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.).

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[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 scholars' 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 programing

- **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 through10 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 <u>not</u> 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. <u>Additionally</u>, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person <u>or</u> distance learning. The LEA also seeks a waiver for that instructional time.
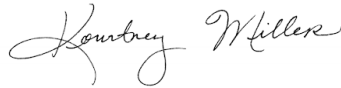
- Number of Instructional Days in 2019-20 school year Calendar: <u>108</u>
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of Distance Learning Provided: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____
- Number of Days Requested to be Waived from providing instruction: _____
    - o   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

DC Public Charter School Instructional Contingency Plan

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

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

   At Chavez our teachers will be utilizing elements of Google Suite including Classrooms, Hangouts, Docs, etc. Teachers will hold daily office hours from 10:00 to 11:00 am and two additional hours of their choosing that will be scheduled weekly and shared with scholars. Double Blocked classes will have 3 assignments to complete weekly and Single Blocked classes will have 2 assignments to complete weekly.

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.

   We surveyed scholars to see who would require computers and internet access from home. We distributed Chromebooks on Friday 3/13 and Monday 3/16 and will re-open on Friday 3/20 to continue distribution. Teachers are required to send weekly emails to all their scholars and parents with the online assignment information from the week. Operations and Student Support staff are assigned families and students to reach out to on a regular basis during closure. Whole school we will be sending updates via email, Remind and Social Media as we have additional updates.

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

   We have widely shared the information regarding free Comcast internet access and are working with a vendor to provide hotspots to the students in need.

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.

   I. **Weekly Expectations:**

      1. **Assignments must be pre-loaded into Google classroom for the coming week by Friday @ 8:30am, with the exception of the week of 3/16, to allow your co-teacher to make the necessary adjustments for their scholars.**

- Assignments include, but are not limited to: essays, quizzes, vocab work, Agile topic assessment, etc.
- Online platform links for Agile Mind, Springboard, Discovery Ed, Edulastic, Collegeboard must be included in your Google Classroom assignments for the week (if applicable).
  - Springboard: English classes
  - Agile Mind: Math classes
  - Discovery Ed: Science classes
  - Edulastic: All Courses
  - CommonLit: History, Science, and ELA classes
  - Collegeboard: AP Courses
- Video recordings of lessons can also be linked to Google classroom. If you are using a video, the video must be appropriate in content, and must align with the objectives for the week.
- The number of weekly assignments are based on whether the course meets daily or every other day. 90% of your posted assignments should cover concepts that have already been taught to provide further practice. In the event that this time frame is extended beyond the two weeks that have been scheduled, a virtual PD will be conducted to prepare you to address new content via a distance learning platform.
  i. <u>For Daily Courses (i.e. ELA, Math)</u>, three (3) assignments must be provided and should take scholars no more than 1 hour per assignment for a total of 3 hours. Of the assignments provided, the "Problem of the Week" will count as 1 of the 3 assignments for Core content classes (EgiseLA, Math, Hist, Science).
  ii. <u>For Every Other Day Classes</u>, two (2) assignments must be provided and should take scholars no more than 1 hour per assignment for a total of 2 hours. Of the assignments provided, the "Problem of the Week" will count as 1 of the 2 assignments for Core content classes (ELA, Math, Hist, Science).
- The Edulastic Problem of the Day assignments will be renamed as "Problem of the Week '' for all <u>CORE</u> classes that are within the grade levels completing the PARCC. Coaches and selected individuals will continue to create and assign the "Problem of the Week" assignments to be opened at the start of the week, and to close at the end of the week. "Problem of the Week" assignments will be uploaded on the Friday preceding the week of instruction.

2. **Send an email at the start of the week (Monday) by 8:30am** to your scholars that outlines their assignments, due dates, phone/online office hours, and expectations for the week. Be sure to cc: <u>ILT@chavezschools.org</u> each week.

