



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.

Cedar Tree Academy will use students' academic performance prior to the closure to help guide promotion decisions. We will also review student work packets once they are returned to the school at the end of our distance learning program for this school year. We anticipate promoting all students who have been working throughout the distance learning program. We will promote these students knowing they will start the new school year with an intense remediation program. We have one student who we have not been able to make contact with during the school closure. Based on the academic performance and attendance of this students he/she will be retained once school resumes in the fall.

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

Cedar Tree communicated Quarter Three grades with parents by posting a letter on our school's website as well as our Class Dojo school's story. We also mailed report cards to every parent/student of Cedar Tree. Our teachers contact parents every week and communicate the grading policy and answer any questions. We will follow

the same procedure for our Quarter Four grades. A letter will be sent in the mail and placed on our website by Friday May 8, 2020 detailing our final grade policy and promotion policy.

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

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)?

Cedar Tree Academy is planning to have summer school for students with Individualized Education Plan (IEP's), 504 plans, and those students who where in the process of Response to Intervention (RTI). When school resumes, we will have an intense remediation program for all students based on assessments.

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) **Individual Growth & Development Indicators (IGDIs) are a set of early childhood assessment tools for monitoring the growth and development of preschool-aged children on the pathway to kindergarten. Scientifically validated for identifying children who are experiencing difficulties acquiring fundamental skills necessary for academic success, IGDIs can also be used to measure developmental gains and inform instructional needs of individual children.**

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

Cedar Tree Academy is currently reviewing our distance learning program. We are conducting an After Action Review (AAR) of our program. This AAR is a structured review process for analyzing what happened, why it happened, and how it can be done better by the participants and those responsible for the program. We hope to have this review of our program complete by the end of June.

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.

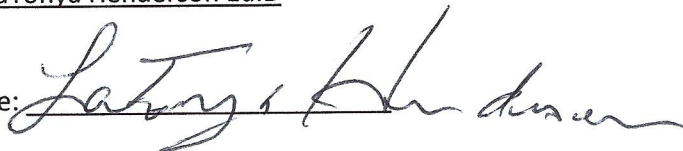
- Number of Instructional Days in 2019-20 school year Calendar: 180
- Number of Instructional Days Completed Before March 16, 2020: 117
- Number of Days of Distance Learning Provided: 58
- Number of Days Requested to be Waived from 6 hours of learning: 58
- Number of Days Requested to be Waived from providing instruction: 5
 - Indicate which calendar days being requested for waiver on which instruction was not provided: June 15th, 16th, 17th, 18th, 19th

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: Cedar Tree Academy PCS

LEA Leader Name: LaTonya Henderson Ed.D

LEA Leader Signature: _____



Date: May 3, 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 explanation, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

All Cedar Tree Academy students will receive printed work packets. The packets will review previously taught skills in reading and mathematics. These packets will be grade level appropriate. Students will receive a sufficient amount of review materials to cover a three-week period if needed.

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.

The school's student work contingency packets will be distributed on March 13, 2020 to all students. During the closure, lead teachers will call and check in with students once a week to answer any questions that students might have about their assignments.

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.

Cedar Tree Academy students will not need internet access. All of our instructional material will be in the form of printed work packets.

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.

The work packets that Cedar Tree Academy will be sending home is material from our current instructional program in addition to supplemental material that we currently use in our classrooms. **Please attached sheets for more details**

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.

The teachers at Cedar Tree developed the instructional packets for students based on their lesson plans and current instructional materials. In an effort continue to support the teachers, the school's instructional coaches, and principal will have a conference call with the teachers each Monday to answer and questions and to give ongoing support. Again, each lead teacher will contact each student in his/her classroom weekly to provide ongoing remote learning support.

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.

Our students with special needs will receive instructional packets based on the goals and objectives listed on their IEP. Once our students with special needs return to school, we will increase their time in special education classes to make up any time missed during the closure. This increase in time will ensure our students stay on a positive educational track. We will also make up any serve time lost for Physical Therapy, Occupational Therapy, Speech Therapy and all other related services.



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?

CTA initially sent home instructional learning packets with our students on March 13th and allowed parents to pick up on March 16th. Since then, we have created additionally instructional learning packets with the same option for parents to pick them up from CTA (on Tuesday's of each week) as well as print them from our website (where they have been uploaded). Our teachers have created ClassDojo accounts for their classrooms and log on three days a week to conduct morning meeting, read alouds and movement and motion lessons. Our Kindergarten teachers will soon be adding a math component to their ClassDoJo lessons.

- 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 focusing on the social/emotional health of our 3 and 4 year old students while covering and reviewing basic cognitive academic concepts. Through our ClassDojo and ZOOM contacts with students we are able to see and talk to students and parents to help continue some consistency and routine. We are providing morning meeting activities, read alouds, as well as instructional packets gird toward their ability level. During our weekly phone calls with students and parents teachers are able to assess the needs of the students by talking with the students and the parents. All Instructional learning packets must be turned in once school resumes.

