



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.

Grades that were input before remote learning have been made void as scholars did not have the opportunity to make up work. A new quarter for remote learning started March 30th which only includes grades taken during remote school. Promotion criteria is being followed in regards to attendance and academic performance from Quarters 1 and Quarter 2, and Remote School's Quarter 3 (March - April) and Quarter 4 (May). We have made it clear we are holding scholars and families more accountable in May now that many of the kinks of remote school have been worked out.

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

DPA provided families with an updated grading and promotion policy on April 30th. We held a family meeting via Zoom to explain to families and get feedback. The information was then shared via email. Teachers will continue to over-communicate to families in the coming weeks. Families will be let know before and again as soon as their scholar's performance and/or academic performance has put them in danger of failing and/or being retained.

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)?

We are thinking of offering summer school support for scholars who had low attendance March thru May. We are also thinking about way to support them virtually and in-person when school resumes in August. We know that we will have a special plan for our most vulnerable scholars, especially those that missed the most significant learning time.

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)

We currently partner with ANet for interim assessments aligned to our curriculum. We will leverage new tools and assessments they are creating to help us determine where scholars are in relation to grade-level content at the beginning of next school year.

We also partner with i-Ready and scholars have been using it during remote school. If our plan includes a majority of scholars spending time at home for remote school, we are more likely to use i-Ready's assessment.

We also have used NWEA-MAP. If our plan includes a majority of scholars spending time at home for remote school, we are more likely to NWEA-MAP.

We have been creating our own weekly and interim assessments on Edulastic for remote school. We will continue to strengthen the quality of these test; much of these tests questions come from ANet as well.

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 in-house surveys for all stakeholders (scholars, staff and families) that we have delivered twice so far and will likely gather data at least once more before the school year is over. We also utilized TNTP's optional COVID survey which gave us great insight as well. We are consistently attending webinars and talking to other schools and networks to learn about and adopt new best practices. We are constantly evaluating and updating our practices with the support and feedback of our constituents.

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: 198 (1,336.5 hours)
- Number of Instructional Days Completed Before March 16, 2020: 140 (840.75 hours)
- Number of Days of Distance Learning Provided: 37 (123.5 hours at approx. 3.5 hours/day)
- Number of Days Requested to be Waived from 6 hours of learning: 37 (123.5 hours)
- Number of Days Requested to be Waived from providing instruction: 21
 - Indicate which calendar days being requested for waiver on which instruction was not provided: 4/3/20, 4/9/20, 4/14/20, 4/30/20, 5/1/20, 5/22/20 were all staff professional development days; 6/1/20 thru 6/19/20 are cut due to changing the calendar to end the school year early

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: Digital Pioneers Academy

LEA Leader Name: Mashea Ashton

LEA Leader Signature: 
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5/18/2020
Date: _____



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.).

On Tuesday 3/17 we are distributing chromebooks to all scholars who need them. From there, we will support access to the internet (although based on a survey that 55% of families completed, it seems that most scholars have internet at home). We are working to create a comprehensive curriculum and daily schedule for both staff and scholars using platforms that scholars are familiar with including, iReady, Khan Academy, CommonLit, and Google Classroom.

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

The school is open on Tue 3/17 for scholars to pick up chromebooks. If families cannot come Tue 3/17, we will work with families individually to get chromebooks. We will send families frequent school-wide emails and texts, and each scholar will have a distance learning advisor (DLA) who will check in with scholars daily and families on a weekly basis to update them on scholar progress on assignments.

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

We have identified a few families that do not have internet from our survey. As advisors start reaching out to families, we will learn of more that are in this situation. We will be supporting them by advising they use available resources like Comcast and T-Mobile's free opportunities. For those that still don't have consistent access, we are considering purchasing hotspots for them.

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.

We are working to create a comprehensive curriculum and daily schedule for both staff and scholars using platforms that scholars are familiar with including, iReady, Khan Academy, CommonLit, and Google Classroom. All of these assignments will involve either direct feedback from teachers (via emails, google classroom, phone calls or automated graded assignments). We will likely use the assessment tools already in these platforms and may also create additional assessments to assess learning and progress.