3. **All assignments for a week are due for scholars on Friday of that week. Additionally, all assignments must be graded and entered into PowerSchool by Wednesday of each week.**
    Why? Scholars appreciate timely feedback on their assignments. If you anticipate that it will take longer than a week to return or provide feedback on an assignment, it is best to inform them in advance when their grades and feedback will be available.
    *   Long-term assignments, such as essays or projects, should be chunked into grade-able pieces. See sample below.

GOAL 1: _____ _____	Estimated time needed: _____ Start Date Deadline Date ___/___/_____ ___/___/_____	DONE ☐
GOAL 2: _____ _____	Estimated time needed: _____ Start Date Deadline Date ___/___/_____ ___/___/_____	DONE ☐
GOAL 3: _____ _____	Estimated time needed: _____ Start Date Deadline Date ___/___/_____ ___/___/_____	DONE ☐
GOAL 4: _____ _____	Estimated time needed: _____ Start Date Deadline Date ___/___/_____ ___/___/_____	DONE ☐
GOAL 5: _____ _____	Estimated time needed: _____ Start Date Deadline Date ___/___/_____ ___/___/_____	DONE ☐

    *   If you are giving an assessment, it should **only** cover content that has been taught or explicitly covered through the distance learning resources provided. Remember to insure testing accommodations are provided to your scholars with IEPs/504s. Consult the Special Education Department with questions (sped@chavezschools.org).
    *   Minimum grades due by the close of Q3 (March 27th) remain the same. All scholars should have 21 grades in PS by Wednesday, April 1st.

4. **Conduct weekly online/phone office hours for a minimum of 7 hours. Of the hours, one (1) hour must be completed daily from 10:00 am - 11:00 am.** All other hours (dates/times) must be communicated to scholars in your weekly email.
    Why? Giving scholars an opportunity to communicate with you in real-time will help build strong relationships and motivate them to fully engage in the class.

5. **All staff will be expected to dial-in for the weekly Monday morning meeting at 9:00 am.**
    Phone number TBP.

6. **Schedule a weekly Google chat/Zoom meeting with your instructional coach** to discuss student progress.

7. **Contact families of scholars who do not submit assignments for the previous week**, and document the call in your Call log and Powerschool.

8. **Attendance by conference call for all special education meetings is mandatory.**

II. Daily Expectations:

1. **Check and respond to your Chavez emails during the hours of 8:00am - 4:00pm on Monday-Friday.** In other words, be accessible! Remember that parents, scholars, colleagues, and leaders will be communicating with you via email, and will need a response in a timely manner.

2. Be on your communication platforms for the Chavez "power" hour from 10:00am - 11:00 am, as well as your personal office hours.

3. Maintain grading and planning, as needed to meet weekly deadlines.

4. Additional responsibilities or meetings may be scheduled by school leaders. Be sure to accept invitations as they are received.

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.

> We held an all-staff meeting last Tuesday, March 10th to train staff on Google Classroom and review the initial plans for staff expectations if we were to close. On Monday, March 16th we held a PD day at school but met via Zoom, Google Hangouts, and Conference Calls to allow staff to practice with the technology and troubleshoot.
>
> For students and families, we worked to have all students present on Thursday and Friday to sign into their Google Classroom and get ready to utilize the platform. For families, we are regularly in contact with them and are happy to help remotely in any way we can.

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.

> I. SPECIALIZED INSTRUCTION
>
> Communication with your scholars:

- **CASE MANAGERS: Send an email at the start of the week (Monday) by 8:30am** to your scholars that outlines their assignments, due dates, phone/online office hours, and expectations for the week. Be sure to cc: ILT@chavezschools.org each week.

- **RSPs: Schedule all services for the week by noon on Monday.** Send your weekly schedule to KMK.

- **DEDICATED AIDS:** Call your scholar daily.
    a. Log your phone call in Powerschool.
    b. Confirm they have accessed the Google classroom for each of their classes.
    c. Make a plan for when they will complete each assignment for that week.
    d. Assist them in completing assignments.
    e. Confirm all related services have been scheduled for the week (SLT, BSS, etc.)

