

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.

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.).

DC Public Schools' (DCPS) Office of Teaching and Learning has created **learning at home plans** in two to three week intervals during the closure. While the first three weeks represented extensions, enrichment or new applications of prior learning, beginning April 14th, our approach has been to return to the curriculum where we had left off and focus the learning plans on the most critical content from the curriculum for the end of term 3 and term 4. The learning plans include high quality learning material based on the curriculum students would be learning at this time in school. They are created according to principles of "universal design for learning" making them accessible for English learners and students with Individualized Education Programs (IEPs). They are created for English Language Arts (ELA), math, science, social studies, arts, music, health and physical education (PE), dual language, Beginner and Intermediate English as a Second Language, Career and Technical Education and more courses. These learning plans include **family guidance**.

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.

Distance learning plans are published every two weeks. Those and many other online resources (e.g. math or reading online programs, content created by the Smithsonian customized to DCPS etc.) are all housed on **our open-access site for distance learning**: bit.ly/DCPS_ICP. In addition to providing the learning plans in an online environment, we are making **paper packets** available for pick up at school sites. This happens every two weeks. Students go to their home school to pick up the packet.

Aligned to those learning plans we (beginning in week 4 of learning at home) **have video lessons created by our own teachers** or curated 3rd party video lessons that families can access on our DC Public Schools [YouTube Channel](#), which include several videos per content area, per week. These are also available on local cable access TV. These locations also host DCPS Story Hour, an initiative of our DCPS library media specialists.

Our DC Reading Clinic continues to do the work of intervention with young readers and training of teachers. Many of our other partners also continue to virtually tutor students. We have opened up access to all our reading and math supplemental online programs, through the generosity of our vendors.

In addition to the above, we have distributed books at many schools, early childhood activity backpacks, e-readers to many elementary schools, and more!

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.

Every two weeks we print and deliver to meal sites tens of thousands of work packets. Those deliveries are then sent to individual school sites where families pick them up over a two-day period.

DCPS has also distributed devices and personal MiFi hotspots to students who do not have access to a technology or internet at home. The devices are distributed to students and/or parents or guardians by their enrolled school. We are distributing additional materials and supplies (e-readers, books, musical instruments) as they become available through donations, either through meal sites or through direct shipment to student homes.

In terms of family communication, DCPS is leveraging multiple communication channels to ensure families are informed and engaged during the closure, with an emphasis on prioritizing all learning at home updates. This includes:

- Weekly Chancellor emails (in English and Spanish) to all DCPS families on timely program and policy updates.
- Principal updates three times each week with critical information for schools to share with families via school-level channels (newsletters, virtual meetings).
- Utilizing DCPS social media channels to share learning at home resources, such as videos on YouTube and lesson packets on Canvas, as well as program and policy updates.
- Regular updates to an online Family FAQ.
- Supporting school-leadership through our Community Action Team Specialists with engagement and communication.

- Piloting a two-way communication app (Remind) where teachers and families can discuss learning at home and conduct wellness checks.

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.

Schools have been assessing student needs for technology and internet access since the week of March 9th. We are distributing devices and personal MiFi hotspots to students who do not have access to a technology or internet at home. The devices are distributed to students and/or parents or guardians by their enrolled school.

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.

DCPS has leveraged technology to create a multi-modal system to support teachers:

- A Remote Learning Startup Scope and Sequence supported by a series of interactive training webinars, which are also recorded and posted; to date 4,000 teachers have been trained.
- A Teacher Distance Learning Hub, which contains on-demand courses, tutorials, and resources for DCPS technology tools.
- Teacher spotlight webinars, where DCPS teachers share their practice and collaborate on planning.
- Teacher Professional Learning Communities (PLCs) facilitated by content team members or teachers engaged in DCPS-paid stipend positions.

