



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.<sup>1,2</sup>

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](mailto: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.

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

1. [DCIs Distance Learning Plan](#)
2. DCI's [Instructional Contingency Plan](#) submitted to the PCSB
3. DCI's [COVID Instructional Contingency Plan Update](#) submitted to the PCSB

### **Instructional Continuity**

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<sup>1</sup> 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.

<sup>2</sup> 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.

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.).

**Unchanged**

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.

**Unchanged**

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.

**Unchanged**

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.

**Unchanged**

**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.

**Unchanged**

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.

**Unchanged**

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.

**Unchanged**

**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.

**This remains unchanged, but DCI is providing additional details below:**

DCI EL service model is fully in place during distance learning. English language development (ELD) courses offered to ELs with ACCESS levels 1-4.5 are being offered online in accordance to our Distance Learning schedule. The ELD classes focus on ensuring students develop academic language in reading, writing, listening, and speaking through thematic units. Currently, our three ELs below ACCESS level 2 are studying a unit on neighborhoods; while our higher proficiency students are working on units on the theme of overcoming adversity. In all ELD classes, lesson objectives are determined based on the academic language demands of the students' ELA content class and the specific linguistic needs of our students. In addition, our EL teachers continue to co-teach four online ELA classes where we clustered ELs with lower English proficiency. In these classes, through the adaptation and differentiation of materials and small group supports, ELL co-teachers support ELs in their academic language acquisition process.

In terms of additional assistance, we have created a system for EL teachers to check-in with all EL biweekly. Our check-in protocol allows us to identify both emotional and academic needs that students may have, and develop a plan with students to address these needs. This plan may include online tutoring with EL teacher, online tutoring with content teacher, referral to counseling services, or other supports as needed.

Additionally, teachers who are not co-teaching with EL teachers can request support from the EL team to help them differentiate online assignments.

- b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

Prior to closure, we invited families to a virtual call to hear about our distance learning plan and provided our resources in a variety of formats: family listserv, emails, text messages, etc. All key communication (schedules, expectations, and attendance, food and financial supports, etc) is also going out to families, in both Spanish and English, via "The DCI dispatch" weekly email.

We do not expect families to deliver any content because our teacher delivery structure is in place, but parents who have questions or need support can reach out to us in both languages. Additionally, when teachers need translation or interpretation support to communicate with parents regarding their students' attendance to zoom lessons, work completion during distance learning, or other matters, they can request support from several instructional aids who are bilingual. We will be re-advertising these supports among our staff this week. Finally, bilingual instructional aids also make weekly calls to families whose students have not been attending online classes consistently, based on our attendance records.

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?

**Unchanged**

- b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?

- o Thus far, we have been able to maintain all annual IEP deadlines via virtual meetings. We are proceeding with quarter 4 IEP progress reports on time and logging all services in SEDs. We are on track with the majority of related service delivery. Some supports, like physical therapy, have a limit to what can be provided virtually so we have already anticipated and communicated with families regarding likely recovery/compensatory educational services. Given that all face-to-face evaluation testing has stopped, we will be in the red with eligibility timelines. However, we have communicated with all families via a prior written notice documenting the situation. All families have confirmed receipt of PWNs and understand why eligibility meetings, especially initials, are delayed. Our LEA believes that determinations should always include formal evaluations and we will not circumvent this process just to stay timely. Any student in initial referral is receiving interim supports via small groups, 1:1 check-ins, related services, accommodations in the classroom, etc. (depends on suspected disability, student needs based on data, and collaboration with the family). Upon return (and OSSE guidance), our current plan is to subtract the number of days before school closure (from date of consent) from the 45 day evaluation guidelines. Whatever the balance is will be our new evaluation due date. From that date, there will be the 15 days to hold the eligibility meeting.

- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?

- o Our team has almost finished developing a streamlined process for making compensatory service decisions to ensure equity across students. We are specifically working on a worksheet and are consulting with other entities, including our attorney, to ensure we have the right questions in there. Since most of our distance learning has aligned with our physical schooling model, we don't anticipate significant amounts of compensatory services needing to be rendered. We do know that, given DC's litigious state, we should be prepared to be engaging with attorneys and advocates. While we don't anticipate needing this, we have met with our insurance company to ensure we have the right level of coverage at our LEA to engage in their conversations without sucking time and energy away from re-entry to physical school.

- 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?

**Unchanged**

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.

X 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.

