



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.

Capital City Lower School:

When we first closed on March 13, all students went home with the following materials:

- **K-4**
 - **Literacy:** Every student left school on Friday, 3/13 with several books + comprehension questions + writing prompts. For grades 3-4, our Reading Specialist uploaded articles with accompanying questions into Google Classroom. For students whose families said they had limited internet access at the time (we collect this information in our SIS), we printed copies of the articles and questions and sent them home with students
 - **Math:** Every student left school on Friday, 3/13 with a packet of developmentally appropriate problems and activities to practice math fact fluency and/or number identification.
- **PreK**
 - **Literacy:** Every student left school on Friday, 3/13 with books, activities for name writing, and a journal
 - **Math:** Each student went home with a counting book to practice number identification

Beginning **Wednesday 3/18**, teachers in all Lower School grades began providing 2 new activities each week that were shared electronically (emailed to families and uploaded to our website) and copied and mailed to all families.

When the closure was extended beyond the end of March, we began planning for the rollout of a new learning platform for PK-2nd grades. We trained teachers and conducted workshops for parents on SeeSaw and began using this platform for distance learning the week of April 20. Grades 3-4 continued to use Google classroom. Each week students have a virtual lessons in reading and math with follow-up assignments to complete. They also have virtual lessons for their “specials” classes-- art, drama, music, fitness, and library. Additionally, students participate in one live morning meeting and one live closing circle each week as part of the social curriculum. All students are contacted for an instructional support check-in with a teacher each week.

For students with exceptional needs and English Language Learners, Inclusion Teachers have partnered with general education teachers to provide accommodations and modifications as needed. Inclusion teachers will be checking in regularly with students on their caseload to support work. Students with dedicated aides will have 1:1 remote access to their aides.

Middle School:

All teachers maintain their already established Google Classroom as the vehicle for assigning work to students. Each teacher provides 1-2 video or live lessons along with tasks/assignments assigned to each lesson. Teachers will be available for hour long “office hours” throughout the day according to a schedule shared with families. In

addition to the lessons for their classes, students are required to read for 30-45 minutes and complete Math practice problems for 30-45 minutes each day. Additional links for online resources were shared with families for additional practice. Students with exceptional needs and English Language Learners are provided with additional accommodations supported remotely by our Inclusion Teachers and 1:1 dedicated aides. To support the social curriculum and promote engagement among students, students participate in live crew sessions twice a week.

High School:

Students all have school-based email addresses and use Canvas, our learning management system for coursework. Teachers assign work to students through Canvas and Google Classroom.

All teachers post 2-4 structured lessons a week and assign work related to those lessons. Teachers have a two hour window of office hours each day so that students can connect directly with their teachers via Google Meeting, Zoom, Gchat, or email. Teachers have shared cell phone numbers with advisees so that students have easy access to their advisors as needed. Additionally advisories each have live meetings once per week. For students with exceptional needs and English Language Learners, Inclusion Teachers have partnered with general education teachers to provide accommodations and modifications as needed. Inclusion teachers will be checking in regularly with students on their caseload to support work. Students with dedicated aides will have 1:1 remote access to their aides.

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.

All School:

Initially books and printed materials were sent home with students on Friday, 3/13. For students absent on that day, work was left for pick-up at our front desk. Our building is open M-F from 8am-4pm during the shutdown.

For grades 3-12, most work was provided from the beginning to students through online platforms (Google Classroom, Canvas). We surveyed our students/families about technology needs and made Chromebooks available for families to checkout at our front office. We deployed close to 300 chromebooks. We purchased mobile hotspots that were also deployed to families without Internet access (approximately 40). We also shared the Comcast Essentials information with families.

For Lower School students, new activities were initially shared through printed packets mailed to families and posted to our website. However, when the shutdown was extended, we moved to a digital platform, SeeSaw. We deployed Alcatel tablets with internet access to families who needed these resources.

