



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.

DC Prep has had 3 phases in our distance learning program:

- During Phase 1 (March 16th – March 31st) DC Prep’s distance learning plan for all students included the following components:
 - A work packet with guidance and activities for at-home learning
 - Two workbooks (math and reading)
 - Two classroom library books
 - Weekly consultations with members of the grade level teaching team
 - These materials were sent home with students on 3/13 (with an additional opportunity to pick up materials on 3/16) and an electronic copy is available on [our website](#).
- During Phase 2 (April 1st – April 24th) DC Prep focused on care and connection, quality instructional content, and providing additional resources for families. This was done through weekly instructional lessons in ELA, Math, and specials located in our [distance learning webpage](#) in addition to work packets that were made available to students physically and electronically.
- Phase 3 (April 27th – May 29th) included all the aspects of the second phase, as well as students having greater access to technology, allowing us to emphasize “live” instruction and the collection of student work through Google classroom.

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.

During each phase of our distance learning program, DC Prep opened campuses temporarily to distribute learning materials (learning packets, school supplies, and books) to families. Prior to the third phase, to ensure that every student in grades 2-8 had the technology to participate, students were able to pick up technology when campuses were temporarily open.

Families receive weekly wellness calls from grade-level teachers, a weekly email from DC Prep leadership, and additional communication depending on the needs of the child.

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.

Each DC Prep student was contacted and surveyed on their ability to engage in our distance learning programming. For those families that did not have the means to obtain internet access, hotspots were distributed.

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.

School staff was given guidance and expectations on 3/12 around DC Prep’s school closure plan. Throughout closure, there are weekly calls to provide ongoing support for school staff:

- Grade level conference call

- **Schoolwide conference call**
- **Remote participation in MDT meetings for students whose eligibilities or IEPs are due**
- **Leadership team conference call**

For each phase of distance learning, families were given a packet providing guidance on:

- **How to complete assignments**
- **How to leverage electronic resources**
- **A sample schedule for routines students could do while at home**

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.

In Phase 1 of our distance learning program, each DC Prep student was given 2 grade-level workbooks (one for ELA, one for Math). Teachers made themselves available to provide differentiated support for students while being remote.

During Phase 2 and 3, students were given a new learning packet and access to DC Prep's distance learning webpage which had weekly instructional video lessons in ELA, Math, and specials. Student learning is assessed through weekly wellness calls and through work submitted in Google classroom (Phase 3 only)

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.

DC Prep will continue to make weekly wellness check calls to students that include an academic learning component. A key part of wellness calls is to see how students and families are engaging with the weekly distance learning content. Responses are tracked in DC Prep's internal tracker and reviewed by campus leadership.

If a student is unresponsive, DC Prep's student support team is flagged and follows a set of activities to reengage with unresponsive families including:

- **contacting all their emergency contacts**
- **contacting school friends/other parents who carpool with a family member**
- **contacting known cousins/family members or neighbors**

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.

During the first two phases of our distance learning program, DC Prep's assessed students through using verbal "quizzing" through office hours and weekly calls to help assess:

- **which lessons (2 lessons per week – one Math and one ELA) students have completed**
- **how successful they were in completing the work attached to that lesson**
- **which work they have completed from their workbooks and packets**
- **how much of that work they were able to do independently and successfully**

In Phase 3, we are continuing to assess students' progress through the methods listed above and will also include live small group sessions and reviewing assignments through Google Classroom.

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?

In addition to the above distance learning opportunities, students who have ELL needs will also have access to the following:

- **Students with ELL needs receive an additional weekly consultation/ support from an ELL teacher in order to follow the student's plan as much as possible**
- **ELL teacher host weekly office hours specifically for students on caseload to monitor student success and ensure students are receiving necessary supports.**
- **DC Prep collects data at the start of each school year to let us know if a family requires translation services (written or oral). Because we already have this information, we can conduct wellness phone calls and provide resources in a family's primary language. We have used campus ELL teachers to conduct wellness calls in a family's primary language (mostly Spanish) and have also used the Language Line to allow English-speaking staff members talk directly with a family when they are not fluent in their primary language. Additionally, we have resources for ELL students posted on our distance learning website so families who speak another language can access resources as well.**

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?

In addition to the above distance learning opportunities, students who have IEPs or 504 plans will also have access to the following:

- Students with IEPs will receive an additional weekly consultation/ support from a Special Education teacher in order to follow the student's plan as much as possible
- Students with related services will receive weekly consultation/ support from Related Service Provider in order to follow the student's plan as much as possible
- Special Education teacher will host weekly office hours specifically for students on caseload to monitor student success and ensure students are receiving necessary supports.