We have also provided resources to support our families with navigating learning at home:

- Family guidance for each learning plan, as well as general family guidance for supporting students' social, emotional, and mental health posted on the Instructional Continuity (ICP) public-facing Canvas site.
- Family-friendly videos in English and Spanish on "Navigating DCPS Resources Online," "Creating an Environment for Learning," and "Healthy Habits to Help Families Cope."
- Technology guidance in multiple languages; families can also request assistance through a multi-lingual form on the Support Page of the ICP site.
- English Learner Parent Newsletter sent out via text, email, and WhatsApp to increase access for linguistically and culturally diverse families.
- Ongoing technology trainings delivered by webinar in partnership with Microsoft and other vendors through Parent University; these are available in English and Spanish and highlight how to use Microsoft 365 and learning at home tools. Additional Parent University sessions are planned through June for topics across the curriculum and supporting learning at home.

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.

As described above, the learning plans are based on our curriculum and include a combination of direct instruction, instructional videos, reading assignments, writing assignments, problem sets, online supplemental programs, discussions threads, and projects. They are primarily independent work, but many teachers are creating groups and having students complete projects collaboratively or experience shared learning activities like book clubs.

Students with IEPs who are primarily included with their non-disabled peers complete the same assignments as their non-disabled peers with some accommodations or modifications to instruction. Special education teachers may reduce the volume of work, the length of response, or offer more structure (such as sentence starters) to students in their classes and on their caseloads. These accommodations and modifications are based on individual student needs.

Students with IEPs who are in self-contained programs are completing instructional experiences aligned to their IEPs and designed by their special education teachers. These include but are not limited to paper and pencil tasks, projects, and blended on-line learning.

Students who are English Learners complete much of the same assignments as their English-dominant peers, with some modifications and amplifications. ESL teachers work with the grade level/content teachers to modify the work based on the students' English Language Proficiency levels and needs. This may result in adjustments to the volume of work, the length of response, and may include the use of language supports such as visuals, bilingual dictionaries/translation apps, sentence frames, and additional student choice in culminating projects/tasks.

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.**

As we launched DCPS Learning at Home, DCPS has prioritized the wellness of our students, families, and staff members while also encouraging our educators and students to try new forms of learning and communicating to stay connected with each other. We know that our students and families are facing unique challenges during this time and experiencing learning at home in different ways. Whether students are at home, living with relatives in other states, or in the care of a group home or shelter, DCPS has focused on ensuring all students will continue to have access to rigorous and engaging learning experiences through the distribution of technology devices and hotspots, detailed learning plans for students at all grade levels in hard copy and on the [DCPS Canvas site](#), and the creation of video lessons on the DCPS [YouTube channel](#) and [local cable TV](#).

Teachers are teaching based on the curriculum and regularly engaging students. They provide suggested schedules and guidance to their students. They have office hours and most are also leveraging Microsoft Teams or Canvas to host live class meetings or check-ins with individuals or groups. The class sessions are recorded and uploaded online; in case students cannot attend live, they do not miss out. They are also using these tools as a place to post or collect assignments and provide feedback to students. Other school staff such as counselors, social workers, and psychologists continue to work with their caseloads of students. Along with paper and pencil assessments embedded in Learning Plans, teachers can use the Canvas Course Companions developed for the Term 4 Learning Plans to measure learning through

culminating assignments, assessments, or exit tickets. Teachers are also designing and assigning their own quizzes, interactive videos (Play Posit Bulbs), and interactive games (SmartSuite) to monitor, measure, and report student learning.

Schools are continually focused on increasing student engagement week to week, and this is tracked at the school level where connections between students, families, and staff are most meaningful. As of the end of April, 98% of all DCPS students enrolled had been engaged since the beginning of the learning at home period. All schools have established Student Wellness Check teams and are finalizing outreach to persons listed as emergency contacts for students we have not been able to reach.

The safety and wellbeing of all our students remains paramount. Recognizing that there are still a subset of students who have not yet been responsive to outreach during this learning at home period, DCPS has worked with Child and Family Services Agency (CFSA), the Office of the Deputy Mayor for Education, and the Office of the State Superintendent of Education to clarify the process for which schools will make referrals to CFSA for these children. Part of this protocol involves mailing of “We Miss You” postcards to student’s homes before making a referral to CFSA. Distribution of those postcards will begin in early May.

