



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.^{1,2}

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

Instructions for Public Charter LEAs

Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

Instructional Continuity

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

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

2. If your plan depends on the widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.
3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate students who do not have access to the internet at home.
4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.
6. Please elaborate on how you are assessing student participation in distance learning.
 - a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.
7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that students are making academic progress through distance learning and how you are providing that information back to students and families.

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:
 - a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?
9. Please elaborate on the following areas of support for students/families with disabilities:
 - a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?
 - b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?

- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an [FAQ document](#) on this topic on March 25, 2020. The LEA should review that guidance document in its entirety and provide the following assurances:

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities, including making an individualized determination as to whether or not compensatory education services are needed; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

The LEA assures to the statements above.

Student Grades

11. Describe how the LEA will make student promotion decisions for this school year. Be sure to describe how student work before the emergency will be used in making decisions as well as work completed through distance learning.

- Retention decisions are made based on student attendance and grade level mastery. We use a combination of attendance data, assessment data, and grades to make retention decisions.
- At DC Scholars, students are receiving letter grades in Quarter 4. Quarter 4 grades will be based on the work students complete remotely. The grading scale has been adjusted to place greater weight on student effort given the barriers students may face to mastering content remotely. Therefore, Quarter 4 grades are based on a combination of participation/work completion and assignment mastery.
- When making retention decisions, we will consider 1) Student attendance while we were in the building and in distance learning, 2) Assessments students took while in the building prior to distance learning, and 3) Year-long grade averages.

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

- The school posted the updated grading information in daily Morning Meeting slides via Class Dojo.
- The Quarter 4 Report Card will indicate how the grade scale was adjusted in Quarter 4.

- In May, we will be sending out a family letter with updated grading policies for distance learning.

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

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)?

- At this time, we do not have plans to extend the school year or to provide additional summer instruction. Instead, when school resumes, we will adopt the “just in time” approach to academic recovery. We want to avoid watering down content in any way that will cause vulnerable students to fall further behind. Rather, we want to invest in providing quality professional learning to ensure that teachers have the support they need to help all students access grade level content. For example:
 - Math: We are using the Eureka academic recovery guides ANET is creating to adjust the scope and sequence to cover content students may have missed at the end of this school year.
 - ELA: We are adjusting our K-2 Phonics/Foundational Skills scope and sequence. For all other grade levels, we will provide collaborative planning and professional learning opportunities to help students access complex text and write about it.
- Additionally, we are trying to determine if we can start next school year a few weeks early but are investigating the possibility and impacts.
- Extended School Year will remain in place in our building or virtually based on whether or not schools reopen in July. If virtually, we will work with teachers and parents to work on ESY goals that we can do virtually. If in our building we will provide direct instruction and support on ESY goals and collect data to determine other areas of need to support students with IEPs in ESY.

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.

If school opens according to our current schedule, we will use our current assessment suite: ANET, iReady, NWEA, Great Minds, and Fontas and Pinnell. If we remain in distance learning, we are considering using alternative diagnostic assessments that ANET is creating.

Achievement Network (ANet)

- We will use ANET assessments throughout the year to determine students' progress towards mastery of ELA and math standards.

Affirm

Developmental Reading Assessment (DRA)

- DIBELS/Acadience Reading
- Great Minds**
 - We will take a “just in time” approach by assessing students’ understanding on previous grade level standards that are necessary to access material for the first module. We will use guidance provided from ANET to identify the correlating modules and standards.
- i-Ready – Curriculum Associates**
 - We will use the iReady diagnostic ELA / MATH assessment in grade K-8 to determine students’ current performance. This assessment will allow us to identify students’ specific learning gaps based on current and previous grade level content. We will create personalized instructional plans based on this data and target these skills through small group instruction and blended learning.
- NWEA-MAP**
 - We will use the NWEA-MAP assessment in grades K-8 to determine students’ current performance. This assessment will allow us to identify students’ specific learning gaps based on current and previous grade level content.
- 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)**
 - We will use Fountas and Pinnell to determine student reading levels and to assess reading progress..
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)

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

DC Scholars has been actively reviewing policies and best practices shared by the Public Charter School Board, OSSE, and DC Special Education Coop. We have used this information to create our current distance learning plan and make adjustments as we have learned from our teams on what is and is not working and what we have learned from others on best practices.