We have prioritized family communication during this time. We communicate with families through our weekly newsletter sent on Mondays. Regular updates from our Head of School and campus principals are shared in these newsletters. We have set up a [section of our website](#) where families can access resources and all past communications. All materials are available in Spanish and English. We held town hall meetings in April for each of our campuses. We also had a virtual parent coffee for all families on April 28 and will continue to host these virtual meetings every two weeks. Most grade levels have also had parent meetings. A special meeting was held for our seniors and their parents.

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.

All Campuses:

We used results from a survey question about home Internet access, completed by families as part of the reenrollment process. We cross-referenced this list against survey results completed by students in the Middle and High School the week of March 9 with questions designed to clarify what types of access they have in the home. We used this information to prioritize sending home chromebooks and distributing wireless access points. However, we made it clear that any family that needed technology for their children to complete assignments could come to Capital City to check-out a Chromebook. We also delivered devices if families were quarantined or otherwise unable to come to school. Teachers check-in regularly with students and monitor work completion. We follow-up with students who have not been logging on and completing work and if devices are needed, we provide them. We deployed close to 300 chromebooks and 40 wireless hotspots.

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.

All Campuses:

We used Monday, March 16, as a training day where teachers were trained on the expectations for digital learning, as well as how to use Google Classroom and/or Canvas, depending on the grade level. Fortunately these platforms were not new to teachers. Canvas and Google classroom were already used by most middle and high school teachers and students. Teachers were given planning time to develop coursework and online resources, with access to coaching and additional support. Teachers have access to a Digital Learning Guide online (<http://ccpcs.libguides.com/digitallearning>) to support with this training throughout our closure. Additionally, teachers can attend workshop sessions on distance learning tools that are held regularly.

PK-2nd grade platform, SeeSaw, was selected after distance learning was extended beyond March. Lower School teachers received training the week of April 6.

Families were provided with clear communication about expectations. At the start of Distance learning, each principal shared a letter describing remote learning for their campus. These letters ([Lower School](#), [Middle School](#), [High School](#)) were shared by text and email and posted to our website. They provided instructions for how families can view work on Google Classroom (MS) and Canvas (HS). In April, principals conducted town hall meetings with families and shared a new letter ([Lower School](#), [Middle School](#), [High School](#)) with updates to distance learning. During the shutdown, we have a skeletal staff at school that includes an Office Manager answering the school phones and a school leader; and all staff are available by email. This allows us to support and respond to parents as needed. Our teachers all have regular touchpoints with their students and families and offer support and training and refer families to other team members as needed.

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.

Lower School:

Students complete 2-4 tasks/activities per week, with a focus on grade level CCSS for literacy and math. Inclusion teachers and our ELL Specialist work specifically to provide accommodations and modify the activities designed by general education teachers so that English learners and students with disabilities can access content. Communications about remote learning are translated into Spanish to support families in working with their children at home. Lower school teachers assess student progress through assignments submitted through SeeSaw and through their weekly phone call check-ins with each student in the class. When students are back at school, they will take NWEA MAP assessments, which will be used to highlight gaps and needs for remediation/extra support.

Middle School:

All content teachers will post 1-2 lessons per week in Google Classroom, along with the associated tasks and activities. Tasks are aligned to the long-term learning targets for each grade and subject. Parents also received a list of supplemental Math and Reading activities that students can use for the required 30-45 minute of additional reading and 30-45 minutes of additional Math practice we expect all students to complete each day. Accommodations and modifications are provided by our Inclusion Teachers for all assignments posted in Google classroom. In addition, teachers offer "office hours", including our Special educators who provide virtual opportunities for small group and 1:1 check-ins to ensure all students are able to access the materials. Students submit assignments remotely each week and teachers review and track student progress. This makes it easy for teachers and crew leaders to reach out to students who are not on track

with assignments. When students are back at school, they will take NWEA MAP assessments, which will be used to highlight gaps and needs for remediation/extra support.