In the rare case that students are unable to receive these services (for example, in the event of teacher, provider or student illness), DC Prep monitors student progress and work with all families upon return to school to determine whether compensatory education or additional services are required. These decisions will be made on a case-by-case basis.

For students whose IEPs and Eligibilities are due to be completed during a school closure, the MDT makes every effort to convene the team and update the student's IEP or determine eligibility in a meaningful way. If this is not possible (for example, if parents/ guardians or other critical members of the MDT are unable to participate), the school team convene MDT meetings upon return to school. To ensure that family members can access content, DC Prep engages with families and students weekly as part of our commitment to care and connection which also allows us to surface needs. On a weekly basis, each student/ family receives a wellness call from a member of their teaching team. During this call, one of the questions asked is whether the family has everything they need to access distance learning resources. If the family expresses the need for additional support, our campus teams problem-solve how to improve access for them. One example of how we have supported a family is by teaching them how to access closed captioning on our online videos/ instructional platforms so the hard-of-hearing parents can learn along with their child.

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.

DC Prep shared with families our grading policy for Quarters 3 & 4 (attached). The revisited grading policy for Q3, Q4 and end-of-year grades for the current school year include:

- **Extending Quarter 3 until May 1st**
- **For Quarter 3, students will earn the grade they had on March 13th. Based on demonstrated effort over March 16 - May 1, students also have the potential to earn additional credit to improve their Q3 grade**
- **School leaders will call and email the parent or guardian of any student who is Promotion in Doubt in order to outline what the student needs to work on in order to make academic growth in Quarter 4**
- **Quarter 4 will run from May 4 - 29. Grades for Q4 will be based on the effort students make to participate in “live” small group distance learning sessions, as well as on assigned activities**
- **Final grades for the year will be an average of Q1, Q2, and Q3 grades and will include a description of the students’ efforts in Quarter 4**

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

Policy was communicated to families during weekly wellness calls and shared via weekly email to families on 4/27.

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)?

DC Prep is currently making planning summer school, early closure of this school year, and early opening of SY 20-21 (similar to DCPS’ announced plans) to make up missing learning time. DC Prep should have decisions made shortly after May 15 to ensure they align with what other LEAs are doing across the city.

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)

**F&P Benchmark Assessment
STEP Assessment**

The above assessments are what DC Prep would typically use in a “normal” year and will most likely be the assessments we use for the 20-21 school year. Our academic leadership team is currently planning if we will use all or some or any of these assessments in this new context

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

DC Prep leaders are taking the month of May to review distance learning practices to inform how to implement Summer School, train school leaders and teachers in the fall, and plan for how to operate schools in the Fall. DC Prep has decided to end the school year on May 29th in order to position schools to potentially start the year earlier in August.

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.

- Prior to the closure, DC Prep had 122 days of instruction. Of the 122 days, 96 of our days had 8 hours of instruction, and the other 26 had 6 hours of instruction. This gave us a total of 924 hours of instruction through 3/13.
- We are planning to have 46 days of distance learning that, with our recommend schedule, would have about 4 hours a day of remote instruction which would be 184 hours of instruction
- This would give us the 1080 instructional hours (1108 hours total) needed for the 2019-2020 school year

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: _____
- 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: _____

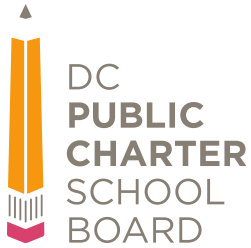
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: DC Prep_____

LEA Leader Name: _Laura Maestas_____

LEA Leader Signature: _____

Date: _5.4.20_____



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.).

We will send out student weekly work packets (for days after our Spring break ends March 23) digitally in PDF format, make them available on our website, and provide printed copies to families via mail. In the event of a long-term school closure, we will continue a similar distribution plan. We will also send home additional materials (not technology based) to support student learning with specialized instruction on their IEPs.

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 will have daily teacher “office hours” and IEP meetings via Google hangouts. Additionally, we will continue our standard communication via the weekly Head of School message, email, Class Dojo/Remind applications for regular teacher-parent communication, and robotic calls (in cases of emergency). We will include online learning as a supplementary, but not as a mandatory resource.

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.

DCB will not have synchronous learning since many families may only have one device to share among siblings or do not have internet access. Our plan does not depend on students having internet access to complete work.



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.