DC Scholars is constantly reviewing attendance and work completion data to determine more effective ways to support students and families.

DC Scholars has collected feedback from staff to inform future distance learning plans including what they are hearing from students and families.

Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know that schools may have challenges in meeting the requirements for 180 instructional days this school year.

The LEA must select **ONE** of the following options by highlighting the text and providing additional information as relevant (for options 2 and 3):

OPTION 1:

In the instance where an LEA believes that its distance learning is equivalent to the 6 hours of instruction per day requirement, select Option 1, by highlighting the text below.

The LEA **IS NOT** seeking a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency sufficient to meet the 180 days of 6 hours of instruction per day requirement with its distance learning plan, as described above.

OPTION 2:

In the instance where an LEA is providing 180 days of instruction, however, it needs a waiver from the requirement that it provide instruction equivalent to the 6 hours per day, select Option 2, by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: _____
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of when Distance Learning was provided at less than 6 hours per day: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____

OPTION 3:

In the instance where an LEA has provided some distance learning but also is not providing 180 days of instruction (for reasons such as substituting PD days for some instructional days during the transition to distance learning or changing the calendar to end the school year early), select Option 3 by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. **Additionally**, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person or distance learning. The LEA also seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: 181
- Number of Instructional Days Completed Before March 16, 2020: 119 days
- Number of Days of Distance Learning Provided: 48 days
- Number of Days Requested to be Waived from 6 hours of learning: 48
- Number of Days Requested to be Waived from providing instruction: 14
 - Indicate which calendar days being requested for waiver on which instruction was not provided: June 1st-June 18

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 Scholars PCS

LEA Leader Name: Jennifer Leonard

LEA Leader Signature:

A handwritten signature in cursive script, appearing to read "Leonard", is centered within a light gray rectangular box.

Date: May 4, 2020



DC Scholars Public Charter School Instructional Contingency Plan

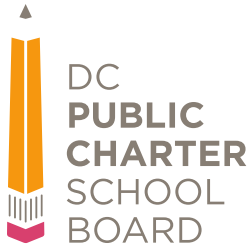
Instructions: As part of our emergency response planning, DC PCSB requests that schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form below or submit a plan in an alternative format, but it must respond to all of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

- Based on our current systems and processes we currently use classroom Dojo communication, we know most families have access to smartphones.
- Teachers will post assignments and class updates via Class Dojo daily. Our families are already in the habit of reviewing Dojo on a daily basis.
- Students will also be provided work packets aligned to our educational program on 3/13/2020 for completion in event of a long-term closure.
- We will also open on March 16th, 2020 for families to pick up student work packets for any families absent on 3/13/2020.

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.

- Students will be provided work packets aligned to our educational program on 3/13/2020 for completion in event of a long-term closure.
- We will also open on 3/16 for families to pick up student work packets.
- Teachers will use DOJO/school messenger to communicate updates and assignments daily and track student/parent contacts.
- Executive Director and/or operations team will use school messenger to communicate with at least once weekly throughout the duration of the closure.



DC Scholars Public Charter School Instructional Contingency Plan

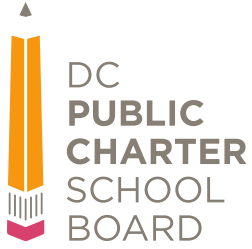
3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.