High School:

All teachers post 2-4 lessons and accompanying tasks/activities for the week in Canvas or Google Classroom by 8am on Tuesday. Each lesson includes: a message from the teacher, mini-lesson/task instructions, links to resources, notes, or slide decks needed to complete assigned tasks for the week. ALL teachers post in Canvas, our Learning Management platform, even if this is just a link to Google Classrooms. Parents have access to student assignments in Canvas.

Each lesson lasts at least 55 minutes, excluding what is assigned as homework. For example: teachers create a 55 minute Google Slides that includes a 10 minute mini-lecture with directions, a short reading that would be assigned for 10 minutes in class with the requirement to complete two online annotations, and then 3 discussion questions to answer, one on a discussion board and two in BCR form. Then, they might assign another article for homework that would take 30 minutes and that would be due the following day before the teacher's office hours.

These assignments are tracked as learning for each course as part of our standards-based online gradebook, and completion of these assignments do impact students' grades for courses. Since students are submitting assignments remotely teachers are grading and tracking student progress, we are able to identify any students not on track and reach out to support them.

AP Teachers continue to use the AP suggested pacing guide and therefore students continue to work toward standards and targets outlined by the College Board. As per the extra work that is assigned in AP courses, students are expected to complete all in-class as well as lengthier long term assignments. All work is included in the gradebook for students.

In co-taught and inclusion class settings, inclusion teachers provide accommodations and modifications to support Tier 1 instruction. Case managers meet regularly with their students. Dedicated aides are available to provide remote 1:1 support to their students.

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 re-engage those students.**

For our Middle School and High School students, we track whether they have logged into Google Classroom or Canvas each day. We have rates of connectivity of around 95%. We

now have a tool that can also let us see how much time students have spent on each of their assignments. We are also tracking work completion. Teaching teams look at levels of work completion for each student. We have spreadsheets where students who are not completing work are identified by level of concern and follow-up. Students completing no work are given the highest priority for follow-up. We keep communication logs where all touchpoints with students and families are recorded. The teacher, crew leader, or advisor is the first point of contact. If they are having trouble reaching a family, it is referred to an administrator who follows up. If we continue to have trouble connecting, we reach out to the emergency contacts for the student. We have been able to make contact with all of our families since school first closed.

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.

Our Middle School and High School students submit work in all of their classes through Google Classroom (MS) or Canvas (HS). Teachers are grading work based on how well students have met learning targets and providing feedback to students.

Assessing learning in the younger grades initially was more challenging, but has been easier since students have been able to submit work through SeeSaw (PK-2) or Google Classroom (3-4). Teachers have been using their touchpoints with students to check understanding. Teachers check-in at least weekly with students using facetime, Google Hangouts, Whats App, or Zoom. Teachers ask children to share their work and their thinking.

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?**

EL Specialists co-plan with general education and inclusion teachers to ensure that virtual lessons include instruction in multiple modalities. In addition, teachers have been provided with checklists to ensure that their materials are including the needs of Els. For example, the following is included in teacher checklists:

Do my learning materials and instruction for **English Learners...**

- i. Contain clear, simple step by step directions?
- ii. Allow students to receive directions and instruction in multiple modalities (reading and listening)?
- iii. Have visuals for key concepts and/or to activate prior knowledge?
- iv. Use graphic organizers and/or sentence frames for extended writing activities and where otherwise needed?
- v. Highlight and define 5-10 key content vocabulary for each new concept/assignment?)
- vi. Teach students language through content?
- vii. Use a variety of language domains (listening, reading, writing, and speaking)?

EL Specialists have targeted specific groups of Els for intensive instruction sessions. These students are typically level 1-2 or graduating seniors.

Parent "townhalls" are conducted to keep parents informed of our distance learning plans and expectations. These meetings include interpretation and translated materials.

EL Specialists conducted empathy interviews with English Learner families to further determine their needs and to determine if there are supports needed that we have not considered/provided.

