



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.
 - 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.
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:
 - 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.
 - What steps are you 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:
 - 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 are you 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 are you 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.

SY19-20 GRADING POLICY

The following policies will be implemented for scholar grading for SY2019-20 for all scholars enrolled at Chavez Schools on March 16, 2020.

Quarter Grades

Chavez Schools will evaluate scholar grades based on the following criteria for SY2019-20 for any scholar enrolled at Chavez Schools on or after March 16, 2020.

1. All grades for Quarter 1, Quarter 2, and Quarter 3 will remain unchanged.
2. Grades for Quarter 4 in each class will be issued using a Pass or Fail grade with no numeric or letter grade equivalents for both full year and semester classes.
 - a. A passing grade will be issued if all of the following criteria are met:

- i. A scholar completed and submits at least two-thirds of all assignments in Google Classroom
- ii. The scholar's quarter average is at least 60%

Further, for Quarter 4, the following criteria have been established for scholar grading:

- Scholars receive two grades for each assignment (mastery and completion)
- Participation points in hangouts and opportunities for social engagement can be counted as extra credit but not required of scholars.
- Any assignments that are not attempted or submitted should be coded with the "Missing" code in PowerSchool.

Final Year-End Grades

Final grades for scholars will be calculated for all scholars enrolled on March 16, 2020 through the final day of the 2019-20 school year. Each scholar will receive a final numeric grade that will equate to a letter grade (A-F) with corresponding GPA points for full year and semester long courses. Final grades will be calculated in the following way for each course:

Full-year courses

1. **Numeric Average of Quarter 1 to 3.**
 - a. **Quarter 1 to Quarter 3 numeric average is 70% or higher.** Any scholar with a passing numeric average for Quarter 1 through 3 will earn a PASSING grade for the final grade.
 - b. **Quarter 1 to Quarter 3 numeric average is 60% to 69%.** For any course grade that a scholar's average for Quarter 1 to Quarter 3 is between 65% and 69.5% and the scholar earns a passing grade for Quarter 4, the scholar will earn a PASSING grade for the final grade of a 70%.
 - c. **Quarter 1 to Quarter 3 numeric average is lower than 60%.** For any course grade that a scholar earned a failing grade for all three quarters (i.e., Quarter 1, 2 and 3) and the scholar earns a failing grade for Quarter 4 the scholar will earn a FAILING grade or "F" for the final grade. Scholars who earn a passing grade for Quarter 4 will receive an "I" for a final grade and qualify for Credit Recovery.

Semester long courses

1. **Quarter 3 numeric average is 70% or higher.** Any scholar with a passing numeric average for Quarter 3 will earn a PASSING grade for the final grade.
2. **Quarter 3 numeric average is 60% to 69%.** For any course grade that a scholar earned a failing grade for Quarter 3 with an average between 65% and 69.5%, and the scholar earns a passing grade for Quarter 4, the scholar will earn a PASSING grade for the final grade of a 70%.

3. **Quarter 3 numeric average is lower than 60%.** For any course grade that a scholar earned a failing grade for Quarter 3 and the scholar earns a failing grade for Quarter 4 the scholar will earn a FAILING grade or “F” for the final grade.

Incomplete Grade (I)

A final grade of Incomplete (I) will be issued to students for year-long and second semester courses under the following circumstances:

1. Student has approved circumstances in writing by the principal that prevent him/her from completing the quarter on time (e.g. medical); OR
2. Student’s Quarter 1 through Quarter 3 average is between 60-69.4% and the student fails Quarter 4; OR
3. Student’s Quarter 1 to Quarter 3 course average is below a 60% and the Quarter 4 grade is a passing (P).

Any course grade resulting in an Incomplete (I) must be recovered by the last day of the school year or the resulting grade will be converted to a failing grade (F). Any course grade resulting in an (I) will be converted to a letter grade corresponding to the student’s performance in the assigned Credit Recovery or Quarter 5 programming.

Quarter 5 AND/OR CREDIT RECOVERY OPPORTUNITIES FOR SY 2019-20

In light of the disruption to learning and traditional programming that occurs at the end of the school year, Chavez Schools is differentiating instruction and programming for all students for the last 5 weeks of the 2019-2020 school year. During this time, termed “Quarter 5”, students who have missed or not mastered course-specific content will spend additional time with core content teachers to ensure mastery before the year’s close. All other students will have opportunities for extension and enrichment, similar to Chavez’s traditional fellowship and other public policy programming which happens yearly during this time.

Any scholar who earns a Failing (F) grade for a core course in SY 2019-20 may be eligible to participate in “Quarter 5” if the student’s participation in the programming would result in matriculation or earning a diploma from a terminal grade at Chavez Schools. Scholars earning an INCOMPLETE (I) for a course grade may be eligible for Credit Recovery options provided by Chavez Schools that may include Quarter 5.