- Based on our ongoing school-wide Class Dojo communication, we think most families have access to smartphones.
- Teachers will post assignments and class updates via Class Dojo daily. Our families are already in the habit of reviewing Class Dojo on a daily basis.
- Since the start of distance learning, on March 16, 2020 we've surveyed our parents to determine their access to technology and internet.
- DC Scholars will distribute a device (Chromebook) to all parents or guardians of scholars in grades 3-8 this Friday, March 27th. For parents that do not have internet access, we will issue a wi-fi enabled Chromebook.
- Workbooks and materials will be distributed to scholars in PreS-1st on Tuesday March 31st. We will not provide Chromebooks to our PreS-1st grade scholars.

DC Scholars 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.

Math	ELA	ECE
<p>For Math, we can provide a variety of PDFs that will give kids fluency and comprehension practice.</p> <p>K-2:</p> <ul style="list-style-type: none"> Option 1: Fluency exercise Option 2: Worksheets aligned to previously taught skills <p>3-8:</p> <ul style="list-style-type: none"> Option 1: Math task with Rubric Option 2: Review Eureka lesson with application task or problem set Option 3: Fluency exercises <p>Coaches will provide: K-2 Review Packets 3-8th PARCC Prep packets Preparing for PARCC</p>	<p>For ELA, we will work to provide access to unit texts (either PDF or video) and accompanying comprehension questions. <i>Coaches will help you locate digital access to your unit texts or other grade-appropriate texts.</i></p> <p>In addition, in grades K-6, we will also provide additional foundational skills and vocabulary packets. <i>Packets provided by coaches.</i></p> <p>K-2 Read Aloud with Comprehension Questions: Post access to unit texts and comprehension questions on Dojo. We are working to locate video versions of unit texts so students can listen to a text read aloud. Teachers are responsible for posting links to texts and accompanying questions on a daily basis.</p> <p>3rd-8th: EL Text and Comprehension Questions: Teacher will post a PDF version of the novel on Class Dojo with comprehension questions. Director of</p>	<p>Literacy:</p> <ul style="list-style-type: none"> Teachers will post a “Jolly Phonics” video and provide a PDF worksheet of letter taught and reinforce letter sound and letter writing. Continue reading log with comprehension questions <p>Math:</p> <ul style="list-style-type: none"> Post video of math meeting with focus on number of the day and skill of the day PDF activity using the number and skill of the week <p>Continue having families post pictures of student’s completion of activity.</p>



DC Scholars Public Charter School Instructional Contingency Plan

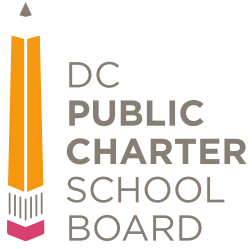
	<p>ELA has already created a folder with PDF versions of some of the Expeditionary Learning novels. On a daily basis, teachers will post comprehension questions for their novels to Dojo, using the EL curriculum questions as guidance.</p> <p>We are working to find audio versions of some of the unit texts so that students may listen to the texts aloud.</p>	
--	--	--

	ECE	Elementary	Middle
Optional Technology	YouTube	ELA - iReady Commonlit.org NewsELA Math- Clever, iReady, ST math	ELA- iReady Commonlit.org NewsELA Math- Clever. iReady, ST math



DC Scholars Public Charter School Instructional Contingency Plan

<p>Teacher Communication</p>	<p>-DOJO/school messenger to communicate updates and assignments daily and track student/parent contacts</p> <p>-homeroom teachers will call students at least twice per week to check in on progress and log contact in DC Scholars engagement tracker</p> <p>-Teachers will host 30-minute virtual office hours on class dojo daily to provide feedback</p>	<p>-DOJO/school messenger to communicate updates and assignments daily and track student/parent contacts</p> <p>-homeroom teachers will call students at least twice per week to check-in on progress and log contact in DC Scholars engagement tracker</p> <p>-Teachers will host 30-minute virtual office hours on class dojo daily to provide feedback</p>	<p>-DOJO/school messenger to communicate updates and assignments daily and track student/parent contacts</p> <p>-homeroom teachers will call students at least twice per week to check in on progress and log contact in DC Scholars engagement tracker</p> <p>-Teachers will host 30-minute virtual office hours on class dojo daily to provide feedback</p>
<p>School-wide communication</p>	<p>Executive Director/Operations team will communicate with families via school messenger weekly</p>	<p>Executive Director/Operations team will communicate with families via school messenger weekly</p>	<p>Executive Director/Operations team will communicate with families via school messenger weekly</p>