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?**

Case managers are responsible for co-planning with general ed teachers to ensure that IEP goals are addressed and monitored during distance learning in the general education curriculum. Inclusion teachers facilitate Virtual Instruction that includes small group specialized instruction in literacy and mathematics. Students are provided with 1:1 and/or small group instruction tailored to meet their needs. Students are provided with materials that are designed for their accessibility. Case managers and dedicated aides have contacted families of students with disabilities to schedule academic support and to ensure that parents and students are aware of teacher office hours, which provide an additional layer of support as needed.

Related service providers have contacted families to schedule speech, counseling, and OT sessions. Each RSP has a weekly schedule that includes providing services via video format. Services are documented via service logs in SEDS and communication is documented via Communication Logs in SEDS and spreadsheets for the LEA. Services are documented via monthly service logs in SEDS and communication is documented via Communication Logs in SEDS and spreadsheets for the LEA. RSPs are also required to maintain documentation of weekly services, including duration of service.

IEP and IEP-related meetings are consistently held according to our regular schedule. Meetings are conducted via telephone or video conference. Documents are electronically signed via Adobe or DocuSign. Case managers are required to upload documents once all team members have signed the required documents.

Upon our return to the building, diagnostic assessments in academic areas of concern will be required for students with disabilities with 2-3 weeks. IEP teams will be required to convene to determine whether and to what extent **compensatory services** will be offered.

Capital City will also consider delivering compensatory services via ESY if appropriate.

Capital City has provided loaner devices and hot spots for families in need. Families with visual impairments (we have two) have dedicated computers that have been fitted with enlarged keyboards, Braille pads, touch screen, and speech to text and text to speech software.

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.

If students were passing their classes and were not considered for retention prior to the distance learning period will all be promoted to the next grade. Students who were not passing prior to the remote learning period could still earn passing grades by demonstrating mastery and progress through remote learning. Conferences were held in April with all families when retention may be a possibility. We are reserving the first two weeks of June for focused instruction for students needing additional support. We expect that these two weeks will be critical for students who are lagging behind.

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

We have consistently communicated to families (letters, town hall meetings, newsletter) that it is important for all students to complete all assignments; however, work completed during our remote learning period will not count against students. Work can only serve to boost student grades. Students who were passing courses prior to the distance learning period will be awarded credit for courses. Students who were not passing prior to the distance learning period, may still earn a passing grade by successfully completing remote assignments which factor into course grades.

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

All high school coursework is graded; however, remote learning will not be the reason that a grade is lower than before school closure. Students will be awarded credits for all courses with passing grades. The first two weeks in June are an important opportunity for students to catch up on work and earn passing grades.

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)?

As mentioned previously, we are using the first two weeks of June to support students with targeted instruction and an opportunity to catch up. Additionally, we plan to offer summer programming for students with disabilities who require ESY services, level 1 and 2 English Learners, and other students who require additional remediation and support. Summer programming will be provided through distance learning. Next school year, we

will assess all students at the beginning of the year. We plan to offer after school support and are considering offering a Saturday program as well.

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

We use NWEA-MAP in grades K-12. We will administer the assessment at the beginning of SY20-21 and use data to plan for instruction and additional remediation and support.

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

We continue to refine and work to improve distance learning processes and systems. We make adjustments based on student progress and feedback from teachers, parents, and students. We have planned a week of professional development and planning for our staff the week of June 15. During this week, we will be reviewing systems and structures and planning for SY20-21 and the possibility of remote learning periods.

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.

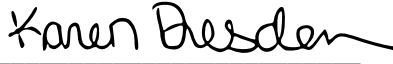
- Number of Instructional Days in 2019-20 school year Calendar: 180 days
- Number of Instructional Days Completed Before March 16, 2020: 113 days
Note: Instructional days prior to March 16 were 7 hour instructional days
- Number of Days of Distance Learning Provided: 59
Note- The last 10 days of the school year were offered just to students identified as needing additional support (approximately 1/3 of our students)
- Number of Days Requested to be Waived from 6 hours of learning: 59 days
Note- While many students and teachers work for 6+ hours a day; instruction is through a combination of live classes, recorded lessons, and class assignments, and therefore is not considered a traditional six hour instructional day.
- Number of Days Requested to be Waived from providing instruction: 8
 - Indicate which calendar days being requested for waiver on which instruction was not provided: We are requesting a waiver for 8 days. This includes June 15-17, where we had originally planned to provide instruction. Instead we are ending the school year early and providing professional development for our teachers on these days. We also did not have instruction as planned on October 21-25 due to a flood in our building.