Lesson Planning:

- **CASE MANAGERS WHO LEAD TEACH: Assignments must be pre-loaded into Google classroom for the week by Friday @ 8:30 am. Please do not make the assignments visible to scholars until Monday @8:30am.**

    - Assignments include, but are not limited to: essays, quizzes, vocab work, Agile topic assessment, etc.
    - Online platform links for Agile Mind, Springboard, Discovery Ed, Edulastic, Collegeboard must be included in your Google Classroom assignments for the week (if applicable).
        - Springboard: English classes
        - Agile Mind: Math classes
        - Discovery Ed: Science classes
        - Edulastic: All Math, Hist, Science, and ELA classes
        - CommonLit: History, Science, and ELA classes
    - Video recordings of lessons can also be linked to Google classroom. If you are using a video, the video must be appropriate in content, and must align with the objectives for the week.
    - The number of weekly assignments are based on whether the course meets daily or every other day. 90% of your posted assignments should cover concepts that have already been taught to provide further practice. In the event that this time frame is extended beyond the two weeks that have been scheduled, a virtual PD will be conducted to prepare you to address new content via a distance learning platform.
        i. For Daily Courses (i.e. ELA, Math), three (3) assignments must be provided and should take scholars no more than 1 hour per assignment for a total of 3 hours. Of the assignments provided, the "Problem of the Week" will

count as 1 of the 3 assignments for Core content classes (ELA, Math, Hist, Science).

    ii. <u>For Every Other Day Classes</u>, two (2) assignments must be provided and should take scholars no more than 1 hour per assignment for a total of 2 hours. Of the assignments provided, the "Problem of the Week" will count as 1 of the 2 assignments for Core content classes (ELA, Math, Hist, Science).

- The Edulastic Problem of the Day assignments will be considered "Problem of the Week" for all <u>CORE</u> classes. Coaches will continue to create and assign the "Problem of the Week" assignments to be opened at the start of the week, and to close at the end of the week. "Problem of the Week" assignments will be uploaded by Coaches on the Friday preceding the week of instruction.

- **CASE MANAGERS WHO CO-TEACH/DEDICATED AIDS: Access your co-teachers' materials and make comments into your students' assignments** in order to modify and accommodate the work by Monday at 8:30 am.

- **ALL TEACHERS**: If a student receives 10 hours or more of Outside General Education instruction, you must call the student at least once a week to verify they have the support they need. (This excludes students receiving the support of a dedicated aid.)

- **ALL TEACHERS: All assignments for a week are due on Friday of that week. Additionally, all assignments must be graded and entered into PowerSchool by Wednesday of each week.**
Why? Scholars appreciate timely feedback on their assignments. If you anticipate that it will take longer than a week to return or provide feedback on an assignment, it is best to inform them in advance when their grades and feedback will be available.
    - Long-term assignments, such as essays or projects, should be chunked into grade-able pieces. See sample below.

GOAL 1: _____ _____	Estimated time needed: _____ Start Date Deadline Date __/__/____ __/__/__	DONE ☐
GOAL 2: _____ _____	Estimated time needed: _____ Start Date Deadline Date __/__/____ __/__/__	DONE ☐
GOAL 3: _____ _____	Estimated time needed: _____ Start Date Deadline Date __/__/____ __/__/__	DONE ☐
GOAL 4: _____ _____	Estimated time needed: _____ Start Date Deadline Date __/__/____ __/__/__	DONE ☐
GOAL 5: _____ _____	Estimated time needed: _____ Start Date Deadline Date __/__/____ __/__/__	DONE ☐

- If you are giving an assessment, it should **only** cover content that has been taught or explicitly covered through the distance learning resources provided.
- Minimum grades due by the close of Q3 (March 27th) remain the same. All scholars should have 21 grades in PS by Wednesday, April 1st.
- **FOR ALL ASSESSMENTS THAT REQUIRE TESTING ACCOMMODATIONS**: Please delay and administer once we return to school.