DC Scholars Public Charter School Instructional Contingency Plan

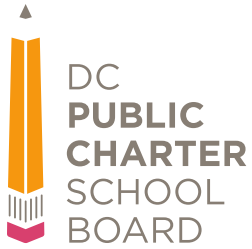
<p>Feedback & Student assessment</p>	<p>Teachers will provide parents answer keys and host daily office hours to provide feedback</p> <p>Work packets will be returned to school for an effort grade on March 31, 2020 or the first day school is back in session.</p>	<p>teacher will provide feedback on identified assignments during office hours and on daily Dojo post. If students have any questions, students can call or text your teacher from 8:00 am -4:00 pm</p> <p>Work packets will be returned to school for an effort grade on March 31, 2020 or the first day school is back in session.</p>	<p>teacher will provide feedback on identified assignments during office hours and on daily Dojo post. If students have any questions, students can call or text your teacher from 8:00 am -4:00 pm</p> <p>Work packets will be returned to school for an effort grade on March 31, 2020 or the first day school is back in session.</p>
---	---	--	--



DC Scholars Public Charter School Instructional Contingency Plan

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.

- On Monday, March 16th, 2020 we held a professional development for teachers and outlined our professional expectations during distance learning.
- Even if teachers are working from home, it is business as usual. Teachers are still responsible for completing all work tasks, providing assignments to students, and communicating with families and colleagues.
- Business hours will remain 7:45-4:15 daily. Be prepared to work via phone, text, email, and video conferencing.
- Teachers and leaders will continue to have all regularly scheduled PDs, including: GLTs, Wednesday PDs, Coaching Meetings, Intellectual Prep Meetings, and Friday Huddles. We will provide additional details about how to access the PDs virtually. If necessary, we may add an additional meeting or PD. If so, you will be notified via email
- We are providing support on technology with parents in multiple ways:
 - [Distance Learning Guided](#) - written instructions provided via school messenger and class dojo our established communication platforms with directions on how to access DoJo, Google Meets, and Google Classroom
 - Provide paper copies of printed directions with each chromebook distribution
 - Create a technology support email address just for students and families to request technical assistance with follow up offered via email or phone
 - Create videos that support our three platforms - dojo, meets, and google classroom and provided to parents to support their use and understanding
 - Host parent office hours where only parents log in to speak with school leaders and tech support team
 - Create and upload videos on how to access various items on Dojo our established communication platform



DC Scholars Public Charter School Instructional Contingency Plan

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.

Special Education Distance Learning Plan: Compliance & Services

Requirements

- If an LEA continues to provide educational opportunities to the general student population during a school closure, including distance learning, the LEA must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE.
- Homebound services may include instructional telephone calls, homework packets, Internet-based lessons and other distance-based learning approaches. There may be exceptional circumstances that could affect how particular services are provided to children with disabilities during extended closures or absences.
- *See detailed MDT meeting plan below*

DC Scholars Public Charter School Instructional Contingency Plan

MDTs (Multidisciplinary Team Meetings)