However, we had previously applied for and been granted a waiver from PCSB because our longer school day prior to the closure made up for those missed days.

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: Capital City PCS

LEA Leader Name: Karen Dresden

LEA Leader Signature: 

Date: May 4, 2020



Capital City 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.

DUE: MARCH 17

- 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.).**

Lower School:

As of March 13, all students will go home with the following materials:

- **K-4**
 - Literacy: Every student left school on Friday, 3/13 with several books + comprehension questions + writing prompts. For grades 3-4, our Reading Specialist has uploaded articles with accompanying questions into Google Classroom. For students whose families said they have limited internet access (we collect this information in our SIS), we printed copies of the articles and questions and sent them home with students
 - Math: Every student left school on Friday, 3/13 with a packet of developmentally appropriate problems and activities to practice math fact fluency and/or number identification.
- **PreK**
 - Literacy: Every student left school on Friday, 3/13 with at least one book, activities for name writing and a journal
 - Math: Each student will go home with a counting book to practice number identification

Beginning **Wednesday 3/18**, teachers in all Lower School grades will provide 2 new activities each week that will be shared electronically (email and uploaded to our website) and available for hard copy access at our front desk.

Middle School:

All teachers will maintain their already established Google Classroom as well as prepare hard copies of documents for all subjects: Math, Humanities, Science, Arts, Spanish, and Health. Each teacher will provide a minimum of 2 video lessons along with tasks/assignments assigned to each lesson. Teachers will be available for hour



Capital City Public Charter School Instructional Contingency Plan

long “office hours” throughout the day according to a schedule shared with families. In addition to the lessons for their classes, students are required to read for 30-45 minutes and complete Math practice problems for 30-45 minutes each day. Additional links for online resources will also be shared have been shared with families for additional practice. Students with exceptional needs and English Language Learners will be provided with additional accommodations supported remotely by our Inclusion Teachers and 1:1 dedicated aides.

High School:

Students all have school-based email addresses and use Canvas, our learning management system for coursework. Teachers will continue to assign work to students through Canvas and Google Classroom. We have taken a comprehensive survey of students’ access to technology and students self-identified access to the internet and internet-accessible technology and we are providing students with Chromebooks and hotspots as needed so that every high school student is able to access and use these platforms.

All teachers will be posting between 2-4 structured lessons a week and assigning homework related to those lessons. Teachers have a two hour window of office hours each day so that students can connect directly with their teachers via Google Meeting, Skype, Zoom, Gchat, or email. Teachers have shared cell phone numbers with advisees so that students have easy access to their advisors as needed. For students with exceptional needs and English Language Learners, Inclusion Teachers have partnered with general education teachers to provide accommodations and modifications as needed. Inclusion teachers will be checking in regularly with students on their caseload to support work. Students with dedicated aides will have 1:1 remote access to their aides.

- 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 School:

Most books and needed print resources were sent home with students on Friday, 3/13. For students absent on that day, work has been left for pick-up at our front desk. Our building will be open M-F from 8am-4pm during the shutdown. For grades 3-12, most work is provided to students through online platforms (Google Classroom, Canvas). We have surveyed our students/families about technology



Capital City Public Charter School Instructional Contingency Plan

needs and are making Chromebooks available for families to checkout at our front office. We expect to deploy close to 200 chromebooks. We have purchased mobile hotspots that are also being deployed to families without Internet access (estimated at 50). We have also shared the Comcast Essentials information with families.

For Lower School students, new activities will be shared each week (emailed and posted to website). We will have paper copies available at our front desk for all tasks.