With our K students, we are using the ClassDojo and ZOOM to have conversations with the students and ask questions about materials that have been sent home to work on. We check with individuals through weekly phone calls where teachers can ask questions specific to a child and their academic needs. We are not doing formal assessments, but teachers are taking anecdotal notes of their interactions with students and parents, this will guide our remediation plan once school re-opens or during the summer.

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.
 - a. 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.

Teachers are required to reach out via phone to all of the students in their classroom. They should speak to the child and the parent/guardian when possible during these weekly calls. If they can not reach a child/parent then they are asked to reach out to other people on the emergency contact list for other possible numbers or information regarding the child. These logs must be turned in to the principal at the end of every week. They must include detailed, child-specific notes about the conversations. Teachers are also using ClassDojo and ZOOM as a means of communication with students and parents. Teachers are posting lessons and parents are able to email teachers using Class Dojo. Using ClassDojo we are able to see how many parents are accessing the site. Teachers are able to follow up with parents who have not access the site.

4. 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) are able to access content to support their students' learning.
 - CTA currently does not have students with 504 plans and /or students needing intensive levels of support. CTA currently only has level 1 special education students only.
 - CTA's disability-related modifications and services are being effectively implemented online, and by weekly phone calls
 - CTA is currently using video conferencing with our speech and language students as well as with our students receiving all other related Therapies. All therapist are using each students IEP to guide the delivery of their services.
 - The school counselor is calling all the students on her case load on a weekly basis to check-in with both the student and the parent.



- Our students receiving additional academic support are receiving those services via ClassDojo with the special education teacher. Our special education teacher is also doing weekly phone check-ins with students and parents.
 - The special education teacher is working with parents in differentiating the students works and ensure the students are learning. Instructional packets were developed based on each students IEP was given/mailed to each student and the special education teacher confirmed that the packets were received. The special education teacher is assisting students and parents with these packets on a weekly basis
 - CTA will continue to upload service trackers into the citywide automated SEDS system. Including, meetings and re-evaluation updates. Services providers as well as the special education teacher will keep a contact log and anecdotal notes on all student/parent interaction. Logs have to be submitted to the school principal each week
 - CTA will offer compensatory education special education services to all of students receiving special education services. Our compensatory education services will be calculated from the last day of school to the first day special education services started as a part of our distance learning program. We will factor the initial contact with each child/parent as we did not reach all students at the same time. Our compensatory education services will be provided once school resumes or during the summer.
 - Currently CTA does not have any students with visual or hearing impairments
5. Please elaborate on the following areas of support for students/families with limited English proficiency:
- a. 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.
 - b. What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

Currently Cedar Tree Academy does not have any students who are English Language Learners (ELL).



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?

- a. 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.
- CTA will offer summer school to our students if school does not re-open during the regular school year.
 - If school opens with in the next few weeks CTA will do remediation and look to hire additional staff for one-on one instructional support
 - CTA is also exploring the idea of opening the new school year earlier in an effort to do remediation

All of our decisions will depend on the District decision on when schools will re-open



How will Cedar Tree be providing support to Special Education and ELL students

Currently Cedar Tree Academy does not have any students who are English Language Learners (ELL). For our students with Individualized Education Plans (IEP'S) we will be doing the following:

- All related service providers and the special education teacher are contacting parents/students each week and in some cases twice per week. This contact for parents/students is in the form of Google Hangouts, Zoom, FaceTime, or Telephone. In cases where related services can be provided direct to the students with the support of the parents via these methods, services are being given.
- Services providers and the special education teacher are emailing, texting, subject related information that will help the students with areas identified on their IEP.
- All services providers and the special education teacher are required to keep a contact log for each student outlining what took place during their contact session
- Instructional packets developed based on each student's IEP was mailed to each and the special education teacher confirmed that the packets were received
- The special education teacher is assisting students and parents with these packets on a weekly basis
- Logs have to be submitted to the school principal each week

How will Cedar Tree Academy be assessing students work

- All instructional packets that went home with students and are on our website are expected to be returned to the school with the student once the school re-opens. The packets will be graded, and students will work with teachers to correct and reinforce skills that were not mastered. These packets will not impact the promotion or retention of our students. Our teachers and instructional coaches are working on a plan to do remediation once the students return to school.

How will staff at Cedar Tree Academy stay in touch with families

- All teachers and related services providers are required to make contact with students/families once per week. This contact can be in the form of Google Hangouts, Zoom, FaceTime, or Telephone
- Cedar Tree Academy also use school messenger, text messages, and emails to keep parents informed of general updates with the school closure, when we will re-open, etc..

Learn today. Lead tomorrow.

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