- **Conduct weekly online/phone office hours for a minimum of 7 hours. Of the hours, one (1) hour must be completed daily from 10:00 am - 11:00 am.** All other hours (dates/times) must be communicated to scholars in your weekly email.
Why? Giving scholars an opportunity to communicate with you in real-time will help build strong relationships and motivate them to fully engage in the class.

- **All staff will be expected to dial-in for the weekly Monday morning meeting at 9:00 am.** Phone number TBP.

- **Schedule a weekly Google chat/Zoom meeting with your Student Support Coordinator** to discuss student progress.

- **Contact families of scholars who do not submit assignments for the previous week**, and document the call in your Call log and Powerschool.

- **GRADE REVIEWS/IMPACT PLANS:** Grade Reviews and Impact Plans are due on Thursday COB of each week.

II. DAILY EXPECTATIONS

1. **Check and respond to your Chavez emails during the hours of 8:00am - 4:00pm on Monday-Friday.** In other words, be accessible! Remember that parents, scholars, colleagues, and leaders will be communicating with you via email, and will need a response in a timely manner.

2. Be on your communication platforms for the Chavez "power" hour from 10:00am - 11:00 am, as well as your personal office hours.

3. Maintain grading and planning, as needed to meet weekly deadlines.

4. Additional responsibilities or meetings may be scheduled by school leaders. Be sure to accept invitations as they are received.

III. RELATED SERVICE PROVISION

- **The expectation for service provision** is twice a week for 15 minutes, *or* once a week for 30 minutes, per student for the two week closure that is currently mandated. This expectation is subject to change should the school be closed longer than two weeks.

- Related service providers should **provide services via phone, videoconferencing, Zoom, eg.**

- **All service provision should be logged** in SEDS as it normally should be.

- **Please be mindful of your licensing requirements if you do not live in DC**.

IV. COMPLIANCE/MEETINGS

- ALL COMPLIANCE DEADLINES MUST STILL BE MET.

- Student Support Coordinators will provide the full MDT with **a conference line** for all special ed parent-facing meetings.

- **The same deliverables** as we would have during normal business are expected on the same timelines.

- IEP PROGRESS REPORTS ARE DUE MARCH 31!

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?**

   Since our initial submission have made the following substantive changes:
   - **Original Plan**:
     - Teachers were posting 2 or 3 assignments on Mondays (single and double blocks respectively), and were required to be online every day from 10:00 am to 11:00 am for scholar support and an additional two hours of their choice throughout the week.
     - This structure made it challenging for scholars to plan their time and connect with all of their teachers since they were all online at the same time. Additionally, having 3 assignments for double blocked classes overloaded many scholars.
   - **Updated Plan**:
     - Mondays are now used for an all-staff meeting followed by an hour of teacher PD to help support them with their distance learning instruction. Teachers are required to upload all of their assignments to their Google Classrooms by Monday AM so students have time to preview the assignments and any instructional videos posted for the week. Teachers are online for questions and assistance on Mondays from 2:00 to 3:00 pm. Teachers are also required to post a video of instruction on Mondays with their assignments OR to teach and record their sessions during the week for students to access the material.
     - For the remainder of the week, teachers and students follow an A/B schedule: Tuesday/Thursday = A Days, Wednesday/Friday = B Days. Teachers have the option to deliver a lesson during their three 30 minute blocks via Google Hangout or Zoom block or be online in a Google Hangout or Zoom to assist scholars and answer questions about the posted videos/work for the week.
     - Our goal in establishing these structures is to provide more assistance to scholars in planning out their days and to provide a venue for new content.