What	Highlights	Manager of Student support	Teachers	RSPs	Tracking
AED & IEP Meetings	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to hold all AED and IEP meetings over the phone during 'distance learning' dates <input type="checkbox"/> Attendees include full MDT: Earle/Jeffries, Special Education Teacher, General Education Teacher, Related Service Providers <input type="checkbox"/> Signatures when schools reopen 	<ul style="list-style-type: none"> <input type="checkbox"/> Management & communication around MDTs – scheduling, prep, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> MDT prep and participation in meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> MDT prep and attendance in meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Ovites <input type="checkbox"/> Organizational systems from Jeffries & Earle <input type="checkbox"/> Important to take notes (as always) in the note taking templates during meetings to support our records
Eligibility Meetings	<ul style="list-style-type: none"> <input type="checkbox"/> Testing <ul style="list-style-type: none"> ▪ Evaluator discretion on anything that can be done over video ▪ Evaluators with support from Earle/Jeffries 	<ul style="list-style-type: none"> <input type="checkbox"/> Management & communication around MDTs – scheduling, prep, etc. <input type="checkbox"/> All tracking/co 	<ul style="list-style-type: none"> <input type="checkbox"/> Any prep needed <input type="checkbox"/> Participation in meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Any prep needed <input type="checkbox"/> Participation in meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Ovites <input type="checkbox"/> Organizational systems from Jeffries & Earle <input type="checkbox"/> Important to take notes (as always) in the note taking templates during meetings to support our records

DC Scholars Public Charter School Instructional Contingency Plan

	<p>will continue to collect parent and teacher input</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meetings <ul style="list-style-type: none"> ▪ Hold all eligibility meetings on current timeline ▪ If not enough data, close out case and reopen when schools do open ▪ If enough data (some evaluations complete), finalize the eligibility 	<p>communication with evaluators</p>			
--	---	--------------------------------------	--	--	--

Specialized Instruction from Special Education Teachers

What	Students Received	Special Education Teachers Need To	Tracking
Provide Accommodations & Accommodated Work	<ul style="list-style-type: none"> • Grade level packets and work • Will receive dojo communication from general education teachers 	<ul style="list-style-type: none"> • Follow up on dojo with caseloads with any accommodations (work, questions, etc.) – you can create a 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialized Instruction Tracker (attached)



DC Scholars Public Charter School Instructional Contingency Plan

		<p>small group for your students or send to individual students</p> <ul style="list-style-type: none"> • Hold google office hours (separate from general education teachers) to support instruction and accommodation implementation – at least 30 minutes daily • Connect with individual students on your caseload daily (through dojo, phone calls, and/or google hangout) and track 	
--	--	---	--

Dedicated Aide

What	Dedicated Aides Must	Tracking
Dedicated Services	<ul style="list-style-type: none"> • Join office hours with special education teachers • Call students daily to check in, provide supports/services 	<input type="checkbox"/> Specialized Instruction Tracker (attached)

Related Service Hours

What	Related Service Providers Must	Tracking
Related Service Hours during Distance Learning	<ul style="list-style-type: none"> • Check in with students & families 1-3 times a week by phone (or a secured, HIPPA compliant platform but must be approved) – <i>see some guidance below</i> • provide parents with resources via email and/or phone 	<input type="checkbox"/> Log as a direct service <input type="checkbox"/> If you email resources log as indirect service <input type="checkbox"/> Log all attempted contacts in SEDS



DC Scholars Public Charter School Instructional Contingency Plan

Upon Return	<ul style="list-style-type: none"> • RSPs work on make-up services • For any student with a large load of make-up hours, Jeffries/Earle will hold an IEP meeting to figure out compensatory services needed (recommendation – for anyone that has over 2 ½ hours of any one service a week) – <i>still waiting on more guidance here but this is the plan for now</i> 	□
-------------	---	---

HIPPA Compliant Communication

- if you want to use on-line platforms like Google Hangouts or Zoom, you need to have a Business Associates Agreement (BAA) - not just for counseling but for any related services - that verifies that the platform uses HIPAA compliant encryption technology.
- If you are just making phone calls, no special arrangements are needed.

Other

- All compliance is required to be completed (MDTs, progress reports, etc.)