We have prioritized family communication during this time. Our [newsletter on 3/16/20](#) shared remote learning plans and information with family. We have set up a [section of our website](#) where families can access resources and all past communications. All materials are available in Spanish and English.

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.

All Campuses:

We are using results from a survey question about home Internet access, completed by families as part of the reenrollment process. We are cross-referencing this list against survey results completed by students in the Middle and High School with questions designed to clarify what types of access they have in the home. We are using this information to prioritize sending home chromebooks and distributing wireless access points. However, any family that needs the technology for their children to complete assignments can come to Capital City to check-out a Chromebook. A parent or guardian needs to sign a release. Since teachers are checking in regularly with students and viewing work completed online, it will be easy to identify students who are not completing online work and may have access issues. We will follow-up directly with those families. We expect to deploy about 200 chromebooks and 50 wireless hotspots.

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.

Lower School:



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Students will be asked to complete 2 tasks/activities per week, with a focus on Grade level CCSS for literacy and math. Inclusion teachers and our ELL Specialist will work specifically to provide accommodations and modify the activities designed by general education teachers so that English learners and students with disabilities can access content. Print assignments and communications about remote learning will be translated into Spanish to support families in working with their children at home. Teachers will assess student progress through their weekly phone call check-ins with each student in the class. When students are back at school, they will take NWEA MAP assessments, which will be used to highlight gaps and needs for remediation/extra support.

Middle School:

All teachers will post a minimum of 2 lessons per week in Google Classroom, along with the associated tasks and activities. Tasks are aligned to the long-term learning targets for each grade and subject. Parents have also received a list of supplemental Math and Reading activities that students can use for the required 30-45 minute of additional reading and 30-45 minutes of additional Math practice we expect all students to complete each day. Accommodations and modifications will be provided by our Inclusion Teachers for all assignments posted in Google classroom. In addition, teachers will offer “office hours”, including our Special educators who will provide virtual opportunities for small group and 1:1 check-ins to ensure all students are able to access the materials. Students will be submitting assignments remotely each week and teachers will be reviewing and tracking student progress. This will make it easy for teachers and crew leaders to reach out to students who are not on track with assignments. When students are back at school, they will take NWEA MAP assessments, which will be used to highlight gaps and needs for remediation/extra support.

High School:

All teachers will post 2-4 lessons and accompanying tasks/activities for the week in Canvas or Google Classroom by 8am on Tuesday, 3/17, and Monday, 3/23 and 3/30. Each lesson will include: a message from the teacher, mini-lesson/task instructions, links to resources, notes, or slide decks needed to complete assigned tasks for the week. ALL teachers will post in Canvas, our Learning Management platform, even if this is just a link to Google Classrooms. Parents have access to student assignments in Canvas.

Each lesson will last at least 55 minutes, excluding what would be assigned as homework. For example: teachers will create a 55 minute Google Slides that includes a 10 minute mini-lecture with directions, a short reading that would be assigned for 10 minutes in class with the requirement to complete two online annotations, and



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then 3 discussion questions to answer, one on a discussion board and two in BCR form. Then, they might assign another article for homework that would take 30 minutes and that would be due the following day before the teacher's office hours.

These assignments will be tracked as learning for each course as part of our standards-based online gradebook, and completion of these assignments will impact students' grades for courses. Since students are submitting assignments remotely teachers are grading and tracking student progress, we will be able to identify any students not on track and reach out to support them.

Teachers will continue to use the AP suggested pacing guide and therefore students will continue to work toward standards and targets outlined by the College Board. As per the extra work that is assigned in AP courses, students will be expected to complete all in-class as well as lengthier long term assignments. All will be included in the gradebook for students.

In co-taught and inclusion class settings, inclusion teachers will be creating accommodations and modifications to support Tier 1 instruction. Case managers will be meeting regularly with their students. Dedicated aides will be available to provide remote 1:1 support to their students.

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.