Our grade data from quarters 1 through 3 is reliable and promotions in middle school will be handled accordingly. Students who are in danger of retention in grades 8-11 will begin virtual summer school starting at the close of the school year. All other MS students will be promoted. HS students must pass each course with a grade of a 3 out of 7.

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

We'll be sending physical letters, emails and voice calls to reiterate policies and promotion decisions. Students with course failure who require credit recovery will be invited by May 25 to begin July 1. Seniors will begin credit recovery on May 26th.

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

Students will receive credits based on a passing grade for the course. Students must receive a grade of 3 or higher or a "Pass" (for some electives and self-contained courses) to receive credits. Student grades are based on a "best fit" grade over quarters 1 - 4.

### **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)?

Students who do not receive credit in core classes will be able to complete credit recovery Edgenuity an online learning platform used for credit recovery. Students are enrolled in courses beginning May 26th for seniors ineligible for traditional graduation and July 1 for students in grades 9 - 11. Students in grades 9 - 11 are able to complete up to two courses in credit recovery, and graduating seniors are able to complete up to four courses to be eligible for an August graduation. Students who need more than two classes recovered will be eligible to work on Edgenuity concurrently with their course load in the fall. The online platform for credit recovery is monitored by our summer credit recovery program manager with support from leadership. We will also have additional online support for our EL Learners to better access the platform. Students are registered for credit recovery based on predicted final grades and notification go out the 2nd week of May.

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

**x Great Minds**

- i-Ready – Curriculum Associates

**x 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 use MAP scores in grades 6-8 to confirm student course placement. We'll continue this practice but also use data to inform how we use instructional time on Fridays (half days).

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

- We will continue to monitor students' home wifi access moving forward, to ensure that we can support 100% of our students with distance learning on an ongoing basis, should that be necessary.
- We will make educational technology program purchases that align to what we have seen to be best practices with distance learning.
- We will prioritize online teaching practices within our professional development plan to ensure that teachers are prepared to transition back and forth from in-person to distance learning should they need to do so.
- We will take feedback from stakeholders to refine our distance learning schedules and processes to ensure we are meeting the needs of students, families, and staff.

## **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: \_\_\_\_\_180
- Number of Instructional Days Completed Before March 16, 2020: \_\_\_\_\_127
- Number of Days of Distance Learning Provided: \_\_\_\_\_36
- Number of Days Requested to be Waived from 6 hours of learning: \_\_\_\_\_0
- Number of Days Requested to be Waived from providing instruction: \_\_\_\_\_17

- Indicate which calendar days being requested for waiver on which instruction was not provided and that originally were on our calendar:
  - 7 Days, June 15 - June 23: We will not be providing instruction because we are ending early in response to the DCPS ending early.
  - 1 day, March 9: We closed prior to citywide closure due because we had a community member who had exposure.
  - 1 day, March 16: We took it as a PD day to prepare for distance learning.
  - 8 days, all scheduled Fridays beginning March 20th: We did not provide classroom instruction, we provided times for teacher office hours for students to do makeup work or to check in with our teaching staff. Fridays at DCI when we are in session end at 1pm.

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:  District of Columbia International School

LEA Leader Name:  Mary Shaffner

LEA Leader Signature:  

Date:  5/4/2020





## DC Public Charter School Instructional Contingency Plan

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

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

Please see attachment (Distance Learning Plan)

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.

DCI has a 1:1 technology model, so every student is equipped with a Chromebook that they can take home each evening and during breaks. We have made certain to communicate to all students to take home their Chromebooks, as well as chargers.

We sent a survey to families asking about internet access in their homes. Those that indicated they have no access, we've reached out to individually to help them obtain either Comcast or a hotspot so they can access in their homes.

Our tech office and reception is open 2x week to help with physical tech support, while our tech support is providing remote troubleshooting for families and staff.

We are continuing our weekly family newsletter, as well as all other regularly scheduled community meetings - but online through Zoom.



## DC 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.

Our school remained open for students who identified as having no access. We kept a skeleton staff to provide support for any students w/o access - as well as help them get access in their homes through March 26, 2020. We did use these weeks to help identify students who were not attending distance learning classes so we could reach out to determine why - and figure out access if that was the reason.

DCI did phone each and every family that indicated they do not have access to the internet at home so we could work with them to make certain they were able to have access in the long term.

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.