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 likely have an all-school call 1-2 times a week and content and grade level team calls 2-3. These calls will focus on supporting teachers in implementing online instruction and also being innovative about ways to reach 100% of scholars and families.

We will work to create a daily schedule for families to describe what and when scholars should be working. This will include best times for families to reach teachers with questions.

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.

For scholars with IEPs and 504s, we will assign online access to appropriate lessons, materials, and/or instructional videos created and provided by the student's special education teacher, and aligned to the IEP goals and skills that have been addressed in pull out instruction. We will also try to implement phone calls every other day for 20 minutes with the student's case manager to monitor progress through instructional materials, and to provide any guidance needed to access and progress through instruction.

If a service provider, in their best clinical judgment, believes IEP related services can be provided via telephone or video (via Google Hangouts) in a manner that effectively addresses the student's IEP goals, those services will be provided remotely at the duration and frequency stated in the student's IEP and/or 504. If, in the provider's clinical judgment, the service cannot effectively be delivered remotely, any missed services will be made up within a reasonable time frame once school's are reopened.



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?

We have implemented remote program, which includes daily Zoom classes for Homeroom, ELA, Math and Advisory. We are building up to daily Guided Reading classes starting next week, and then enrichment and computer science classes starting the following week.

- 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 are capturing daily exit tickets and weekly summative assessments. We will be taking end of unit summative assessments to capture learning over the entire remote learning timeline as well.

- 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.

Since remote learning started on March 30, we have been tracking attendance for each class. We have an attendance outreach team that calls families three minutes after classes begin. We are pleased to announce that at the end of the first week, 91% of scholars had logged into at least once class. We are now aiming for 97% attendance for each class. Scholars are marked present, tardy, disengaged or absent for each class. Disengaged means they are logged into the Zoom class but are not participating via video, sound or chat.

We have an entire team dedicated to making calls to all families for each class a scholar missed. We are able to reach a family member for 98% of our scholars; and there are a few we have had to take additional measures to reach (like calling all emergency contacts). The main reasons families have been disengaged seems to be COVID related family emergency, lack of internet, and/or temporarily moving to be with other family members outside of DC (potentially without wi-fi or device). Even if scholars are not able to log in to their Zoom classes, they can complete the work and get feedback on Google Classroom at a later date. We are working to expand this



option (although only to those in the most need; as we know solely independent work does not lead to the fastest growth).

- 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.

5)

In our best efforts to provide meaningful, accessible learning opportunities during this time, we can do our best to implement the following Special Education services during distance learning opportunities. For students with specialized instruction hours, instruction can be provided through:

- Adapted, modified, and differentiated activities and learning tools available through the online platform in which the students are assigned.
- Online access to appropriate lessons, materials, and/or instructional videos created and provided by the student's general and/or special education teacher, and aligned to the IEP goals and skills that have been addressed in pull out instruction.
- Home access to iReady instructional software with lessons assigned based on the student's present level of performance.
- Specialized intervention classes and small guided reading groups within the online platform.
- For students with 504 plans - All accommodations that can reasonably be provided through a distance model (such as extended time) will remain in place.

For related services:

- If a service provider, in their best clinical judgment, believes IEP related services can be provided via telephone or video in a manner that effectively addresses the student's IEP goals, those services will be provided remotely at the duration and frequency stated in the student's IEP.
- If, in the provider's clinical judgment, the service cannot effectively be delivered remotely, any missed services will be made up within a reasonable time frame once school's are reopened.

Related service providers are logging all communications with parents in the communication log within SEDS, along with logging their timed services in the related service tracker. Annual



IEP meetings are being held via phone with parental input. Eligibility meetings are also being held via phone, using existing data to determine continued eligibility.

Once school reopens, our IEP team will meet to review the impact of the lapse in services for each student with a disability, including making an individualized determination as to whether compensatory services are needed.

We currently have one guardian with a visual impairment and we make sure that any documents she would need to support her students' learning are magnified with enlarged font.

- 6) 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.

N/A – we have no scholars or families with limited English proficiency.

- 7) 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.

Our scholars are receiving close to 4 hour of instructional time with teachers each day for four days a week; and one half-day. We have also included a mandatory intervention class via Zoom for scholars with the most unfinished learning. We do not foresee a need for in-person opportunities for learning as of yet.