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

- **4/24/2020:** All families emailed new grading policy
- **By 5/8/2020:** Grade Level Town Halls with students and families sharing grading policy
- **5/8/2020:** Preliminary Q5 Recovery Letter emailed to scholars and families who are likely to need to attend Q5 programming

- **5/15/2020:** Quarter 4 Report Cards distributed, final lists for Q5 determined
- **5/18/2020:** Quarter 5 Classes begin
- **6/19/2020:** Quarter 5 ends, all promotion decisions shared with families and scholars
- **8/10/2020:** Summer Programming Ends

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

- Chavez has fully audited all Senior transcripts and communicated progress towards graduation requirements to all seniors prior to the mandatory closure of schools effective March 16, 2020. The handbook states: *To graduate from Cesar Chávez PCS, a senior must successfully complete all of the credit requirements included in the Graduation Requirements document by the designated school timeline before the campus Commencement Ceremony. All community service requirements must be completed by school deadline. A senior who does not complete the requirements in time may complete them during the subsequent summer to graduate. Decisions on whether seniors who have not yet reached graduation requirements may participate in commencement ceremonies will be at the discretion of the Head of School. The Head of School and assistant principal have final authority on all promotion or grade retention decisions.*

- NOTE: The community service requirement for seniors has been waived for the 19-20 graduates.
- Seniors will receive Quarter 4 grades following the policy outlined in Question #11 above. Those who successfully earn credit for all required courses to meet established graduation requirements will successfully graduate in June 2020.
- The Board of Trustees passed a resolution on April 14th to modify graduation requirements so that students who are unable to earn a Fellowship credit due to COVID-19 will still have the opportunity to graduate provided they meet all other criteria.

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)?

- Given the disruption to learning time, the school is differentiating programming for the last 5 weeks of the 19-20 academic year. During this time students will be scheduled for classes that will extend learning and/or recover missed or previously not-mastered standards prior to the end of the 20-21 school year. In addition, these 5 weeks will include enrichment courses to include, but not limited to, courses like Computer Applications where students will learn how to use Google Sheets.
- During the 20-21 school year, the LEA has adapted the master schedule in order to provide two blocks of programming for students to be scheduled into accelerated courses, tutoring for previously not-mastered material, or credit recovery.
- Chavez has increased the number of dual enrollment courses offered including adding courses for students over the summer.
- Chavez will maintain a double block schedule for ELA for grades 6 through 10 and math courses in grades 6 through 11.
- School will potentially start earlier in order to add instructional days to the SY 20-21 calendar. The additional days would allow time for diagnostic testing, designing student schedules to fit

their individual needs, and additional days for remediation given the possible loss of learning during the mandatory school closure as a result of the global pandemic.

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.

✓ NWEA-MAP

✓ Other LEA- or School-Developed Non-Summative Assessment

- Pre-assessment are available through online platforms like Illustrative Mathematics and Agile Mind.
- The school will develop diagnostic assessments for all ELA and mathematics courses, and will administer them on the Edulastic platform.

✓ Other Practice (please specify)

- NWEA-Map will be used to assess readiness for learning. The Learning Continuum offers useful information about what skills students have mastered and what they are ready to learn in the coming year. This information will specifically be used to inform class level interventions and small group acceleration.
- Diagnostics will be used to provide immediate information on grade level standards in ELA and math. This information will be used to determine which grade level standard students have already mastered as a group, in order to inform pacing for the remainder of the year.
- The diagnostics will also inform readiness for standardized assessments like the SAT and PARCC. This information will be used by SAT prep teachers to guide their planning and preparation.

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

- We have reviewed our student handbook and identified policies and procedures that we will need to update for the year to come to ensure that we are prepared for any future distance learning. Policies requiring updates include but are not limited to requirements around submitting written documentation for a variety of purposes including enrollment, student absences, etc, student technology use to include remote learning expectations and requirements, grading policies, and more.
- We are purchasing additional technology to enable the deployment of a school device to every scholar at the start of the 20-21 school year for scholars to keep at home. This will not only enable them to work on any homework that may require a computer during non-distance learning times, but will also remove many of the operational challenges in deployment experienced during our initial shift to distance learning. It will also ensure that all scholars have equitable access to a device and aren't having to share with other members of their household.
- We will continue to provide development sessions for our teachers to help improve their distance learning practices to enrich and drive student achievement. For example, we have provided professional development on how to use Loom to create videos, how to create break out sessions using Zoom, a PD on Universal Design for Learning, Magoosh training to support SAT preparation, and a PD on EdPuzzle to name a few.

- As we plan our curriculum and academic planning expectations for teachers for 20-21, an online component will be compulsory to ensure a seamless transition to distance learning if and when necessary.
- We have implemented staff, student, and family surveys in order to assess access to technology and effectiveness of distance learning programming.
- The school has provided additional professional development for staff in order to best implement digital instruction, tracking, security, and programming.

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: **181**
- Number of Instructional Days Completed Before March 16, 2020: **116**
- Number of Days of when Distance Learning was provided at less than 6 hours per day: **65**
- Number of Days Requested to be Waived from 6 hours of learning: **65**

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: 108
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of Distance Learning Provided: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____
- Number of Days Requested to be Waived from providing instruction: _____
 - Indicate which calendar days being requested for waiver on which instruction was not provided: _____

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: Cesar Chavez Public Charter School for Public Policy

LEA Leader Name: Dr. Kourtney Miller

LEA Leader Signature:



Date: April 30, 2020