DCI EL service model will continue in full operation. English language development (ELD) courses offered to ELs with ACCESS levels 1 -4.5 will be offered online in accordance to our Distance Learning plan. In addition, EL teachers will continue to co-teach the ELA sections where we clustered ELs with lower proficiency. Finally, EL teachers are contacting EL students who, for any reason, are not joining online classes or doing the assigned work to address any issues and ensure these students participate fully.



## DC Public Charter School Instructional Contingency Plan

DCI's special education services are continuing as scheduled. All of our specialized instructional services are built into our master schedule as classes and continuing as scheduled given our live instructional model. Co-taught classes are being co-taught, inclusion courses with dually highly qualified teachers are continuing, self-contained, pull out support classes (math, reading, writing, behavior support) are occurring, and all assignments and assessments continue to be adapted and modified per student needs. Dedicated aides are logging into classes with their assigned students and giving 1:1 support with completion of assignments. IEP and 504 case managers have increased their levels of communication with students. Whereas a weekly check-in was the requirement previous to distance learning, daily check-ins are now required and must be logged.

Student learning is being assessed in the same manner as before given that live instruction is occurring each day. Attendance is taken each day based on either participation in the zoom or completion of the assigned work. Quarterly grading timelines are staying as originally scheduled. For middle school, one formative assessment is required each week in each subject. Our standard summative expectations stand true (each criterion assessed twice per quarter). For high school, there must be one piece of graded work with feedback (formative or summative) per week. All four criteria must be assessed, per usual, by the end of Q3 and Q4. The team is continuing to log all summative assessments in the assessment calendar to ensure students are not inundated with assessments on any given day. IB rubrics, mastery based grading, and recording grades in Managebac is continuing as before.

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.

### Staff Training and Support:

We held a full staff professional development on distance learning prior to closure. In this training, we reviewed policies and procedures that would take effect upon closure and gave models and structures for virtual learning.

We gave staff members a full day, with virtual support, to prepare to deliver virtual instruction, and then held a full staff Q&A meeting at the end of that day to answer any lingering questions before distance learning began.

We created a staff FAQ form for any questions staff might have had and built a distance learning website with resources, ideas, and reminders ([bit.ly/dcidistance](http://bit.ly/dcidistance)).



## DC Public Charter School Instructional Contingency Plan

We keep this staff -facing website updated to continue to support teachers. We hold weekly virtual staff meetings to address challenges, we send out a daily digest with reminders, tips, and ideas, and we are implementing a modified coaching and supervision model during distance learning.

### Family support:

Prior to closure, we invited families to a virtual call to hear about our plan and provided our resources in a variety of formats: family listserv, emails, text messages, etc. We implemented a family FAQ form and built a Distance Learning Family Portal. We continue to provide a great deal of communication about student schedules, expectations, and attendance to families. There is not a great deal of content that we need families to deliver, because our teacher delivery structure is in place, but parents who have questions about specific content areas are encouraged to reach out to teachers for content -specific questions.

We are keeping our coffee with the principals structure in place to address family concerns and challenges, and we are consistently reaching out directly to support the families of students who are struggling.

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.

DCI's special education services are continuing as scheduled. All of our specialized instructional services are built into our master schedule as classes and continuing as scheduled. Co -taught classes are being co -taught, inclusion courses with dually highly qualified teachers are continuing, self contained and pull out support classes (math, reading, writing, behavior support) are occurring. Dedicated aides are logging into classes with their assigned students and giving 1:1 support with completion of assignments. IEP and 504 case managers have increased their levels of communication with students. Whereas a weekly check -in was the requirement previous to distance learning, daily check -ins are now required and must be logged. Coordinators are checking in with parents regularly addressing any concerns, scheduling IEP meetings, etc. Related services, with the exception of physical therapy, are being provided via Zoom and Google Meet. Students and families have the option of completing services at school with our skeletal staff schedule. IEP meetings are being held on online platforms. So far no families have opted for in person services and students who have physical therapy have received IEP meetings



## DC Public Charter School Instructional Contingency Plan

to discuss these services and compensatory education upon return to school. All face-to-face testing for evaluations have been halted and all families have been formally notified via PWN's and a new evaluation deadline will be set in coordination with families upon return to school. All components of the evaluations that do not require face-to-face interaction are being completed, but evaluation timelines and subsequently eligibility meetings will still be delayed.

