish with families. All classroom teachers will again share the criteria during the end of the year parent / teacher conferences which will be held on May 28 and May 29, 2020.

Language from parent letter concerning grading criteria:

Your child's teacher will be reaching out to you to share the meeting times for Parent-Teacher Conferences. Students will receive either a Satisfactory or Unsatisfactory for the fourth quarter report card. All students received a Satisfactory rating for the third quarter. The criteria for Satisfactory and Unsatisfactory is as follows:

Satisfactory-

1. *Actively engaged (responding to teacher, visible and engaging with classmates) in distance learning.*
2. *Consistently attempted to complete IXL skill practice to reinforce learning.*
3. *Completed at least 80% of the work assigned.*

Unsatisfactory-

1. *We have not had any contact with the student; be able to document with dates*

2. *Parents have refused Distance Learning options (packets, 1:1 lessons, and technology).*
3. *Parents refuse to log into Distance Learning classes consistently despite receiving technology from the school.*

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

N.A. Bridges PCS is a Pre-K and elementary school program.

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)?

2019-2020 Summer School. In the 2020-2021 school year Bridges PCS is currently considering changing our dismissal times on Friday from 1:00 p.m. to 3:30 p.m. to allow for additional instruction. We are also considering having a Saturday School for students that need additional academic support.

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.

Bridges PS uses these assessments for baseline information and then administer them throughout the school year periodically to monitor progress of students. Data is used to inform instruction and intervention decisions also.

- ☐ 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)
 - ☒ Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Pre-K we use a tool called the GAP which looks at emergent literacy and math skills.*

☐ Other Practice (please specify)

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

We will use formative data as well as feedback received from parents, teachers, administrators and other stakeholders. The school is conducting surveys and leading 1-on-1 and small group discussions to help improve policies, processes and systems for the on-going implementation of distance learning.

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. Bridges Public Charter School is selection option 3 (5/4/2020)*

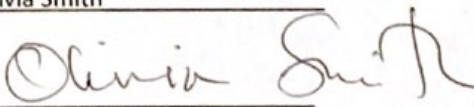
The LEA IS seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. Additionally, there are some days during the COVID-19 emergency for which 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: 182
- Number of Instructional Days Completed Before March 16, 2020: 120
- Number of Days of Distance Learning Provided: 46
- Number of Days Requested to be Waived from 6 hours of learning: 46
- Number of Days Requested to be Waived from providing instruction: 16
 - Indicate which calendar days being requested for waiver on which instruction was not provided: 1) March 13, 2020 (1 day) – school closed due to concern of COVID-19 positive community member. Learned test was negative on March 16, 2020.
 - 2) March 24, 2020 (1 day) – Parent orientation day for Distance Learning. Sessions held by all teacher via google hangout to explain distance learning approach and answer questions.
 - June 1 – 18, 2020 (14 school days) – School ended on May 29, 2020 for the 2019-2020 school year. Original last day of school date was June 18, 2020.

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: Bridges Public Charter School

LEA Leader Name: Olivia Smith

LEA Leader Signature: 

Date: 6/5/2020



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.).

We will be delivering instruction using Google Hangout for live daily instruction, emailing to families the lesson guides / learning activities, a private YouTube for recorded video from school staff and posting the materials and the recorded live stream lessons on our school's website for parents to access and download. Additionally, we will be printing the materials so that parents without internet access can have the PowerPoints that guide instruction and work that is embedded in the Powerpoint sent to them at home. We are working towards distributing Chromebooks to families who do not have any devices students can use at home and getting them up with wifi access either through helping them to use the wifi at home or at a library.

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.

All work students are doing in our general education inclusion classrooms can be done using a piece of paper at home. The PowerPoint that teachers use to lead the daily Google hangout is being emailed to families and will be housed on the school's website. We will print and mail home packets for those families that do not have online access. We have done survey of technology access with our families and are using this information to determine who will need packets mailed to them. We will also be using this information to distribute chromebooks to families and support them with getting access to wifi. If funds are not available we will continue to support families with getting access to wifi at home or at a library.

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.

We will print and mail home packets for parents that do not have internet access. If we need to do this for an extended period of time we may need to also offer the ability to pick up packets at the school. We are concern that there could be challenges with mail delivery. Our school is currently working on a plan to get a chromebook to all families that do not have access to a computer. We will also support getting families who do not have access to wifi set up with wifi at home.

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.

All of the learning will be an extension and review of previously taught concepts. Each lesson will contain the gradual release model. Students with disabilities and EL students will have assignments modified in order to meet their needs. Students will have the ability to meet with their teacher online via Google Hangouts in order to get meet the criteria in their IEPs. Students that receive Speech, OT, and PT and other services will have meeting times and teletherapy.

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.

Bridges PCS had to close school early and not allow staff in the building as of Friday, March 13, 2020 due to having a community member who had contact with all classrooms being tested for COVID-19. School leadership learned of the health concern at 11 pm on March 11. This resulted in many staff leaving work on March 12th without the needed materials and technology to be trained on and implement distance learning. Bridges had planned to train staff the afternoon of March 13 & again all day on March 16th. We learned on Mon. March 16th that our community member COVID-19 test was negative and have been re-working our

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.