All Campuses:

Teachers are required to work on Monday, March 16, where they will be trained on the expectations for digital learning, as well as how to use Google Classroom and/or Canvas, depending on the grade level. Teachers will be given planning time to develop coursework packets and online resources, with access to coaching and additional supports. Teachers will have access to a Digital Learning Guide online (<http://ccpcs.libguides.com/digitallearning>) to support with this training throughout our closure. Fortunately these platforms are not new to teachers. Canvas and Google classroom are already used by most middle and high school teachers and students.

Families will be provided with clear communication about expectations. Each principal drafted a letter describing remote learning for their campus. These letters



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([Lower School](#), [Middle School](#), [High School](#)) were shared by text and email and posted to our website. They provide instructions for how families can view work on Google Classroom (MS) and Canvas (HS). During the shutdown, we have a skeletal staff at school that includes an Office Manager, a member of our family engagement team, a member of our IT team, and a senior leader. This will allow us to support and respond to parents as needed. Our teachers will all have regular touchpoints with their students and families and will be able to offer support and training and/or refer families to other team members.

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.

All Campuses:

Each student with a disability has a case manager. Case managers will be checking in regularly with the students on their caseload and available during office hours (MS, HS).

Inclusion teachers (who are also case managers) will provide the following supports to students in being able to complete assignments and meeting learning targets:

- -Adapted, modified, and differentiated materials available with the general education teacher's lessons provided via Google Classroom, Canvas, or work packet,
- Home access to *Learning Ally* and ReadWriteGoogle with text-to-speech versions of assigned classroom texts. (MS, HS)
- Alternative versions of general education materials that would typically be provided to identified students in the normal course of in-person instruction (e.g. NewsELA articles leveled appropriately to meet student need; alternative assignments that meet the learning target/standard, etc.)
- Lessons and accompanying materials for students with disabilities in resource classes that align with IEP goals.
- Office hours to include video or telephonic access to support and/or facilitate learning

Related services will be provided in the following ways:



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- Behavior support and speech sessions will be provided telephonically or via a HIPAA compliant video source
- OT is a very hands on service where kids would likely be better served through makeup services than through distance learning. Make up services will be provided through ESY sessions.

Additional Academic Supports:

We will be assessing student progress through work online submitted and assessments provided as part of remote learning and when students return to school. We will identify needs and be prepared to provide additional services and support when students return to school through extended day options.



CAPITAL CITY PUBLIC CHARTER 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?

For our Middle School and High School plans, we have made just small adjustments based on feedback from families, students, and staff. The first few weeks we were pushing a lot of work to students and it was a bit overwhelming for many. We have started having grade level teams coordinate more on assignments and then students get a personalized schedule for the week with all their assignments, due dates, and relevant links. Parents receive a copy as well. Another shift we made was to have more live synchronous sessions for students. Our crews and advisories now meet twice a week. In Middle School book clubs meet weekly as well through Zoom. Our students have been missing the social interaction and these sessions are important.

We have made the most significant shifts with our Lower School implementation. We had been preparing and mailing packets of work to students. Teachers have been checking in with students to offer support. We are in the process, however, of making the shift to a digital platform. Our Lower School had not been using a learning management system like our Middle and High School. We have been training our Lower School teachers to use Google Classroom (3rd-4th grades) and SeeSaw (PK-2nd grade). We also have been deploying technology and leading sessions for parents so that we will be prepared for the full digital launch the week of April 20.

- 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 Middle School and High School students submit work in all of their classes through Google Classroom (MS) or Canvas (HS). Teachers are grading



work based on how well students have met learning targets and providing feedback to students.

Assessing learning in the younger grades has been more challenging, but will be easier when students are able to submit/share their work. Teachers have been using their touchpoints with students to check understanding. Many teachers are checking in with students using facetime, Google Hangouts, Whats App, or Zoom. Teachers ask children to share their work and their thinking.

- 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.