Teachers have made weekly learning packets that are aligned to their intended instructional curriculum that they would have had in person during this time. Coursework for students with disabilities and English learners has been tailored to their specific educational needs and tracks with printed supplemental resources to the printed grade level packets.

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 will not be offering online instruction during closure. However, staff received training this week on Google hangouts to be available for virtual office hours. Teachers will be available daily for families needing help on how to support distance learning.

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.

In addition to the regular classwork, SPED teachers will provide students with specialized instruction packets tailored to students' academic goals from IEPs or supports for students to access the work as aligned with their IEP goals.

DCB will not offer related services for the currently scheduled week of distance learning (5 school days) or for up to 10 days. If school is closed for more than 2 weeks (10 school days), or if an individual student with an IEP misses more than 10 consecutive days of school due to quarantine or illness, DCB will follow guidance from OSSE to determine which students would benefit from makeup services or homebound learning. DCB may provide makeup services upon return to school, or even into the summer.

IEP meetings will take place virtually using Google Hangouts during distance learning weeks. Language specialists will provide weekly activities to include in each grade's learning packet. In the case of extended closure, they will continue to make individualized packets.



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?

Technology (Chromebooks and internet) have been provided to all students. "Office hours" have been modified to meet student needs by grade levels (i.e. expanded to include social hours, restructured for small groups in general education, etc)

- 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.

Students with special needs are being assessed against their IEP goals via interview assessments IEP progress reports are being submitted for Terms 3 and 4. Grade level teams are determining appropriate informal assessments for general education students that may include learning checks like submitting written work (via Google Classroom or photos of written work), interview-based assessments or assessments that are part of online learning platforms (RAZ Kids, Khan academy). Assessment is not required and students will not be issued report cards for Term 3 or Term 4.

- 3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

We are taking attendance daily and teachers are following up with students that have had no touch points (not attending office hours, no contact with teachers, no work submitted). We have a school wide support system where each staff member is assigned a family that they contact weekly with updates, check ins, and resource connections. During those calls (on top of academic teachers reaching out) we identify barriers to access the distance learning materials.

- 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.

We are implementing IEPs to the best of our ability in a distance learning format. Specialized instruction - students receive specialized instruction packets to supplement their general education work. Special education teachers schedule individual or group live instruction to target IEP goals, and track each interaction on a specialized instruction tracker. Related services - Speech, ABA, OT, and counseling are offered in a distance learning format for all students with these services on their IEPs. We are not able to offer PT at this time due to the physical nature of the intervention. All related services are documented in SEDS. At this time, each student is not necessarily receiving every minute of specialized instruction or related service as written on their IEPs, but we are continuously working with SPED teachers, related service providers, and parents to determine whether students are "available" for instruction and scheduling additional hours.

We are holding all MDT meetings at this time without delay. In general, we are keeping up with all mandated timelines. However, we have several students who are in the evaluation process and require in-person evaluations. We are unable to complete these evaluations until schools re-open, and will therefore miss evaluation deadlines.

We are attending various webinars and keeping in close communication with the SPED Co-op and our lawyer regarding compensatory education. We request more specific guidance on timelines and protocols for determining compensatory education. Our current plan would be to hold compensatory education meetings first for students who, for whatever reason, were unable to access distance learning or virtual related services during school closures.

No families have reported that their own disability has impeded their ability to support their child's learning.

- 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.

Students with any specialized instruction as English learners are getting supplemental materials in the distance learning packets. Once we have scheduled all of our students with special needs



related services and direct academic instruction (virtually) we will schedule small groups for our ELs. This will start with our dual identified students and then broaden to target our students of highest needs.

All of our guidance materials are in English and Spanish. We have partnered any non English speaking family with a staff member who speaks their home language to ensure that someone can guide them through any questions about how to access their student's learning. We also utilize outside resources like the language line as needed.

- 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.

DC Bilingual will not offer summer school in the summer of 2020. It is possible, based on the mayor's last press conference, that COVID-19 cases may not peak until June or July. We do not think it is prudent to schedule any additional in-person learning during the summer. We will focus instead on ensuring ESY for students with disabilities can continue as planned or will move to a virtual platform. We will evaluate the degree to which learning was delayed and our options for "make up" learning once all students have returned and their learning can be assessed in-person. It is worth noting that during this closure we continue to pay our full staff - including hourly staff, cooks, and afterschool teachers, despite not receiving funds for meals or afterschool programming - and our teachers are working harder than ever to provide high-quality instruction. We would expect that if PCSB or OSSE were to require additional in-person learning outside of the regularly scheduled school calendar, these efforts would be funded.