DC SCHOLARS
PUBLIC CHARTER SCHOOL

Instructional Contingency Plan Update

In response to the COVID-19 pandemic, LEAs have been asked to implement Instructional Contingency Plans to ensure students have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. The questions below ask LEAs to share an update about implementation of their plans, and to elaborate further on specific areas.

1) What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

Since we submitted our original plan, we have made the following adjustments to our distance learning program:

1. We distributed Chromebooks to students in grades 2-8. We surveyed families and provided Wi-Fi-enabled devices for families who did not have access to Wi-Fi.
 2. For students in grades PS-2, we provided print workbooks created by our academic leaders, pencils, and notebooks.
 3. We adjusted our block structures and student schedules.
 4. We provided teachers with technology training on our tech platforms: Class Dojo, Google Classroom, and Google Meet.
 5. We implemented a system for tracking attendance.
 6. We are announcing grading procedures this week.
- We are finding that older students can more readily engage in live, synchronous lessons whereas younger students need more pre-recorded lessons that their families can access when it is convenient.
 - Teachers are conducting pre-recorded and synchronous lessons aligned to our curriculum. In grades K-8, coaches are supporting teachers as they adapt Eureka and Expeditionary Learning lessons for digital platforms.

PS-PK	K-1	2nd Grade	3rd Grade	Grades 4-8
Students receive pre-recorded lessons: math, literacy, and read aloud. The teacher facilitates a live Morning Meeting. Students submit	Students receive pre-recorded lessons in math and foundational skills/phonics). The teacher facilitates a live read aloud of the curricular text. Students submit assignments via Class Dojo.	Students receive a pre-recorded foundational skills/phonics lesson. Teacher facilitates a live ELA and live math lesson. Students submit assignments via Class Dojo.	Students receive live instruction in ELA and Math. Students submit assignments via Class Dojo.	Students receive live instruction in ELA, Math, and Specials. Students submit assignments via Google Classroom.



DC
PUBLIC
CHARTER
SCHOOL
BOARD



DC SCHOLARS
PUBLIC CHARTER SCHOOL

assignments via Class Dojo.	Students read independently for 20 minutes per day. At least once per week, the teacher calls the student to listen to them read, ask comprehension questions, and provide feedback.	Students read independently for 25 minutes per day. At least once per week, the teacher calls the student to listen to them read, ask comprehension questions, and provide feedback.		
-----------------------------	--	--	--	--

2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

We are in the process of setting up our systems to ensure that we are measuring student learning. This week, we are presenting updated grading guidelines to teachers.

- In grades 4-8, students will receive grades and feedback via Google Classroom. In Grades PS-2, students will receive grades and feedback via Class Dojo.
- In addition, in grades K-2, teachers are calling all students weekly to listen in to them as they read, provide in the moment coaching, and ask comprehension questions.
- This week, we are sharing the following grading guidance with teachers:

Category	Assignments	Number of Grades Entered	Percent of Final Grade
Assessments	<ul style="list-style-type: none"> • Quizzes or tests • Constructed response items • Unit and Module Assessments 	2 per month or as indicated by the curriculum	20%
Classwork	<ul style="list-style-type: none"> • Photos of student work • Problem sets • Responses to comprehension questions • Grades 3-8 Only: iReady lesson mastery 	Select at least 2 assignments per subject per week to enter	50%
Participation	<ul style="list-style-type: none"> • Grades 4-8: Student participation in Google Meet discussion 	Select at least 1 assignment per subject per week to enter	30%



DC SCHOLARS
PUBLIC CHARTER SCHOOL

	<ul style="list-style-type: none"> • Student effort on assignments 		
--	---	--	--

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 currently taking attendance using a Google Spreadsheet to track students who have interacted with their teachers on a daily basis via virtual instruction on Google Meets, work submissions in their portfolio on Classroom Dojo, and/or personal phone calls. There is a Global Summary page on the spreadsheet that calculates the percentage of all students who attended each class per grade level. This provides leaders with the opportunity to collect trends and take the necessary steps towards ensuring all students are engaging in Distance Learning.