	Tuesday/ Thursday	Wednesday/ Friday
10:00 - 10:30 am	1A	1B
10:30 - 11:00 am	2A	2B
2:00 - 2:30 pm	3A	3B
2:30 - 3:00 pm	3B	4B

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.**

Teachers assign students two digital "lessons" per week that are intended to last for one hour each. Lessons include:
- Instructional materials, including up to two "I do" modeling sessions per week, in the form of a video or share-screen guided presentation.
- Student deliverables are embedded in editable Google Document Assignments that house student answer blanks, or other text features to clearly show where/how students should respond to prompts. While most Google document assignments are straightforward "fill in the blanks," some may vary as to how they capture student learning. For example: some teachers may embed a link in their Google Doc Assignment to a Google Slide Deck, then ask students to create presentations based on weekly learning; others may provide a link to a class comment stream, requiring students to participate in the conversation. Some teachers may ask for student-submitted photo/video evidence of learning. Still others may provide links to external educational platforms such as Edulastic and Freckle.
- **Student deliverables receive grades. At least one deliverable per week is counted as an assessment (either exit ticket/quiz, or test/"district assessment").**

Students receive classwork and participation grades, in addition to assessment grades.
- Classwork and participation grades can vary. Students earn them by:
  - **Checking in with teachers**
  - **Completing non-assessment portions of lesson deliverables**
  - **Attending distance-learning class "periods."**
    - Teachers are online actively teaching designated class periods on Google Hangouts or Zoom twice a week, for 30 min per class.
    - Students are able to check in with teachers to potentially earn points:
      - During distance learning "class periods"
      - During a weekly schoolwide "power hour"
      - During teachers' individually offered office hours.

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.**

Academics:
- **Teachers take attendance during distance learning designated "class periods," giving participation credit to students in attendance.**
  - Each class that existed before students were sent home for COVID-19 has designated time built into a daily schedule. This daily schedule has been communicated to students and families. Students know that they are able to tune in to Google Hangouts or Zoom

(teacher's choice) to receive instruction from their normal classroom teacher. Teachers take attendance during this time to track who is actively participating.
- ○ Students receive positive participation grades for having attended and being present for these blocks of time.
- **Digital Touchpoints:** Teachers reach out to students via various means both in advance of class (reminders), and after class to touch base with absent students (check-ins). Students are allowed to attend various sections of classes in cases where at-home issues prevent them from participating during their regular designated class time.
  - ○ **Weekly emails:** at the start of each week, teachers email students and parents to inform them of upcoming assignments, and make any whole-class announcements.
  - ○ **Teachers utilize the Remind phone app** to inform students and parents of important class updates.
  - ○ **Teachers have created Google Chat groups for their class sections.** They can call students using the Google Phone or Google Video functions to alert them that class is beginning or that assignments are due.
- **Google Classroom: All important class communications and materials are centrally housed in each teacher's Google Classroom.** Teachers have created unique Google Classrooms for each subject/section of students that they teach.
  - ○ **Announcements are made weekly** in the class stream.
  - ○ **Assignments are posted** in the Assignment section.
- **Parent Phone calls:** Teachers reach out to parents regularly via phone to remind parents of their students' upcoming schoolwork and to inform parents when students have not been participating fully in digital learning.
  - ○ Parent phone calls are housed on a central call log and shared on a whole-school level
  - ○ Grade-level teams are collaborating to ensure that no students fall through the cracks during distance learning.
- **Student phone chains:** Many teachers have adopted student phone chains, wherein each student in a class is assigned another student, and responsible for calling/texting their "buddy" to provide reminders that class is starting or that assignments are due. This has proven relatively successful.
- **Grade level teams** meet weekly to compare and discuss scholars' academic engagement and share out scholars of concern with the leadership team and support team.