For our Middle School and High School students, we track whether they have logged into Google Classroom or Canvas each day. We have rates of connectivity of around 90%. We now have a tool that can also let us see how much time students have spent on each of their assignments. We are also tracking work completion. Teaching teams look at levels of work completion for each student. We have spreadsheets where students who are not completing work are identified by level of concern and follow-up. Students completing no work are given the highest priority for follow-up. We keep communication logs where all touchpoints with students and families are recorded. The teacher, crew leader, or advisor is the first point of contact. If they are having trouble reaching a family, it is referred to an administrator who follows up. If we continue to have trouble connecting, we will reach out to the emergency contacts for the student. We have been able to make contact with almost all of our families.

- 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.
 - 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.

Case managers are responsible for co-planning with general ed teachers to ensure that IEP goals are addressed and monitored during distance learning in the general education curriculum. Inclusion teachers facilitate Virtual Instruction that includes small group specialized instruction in literacy and mathematics. Students are provided with 1:1 and/or small group instruction tailored to meet their needs. Students are provided with materials that are designed for their accessibility. Case managers and dedicated aides have contacted families of students with disabilities to schedule academic support and to ensure that parents and students are aware of teacher office hours, which provide an additional layer of support as needed.

Related service providers have contacted families to schedule speech, counseling, and OT sessions. Each RSP has a weekly schedule that includes providing services via video format. Services are documented via service logs in SEDS and communication is documented via Communication Logs in SEDS and spreadsheets for the LEA.

Services are documented via monthly service logs in SEDS and communication is documented via Communication Logs in SEDS and spreadsheets for the LEA

RSPs are also required to maintain documentation of weekly services, including duration of service.

IEP and IEP-related meetings are consistently held according to our regular schedule. Meetings are conducted via telephone or video conference. Documents are electronically signed via Adobe or DocuSign. Case managers are required to upload documents once all team members have signed the required documents.

Upon our return to the building, diagnostic assessments in academic areas of concern will be required for students with disabilities with 2-3 weeks. IEP teams will be required to convene to determine whether and to what extent **compensatory services** will be offered.

Capital City will also consider delivering compensatory services via ESY if appropriate.

Capital City has provided loaner devices and hot spots for families in need. Families with visual impairments (we have two) have dedicated computers



that have been fitted with enlarged keyboards, Braille pads, touch screen, and speech to text and text to speech software.

- 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.

EL Specialists are co-planning with general education and inclusion teachers to ensure that virtual lessons include instruction in multiple modalities. In addition, teachers have been provided with checklists to ensure that their materials are including the needs of EIs. For example, the following is included in teacher checklists:

- Do my learning materials and instruction for **English Learners**...*
 - Contain clear, simple step by step directions?*
 - Allow students to receive directions and instruction in multiple modalities (reading and listening)?*
 - Have visuals for key concepts and/or to activate prior knowledge?*
 - Use graphic organizers and/or sentence frames for extended writing activities and where otherwise needed?*
 - Highlight and define 5-10 key content vocabulary for each new concept/assignment?)*
 - Teach students language through content?*
 - Use a variety of language domains (listening, reading, writing, and speaking)?*

EL Specialists have targeted specific groups of EIs for intensive instruction sessions. These students are typically level 1-2 or graduating seniors.

Parent "townhalls" are conducted to keep parents informed of our distance learning plans and expectations. These meetings include interpretation and translated materials.

EL Specialists are conducting empathy interviews with some English Learner families to further determine their needs and to determine if there are supports needed that we have not considered/provided.



- 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 had planned to have summer programming at all levels and would still like to do so. We are waiting for guidance, however, on what type of summer programming will be advisable. In the past our Lower School program has been open to all of our students and we have served about 50% of students in the summer. It may be advisable this year to prioritize participation for our students most in need. That would allow for more intensive support and greater safety with smaller groups. We had planned to offer a Middle School STEM program this summer. We had applied for a Summer Strong grant, but learned that the grant process was paused. We would most likely offer a program targeted to our students most in need. We offer a credit recovery program for our high school students. Continuing to offer this program will be high priority. We will most certainly offer ESY. Hopefully these services will be able to be provided in-person; however, we would continue with distance learning for ESY if that is not possible.