Students will have the ability to meet with their teacher online via Google Hangouts in order to get support with instruction that meets the criteria in their IEPs. Students that receive Speech, OT, and PT and other services will have meeting times and teletherapy. Co-teachers will be part of the planning in order to make sure that the needs of students with IEPs and 504s are met. During this time, special education resource room teachers will also be working with students one-one-one and in small groups on-line. Once school is back in session we will need to assess where students are with the goals of their IEP or 504 plan to determine if additional academic support are needed upon return to school.



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?

The only adjustment that has been made was to our Early Childhood program. The change that was made was instead of whole group instruction Monday-Friday from 9:00 a.m.-11:00 a.m., whole group instruction takes place on Monday, Wednesday and Friday. Tuesday is Literacy small group instruction for 20 minutes (5 students) and Thursday is Math small group instruction for 20 minutes (5 students).

- 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.

We are using exit tickets for assessment for distance learning. Additionally, teachers are using IXL to monitor students' academic progress.

- 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 reengage those students.

We take daily attendance. Additionally, teachers are required to connect with parents 3 times per week. Administrators follow up with families that teachers are unable to connect with to encourage them to participate in distance learning.

- 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.

Bridges is providing specialized services through distance learning via live google hangout lessons. Our first to 5th grade special education students in general education classes are receiving their specialized instruction from their special education co- teacher in using the co-



teaching model. They are participating in large group instruction with their general education peers and small group pull-out instruction with the co-teacher.

Those students who receive resource teacher services in 1st - 5th grade are receiving live small group or individual specialized instruction via google hangout. Our Prek 3 and Pre4 students are receiving small group live specialized instruction via google hangout from their resource teacher.

Bridges students in our full-time non- categorical classes are receiving live small group and individualized specialized instructions from their special education teacher. For our students in our ABA classes and that have intensive needs, they also receive individualized discrete trial instruction (DTI) coaching from classroom staff that is implemented in the home by a parent or caregiver. All students who have related services on their IEP receive 30 minutes of Teletherapy from their related service provider once a week for each related service on the IEP (speech, OT, PT and Counseling).

For those students who are not able to participate in the livestream instruction, we have recorded lessons and materials that the student and/ or the families can access from our website. In addition, information is sent to parents via email and the special education teachers then conferences with the parent to coach them on how to support their child instruction at their own time.

For those students and families who do not want to use the internet technology the school has set up to do distance learning or do not have comfort with using technology, program packets with instructional materials are being sent home by the special education teacher and/or the related service provider. Parent conference calls will be conducted to coach them on how to instruct their child using the instructional packet and answer any questions. The school is providing computers to all families and supporting them with access to the internet. Some families however still do not want to go on-line and so this is how we will work with them and their students at this time.

- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.

During our distance learning instruction Bridge has continued to hold IEP meetings using google hangout and conference calls. This is allowing us to maintain timelines and we are holding eligibility meetings for students where testing was completed prior to school closure. We are now looking to determine how testing can be completed remotely and will then do testing as is appropriate via tele-assessment, data review and interviews with parents and staff. We are documenting delivery of services in SEDS and our own internal tracking document since we have experienced notes placed into SEDS disappearing in the past.

- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.



In order for us to determine to what extent we need to offer compensatory services all special education teachers and related service providers will be documenting all their services rendered using our session notes tracker. Later when there is guidance issued from OSSE concerning compensatory services and the instruction and related services that were provided remotely to students during this period of time, we will be able to make determinations about compensatory education services.

- 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.

Currently, we do not have identified any family members with disabilities who require support to access content to support their child's learning. When classroom teachers and therapists made contact with families to set up small group instruction and teletherapy, they worked to determine whom in the household would be supporting the students during instruction or therapy at home. They determined if all needed technology to do so was in the home and if not what was needed and the school is then providing it. Materials and manipulatives were sent to each families home and hard copy packets are sent home regularly also.

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.

The ELL department at Bridges PCS is proving daily online instructions to our ELLs during Distance Learning. Our sessions include the regular pull-out and push-in groups. We are working with small groups in the morning from 9:30 to 11:30 am (Opposite time from Lead Teachers blocks). Besides, we are collaborating with LT adding instructional differentiation to their lessons and being part of some of your lessons as well.

Throughout the ELL virtual lessons, students are able to practice the four languages domains (reading, writing, listening and speaking) aligned with LT lessons. Also, our teachers focus on daily vocabulary that way our ELLs keep acquiring and practicing academic words to implement in their daily lessons.

- What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.



Bridges PCS is doing the following to ensure that non-English speaking family members are able to access content to support their students' learning.

- Direct Communication through Phone calls.
- Spanish Version Tutorial about Distance Learning Plan
- Google Hangout meetings (Daily) - All meetings invitations are translated for better understanding.
- DuoLingo Language app for newcomers
- Mango app (Additional Support at home)
- Bridges PCS has staff who speak Spanish and Amharic who can talk directly with family members about the work and how to support their student.
- Bridges teachers also use a "language line" services that provides simultaneous interpretation by phone call when needed to speak with parents.
- All letters to families from the school are written in English and Spanish

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.

At this time Bridges PCS is planning to hold summer school if we are able to do so in the school building. If we are not able to do so in the school building, we would hold summer school remotely. The details for this still need to be determined.