Culture:
- During the first week that distance learning rolled out for our scholars (March 16th through March 20th) we had teachers use a tracker to identify every scholar that they had made some form of contact with virtually. We defined contact as google g-chat, email, assignment completion, or phone call. Scholars that had zero contacts with teaching staff were then assigned out to the culture team (deans & scholar life staff) for in depth check-ins and follow up. These scholars have been included on the high flyer list and receive weekly check-ins.
- During Grade Level meetings, each grade level walks through scholars that have not been completing assignments. Those scholars are shared out and effort is made to communicate with families

- From those meetings & calls to families, scholars that cannot access material have been encouraged to attend pick-up days for technology. There have been 4 days for technology pick-up and 1 day of technology drop-offs since March 13th:
  - Monday, March 16th
  - Friday, March 20th
  - Tuesday, March 24th
  - Tuesday, March 31st
  - Drop-off: Tuesday, April 7th
- Since March 16th, the culture team has also been tracking scholars that were considered at risk academically or socially. The team is responsible for two points of contact for scholars weekly
- Final step: scholars that are still not connected through the two levels of tracking: Grade level & Culture Team are diverted to the Senior Leadership Team and to the SW for further support
- Online engagement: We've amped up our online and social media presence to try to also inform scholars, parents, and community members about our work in an accessible way to students.
  - Each week we have seen a positive growth in the number of followers and engagement on our Instagram platform
  - Instagram Data:
    - +779 Reach during April 1- 7 from March 25-31
    - +4857 Impressions during April 1-7 from March 25-31

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.

Scholars are receiving remote learning support commensurate with their IEP plans. Chavez has developed a daily scholar schedule that allows them to interact with their classroom teachers on a rotation, similar to their daily class schedule when at school. In this way, scholars with IEPs will continue to receive instruction in the same proportion to the time they were receiving specialized instruction in their normal school day. Their special education teachers continue to teach smaller group classes and co-teach inclusion classes on the same proportionate schedule as a typical school day. For students who have more than 10 hours of outside of general education instruction, they recieve an additional half hour of personalized attention per week to verify they are making progress on their work. Students who receive the support of a dedicated aide receive daily support from that aide, who attends all of their remote classes with them, and any additional support they may need to complete daily assignments.

Related services are being provided remotely via teletherapy options. All student services are logged in SEDS as they normally would be.

Nonpublic placement students are receiving services, including related services, from their nonpublic placement school.

All timelines are being met, with meetings being held via teleconference, and signatures being obtained through Docusign.

We are working in collaboration with the Special Education Coop on creating and implementing a compensatory services review questionnaire to guide the determination of compensatory services once we return from the school closure. Based upon individual reviews using this questionnaire, compensatory services will be put in place accordingly on a student-by-student basis.

The leadership team of Chavez is closely monitoring every student's ability to access technology and content and then providing support where needed. This includes providing surveys to families and students about their ability to access the course content, as well as reviewing usage data from teachers regarding students' work completion and engagement. By reviewing these metrics, the team is able to problem solve accessibility issues for a range of issues, including situations in which a parent may need support to access the content.

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.**

Scholars are receiving remote learning support commensurate with the services they received on a daily basis at school.. Chavez has developed a daily scholar schedule that allows them to interact with their classroom teachers on a rotation, similar to their daily class schedule when at school. In this way, scholars with English proficiency needs will continue to receive instruction in the same proportion to the time they were receiving specialized instruction in their normal school day. The EL teacher continues to monitor student progress and collaborate with teachers to improve differentiated instruction for those students who struggle with the course content, as well as provide supplementary remote instruction when needed. Currently, we only have two students who require direct service for EL instruction.

In addition, students interact with their teachers on a daily basis proportional to their daily classroom schedule to receive guidance on their work completion, should their parents not have the language skills to access the content.

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 do not yet have a full plan, however we do anticipate needing Summer School to remediate for some scholars and augment distance learning. We recently received final decisions from PCSB around the waiver of the required 180 school days and required Carnegie units and plan to finalize our plans for the summer and next year. We have also created a draft bell schedule for 2020-2021 to include an additional recovery period for those who may not have engaged during distance learning or unsuccessfully engaged.