IEP progress reporting is occurring on the same schedule as before allowing us to determine and document student educational needs that will need to be addressed and reviewed upon return to school. This will also help us prioritize scheduling the meetings starting with students who were most impacted according to our data. The team will also be reassessing all student learning upon return to school to determine any compensatory educational needs as well as update eligibility for ESY services. We anticipate, based on our current data from week 2 of distance learning utilizing this model, that there will be few full IEP meetings that need to be immediately convened and some IEP amendments that will need to be done. We are seeing more work production, especially for our students with ADHD, as there are typically fewer environmental distractions at home and with social distancing.



## **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 added advisory time into our plan in order to support socio-emotional learning for our students, as we saw it as a need at this time.
  - We originally required more assignments; once we implemented our plan for a week, we realized that students were incredibly stressed and overwhelmed, so we reduced those requirements slightly.
  
- 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.

For middle school, teachers are required to give a minimum of one formative assessment weekly. Summative expectations are that each criterion is assessed twice per quarter.

For high school, teachers are to have one piece of graded work with feedback (formative or summative) per week.

All students in grades 6 - 10 are assessed in 4 criteria areas per content, which must be assessed twice in a quarter. This will remain the same during the Covid-19 period.

All students in grades 11, are required to give at least two summative assessments for quarter 4, but like grades 6 - 10 have to give some form of weekly feedback in the form of a formative.

All students in grade 12, will be assessed on final projects for each content area, in lieu of IB Exams which were cancelled worldwide.

Summative and Formative assessments include but are not limited to:

- Traditional Test/Quizzes (both teacher created and non-teacher created)



- Written Tasks
- Do Now (at the start of class)
- Exit Tickets (at the end of class)
- Research Projects
- Oral Commentaries for language based courses.

- 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.

Student participation and attendance are currently being tracked through Google sheets for each course students are enrolled in. We determine student participation based on work completion and attendance to Zoom calls. However, ultimately, completion of tasks in class is the determining factor for student participation. Teachers are required to be available during each “period” they teach daily. This can be either a check-in with students or mini- lesson with students. They also are mandated office hours on Fridays.

Teachers are required to make note if students were either “present” for the Zoom class and/or completed tasks for the given class.

Students are being contacted via phone and/or email after missing a minimum of 2 “class periods.” We constitute missing as a student, both not participating in a Zoom call and not completing work.

Once students have accumulate 5 “absences”, we have our grade-level counseling team reach out to families.

- 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.
    - i. Our students with intensive levels of support and/or service hours are either in self contained settings or have a dedicated aide. For those in self contained settings, their classes are receiving live



instruction like all other students according to our master schedule times. All of our students have been successful with engaging in this form thus far. For students with significant needs in inclusion general education settings, they have their full-time dedicated aide attending all live instruction classes and working with them on assignments 1:1 virtually when classes are not in session. All of our students have been successful with engaging in this form thus far.

- ii. For those with high hours of related services, especially ABA supports, service providers have been holding live sessions during their regularly scheduled session during physical school. For ABA services, the BCBA joins (pushes into) the various classes to support the student with their goals. Our kids who have high ABA hours, actually have dedicated aides trained to implement the BIP and take necessary data for the BCBA. All of our students have been successful with engaging in this form thus far.
- iii. All of our students with formal supports receive daily check-ins with their respective case managers. Our students with more needs receive multiple check-ins a day to make sure they are on track, following their schedule including self care and physical activities, and can discuss any feelings/emotional needs with someone. This has helped us figure out early on which kids were in need of what (food, tech, physical activity ideas, etc.)
- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
  - i. Thus far, we have been able to maintain all annual IEP deadlines via virtual meetings. We are proceeding with quarter 3 IEP progress reports on time and logging all services in SEDs. We are on track with the majority of related service delivery. Some supports, like physical therapy, have a limit to what can be provided virtually so we have already anticipated and communicated with families regarding likely recovery/compensatory educational services. Given that all face-to-face evaluation testing has stopped, we will be in the red with eligibility timelines. However, we have communicated with all families via a prior written notice documenting the situation. All families have confirmed receipt of PWNs and understand why eligibility meetings, especially initials, are delayed. Our LEA believes that determinations should always include formal evaluations and we will not circumvent this process just to stay timely. Any student in initial referral are receiving interim support via small groups, 1:1 check-ins, related services, accommodations in the classroom, etc. (depends on suspected disability and





student needs based on data). Upon return (and OSSE guidance), our current plan is to subtract the number of days before school closure (from date of consent) from the 45 day evaluation guidelines. Whatever the balance is will be our new evaluation due date. From that date, there will be the 15 days to hold the eligibility meeting.

- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
  - i. Our team has started developing a streamlined process for making compensatory service decisions to ensure equity across students. Here is the draft of what we are working on and are consulting with other entities, including our attorney, to ensure we have the right questions in there. Since most of our distance learning has aligned with our physical schooling model, we don't anticipate significant amounts of compensatory services needing to be rendered. We do know that, given DC's litigious state, we should be prepared to be engaging with attorneys and advocates. While we don't anticipate needing this, we have met with our insurance company to ensure we have the right level of coverage at our LEA to engage in their conversations without sucking time and energy away from re-entry to physical school.
- 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.
  - i. We are providing communication in the same ways we did pre-distance learning and this has ensured all of our families are kept up to date on any distance learning needs. We are trying, as much as possible, to make all instruction, services, etc., not require a parent/guardian to support. We understand parents are working and have a lot going on and this is where differentiation and collaboration with our student support team is critical. We have to make sure the work that is given is just rigorous enough to ensure students can engage mostly independently (with support of their teacher, case manager, aides, etc) while staying on track with the grade level standards in that specific course.

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.

DCI EL service model continues in full operation. Middle School and High School English language development (ELD) courses offered to ELs with ACCESS levels 1-4.5 continue to be offered online in accordance to our Distance Learning Plan. ELD classes are especially designed to support students' academic language development needs in the four language domains: reading, writing, listening, and speaking. The ELD units of study match or complement units of study in ELs' ELA and science classes. Our Director of Language Learning and one of our instructional coaches work closely with our EL teachers, via weekly coaching and check-ins, to make sure that ELD lessons are both rigorous and accessible to students and utilize language instruction best-practice.

In addition, our two EL teachers continue to co-teach the four ELA sections where we clustered ELs with lower proficiency in English (ACCESS below 4.4); two in middle school and two in high school. Co-teaching responsibilities include adapting lessons and assignments, and providing small group instruction to ELs during ELA online classes and/or during EL teachers' office hours.

Furthermore, our EL teachers have responded to specific requests from teachers who they do not co-teach with to provide support adapting lessons/assignments for lower proficiency students ELs and/or tutoring these students during their office hours on Fridays.

Finally, in terms of course offerings, the great majority of our Spanish-speaking ELs also take intermediate or advanced Spanish courses. During distance learning, these courses have also moved online and continue to allow us to develop our Spanish-speaking ELs' academic language in their native or heritage language.

Last week, the EL team designed a plan to have one-one-one Zoom check-ins with all our non-dually identified EL students (ELs who receive formal support, because they have an IEP or 504 plan, already do daily check-ins with their respective case managers). These check-ins are designed to ensure that all ELs are doing well emotionally during distance learning, joining online classes, and doing their assignments. When needed, EL teachers also speak with the ELs' families to answer questions or provide support. This check-in plan was



piloted last week with three students and will start being implemented in full force this week. Students' responses and next steps discussed during check-ins are saved via a google form so that EL teachers can follow up and/or involve other staff members to support students (i.e. counselors, social worker, etc)

- What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

We are providing communication in the same ways we did pre-distance learning and this has ensured all of our families are kept up to date on any distance learning needs. This includes providing translation and interpretation services to facilitate communication with our Spanish-speaking families (the great majority of our ELs are from Spanish-speaking homes). We are able to do this because we have a team of bilingual instructional assistants and front desk staff members who support non-bilingual teachers and administrative staff in this regard.

We are trying, as much as possible, to make all instruction, services, etc., not require a parent/guardian to support. We understand parents are working and have a lot going on and this is where differentiation and collaboration with our student support team is critical. We have to make sure the work that is given is just rigorous enough to ensure students can engage mostly independently (with support of their teacher, case manager, aides, etc) while staying on track with the grade level standards in that specific course.

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.

For the high school, we will move forward with our online summer school for any students who fail their courses. While this is managed through an online platform, we require students to come into school daily during the summer to receive support



on the coursework. Our on-site staff will include teachers that can support each of four core content areas (ELA, math, history, and science). We are considering making the online platform available to students who pass with lower scores and based on grades prior to school closures due to COVID-19.

Our middle school grades have similar interventions. Any 8th grader in danger of being retained based on pre-school closure grades/data will be completing online coursework via Edgenuity so that they can be more prepared for grade 9. We'll make a later determination for students in grades 6 and 7 at the end of May.