- Grades PS-2nd track student attendance by the submission of assignments to their digital portfolio on Class Dojo. When a student submits their assignments, they are marked present within the spreadsheet. If a student has not submitted their assignment by the timeline, but has had a check-in with the teacher, the student will be marked as present. We are tracking all interactions with students.
- Grades 3-8 track student attendance by the number of students who participate in live instruction via Google Meets. Teachers only mark students present if they are in the Google Meets call for the duration of the class period.

Students who are considered chronically absent during Distance Learning are placed on our NO CONTACT list, and the following steps are implemented to ensure students are able to engage in our virtual instruction.

- Step 1: Teachers reach out to the individual student and family via phone, text, dojo, and/or e-mail. If contact is successful, the teacher documents the barriers that cause the student to miss instructional time on the Attendance Tracker to implement Tier 2 support from a Counselor.
- Step 2: Behavior technicians reach out to the individual student and family via phone, text, dojo, and/or e-mail. If contact is successful, the behavior technician documents the barriers that cause the student to miss instructional time on the Attendance Tracker to implement Tier 2 support from a Counselor.
- Step 3: Deans and Counselors reach out to the individual student and family via phone, text, dojo, and/or e-mail. If contact is successful, the dean / counselor documents the barriers that cause the student to miss instructional time on the Attendance Tracker. The student will then have a weekly check-in with the dean and/or counselor to track and



DC SCHOLARS
PUBLIC CHARTER SCHOOL

ensure there are no additional barriers impeding upon the student's ability to participate in Distance Learning.

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.**

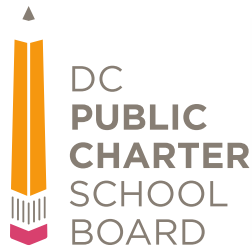
Specialized Instruction: Special Education teachers are attending tier 1 classes to support students by providing accommodations during the class. Special Education teachers are also providing live/direct instruction through Google Meets to their caseloads for literacy and math focusing on access to the curriculum, accommodations, and progress on goals. Special Education teachers are also following up with students who need more support in 1:1 as needed. All is being logged in service trackers to be uploaded to SEDS post distance learning.

Related Service Providers are connecting with students and families 1-3 weeks depending on hours. This includes direct services with students over the phone or through a video meet and resources shared with parents.

Students with dedicated aides are getting support from their dedicated aide in several ways including their dedicated aide attending their video instruction with them to give support and 1:1 time to complete work together.

We continue to hold all IEP meetings over the phone to maintain our IEP timelines. We continue to hold AED meetings. We are ordering all evaluations and writing in the PWN which ones can proceed and which ones will require in person testing when we return to school.

Related services are being documented in SEDS in the service trackers. Specialized instruction is being documented in a specialized instruction tracker for each student that will be updated to SEDS when distance learning is complete. Dedicated aides are tracking all of their supports and services to be uploaded into SEDS too.



DC SCHOLARS
PUBLIC CHARTER SCHOOL

We are tracking all current services and assessing students to understand any progress or regression. Once we return to school, we will determine the need on a one on one basis for any compensatory services.

We've provided Chromebooks to students in 2nd-8th grade. Teachers, dedicated aides, and related service providers are providing direct support via phone and video (Google Meets) in PS-8th grade to families and students. Students that did not have internet were provided with a tablet to be able to access curriculum on their own. We are collecting information and adapting as needed for families who cannot access 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.**

We have two students in PK that are English Language Learners. Both families have been engaging in our online learning and activities. We also sent bilingual activities/cards/workbooks to both houses from Amazon to help with supplemental learning.

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 are waiting to find out how long the closure is to determine when and how to make up. The special education team, if the summer is open, will be expanding ESY services to support compensatory services.