DCPS is tracking student activity in centrally sponsored distance learning applications, including Microsoft Office 365 (e.g. Teams, Sharepoint) and in Canvas, our Learning Management System (LMS). The data are currently being compiled into a centralized dashboard for DCPS leadership, including Instructional Superintendents, to track on a regular basis.

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.

Students are expected to participate in at home learning through engaging with courses (either asynchronously or synchronously).

In term 3, elementary teachers reviewed assigned work for completion and mastery of concepts. Students could earn extra points for work completed, but were not penalized for work they were unable to complete. Secondary teachers were asked to create 1-2 extra credit assignments per week based on distance learning packets and/or teacher-created work. Teachers also offered opportunities for students to improve previously graded assignments through new tasks. Teachers used the participation (10%) and practice and application (50%) categories for grading.

In term 4, teachers are continuing to introduce new material from the curriculum. In elementary, students are assessed through regular engagement (a minimum 2 times per week) in at home learning assignments and activities. Because of the challenging circumstances many students and families are under, secondary teachers give students robust pathways to success through: 1) adjusting the grade weights for the term (50% participation, 50% practice and application); 2) assigning an equal balance of regular credit and extra credit assignments; and, 3) accepting work at any time during the term. Secondary teachers are expected to assign at least two grade per week and maintain this record in Aspen for families to access in real time.

[Additional information about Term 4 grading](#) was provided to families the week of April 27.

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.**

DCPS is committed to ensuring that all English Learners (ELs) continue to receive language development work and are given language supports providing them with access to grade level content. Distance learning packets have been created for beginning level ELs (K-12) as well as intermediate/advanced level ELs (6-12). In addition, the Language Acquisition Division (LAD) Instructional Unit has been working with all content teams on the implementation of universal design in the distance learning content development, providing additional scaffolds as needed for ELs. EL students are being engaged directly by their ESL teachers and grade level/core content teachers through:

- Co-planning the DCPS distance learning plans with the DCPS Curriculum and Instruction team to incorporate principles of “universal design for learning” and embed accommodations and/or modifications into the core curriculum.
- Co-delivering on-line instruction with an emphasis on the support and development of academic language in each content area. This includes and is not limited to instruction, assignments, and projects.
- Updated Language Goals in ELlevation so that relevant information can be shared with grade level/core content teachers.
- Delivering on-line instruction to small groups of students with similar needs based on individual ELP levels.
- Providing ESL teachers and co-teacher teams with professional development and technical assistance weekly via Microsoft Teams, and organized by school cluster.

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

DCPS is committed to ensuring that linguistically and culturally diverse family members and guardians can access content to support students' learning as well as content related to DC services and supports during the pandemic. The steps taken include the following:

- Addition of a translator tool to Canvas, providing translation in multiple language. Language Access Unit staff are verifying translations in the top five languages spoken in the DCPS to ensure the content meaning of language translated is correctly captured.
- Making translations available for all primary sources and texts in Canvas or Teams through the Immersive Reader feature.
- Families can also request assistance through a multi-lingual form on the Support Page of the ICP site.
- Creation of an EL Parent Newsletter which is sent out via text, email, and WhatsApp to increase access for linguistically and culturally diverse families.

- Ongoing technology trainings delivered by webinar in partnership with Microsoft and other vendors through Parent University. These are available in English and Spanish.
- Additional trainings for DCPS staff around Language Access and the use of the Language Line.

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?**

DCPS is committed to ensuring provision of instruction and services to the extent possible during distance learning. Students with IEPs and 504 plans have access to all on-line content and learning experiences in alignment with their general education peers. Specifically, our initial focus was on instructional delivery via new on-line platforms and individualized learning packets, and our next level of work is to clarify the relationship between the IEP prescription and distance learning.

Specialized instruction for students who are primarily included with non-disabled peers:

- Co-planning the DCPS distance learning plans with the DCPS Curriculum and Instruction team to incorporate principles of “universal design for learning” and embed accommodations and/or modifications into the core curriculum.
- Co-delivering on-line instruction with an emphasis on ELA and math. This includes and is not limited to instruction, assignments, and projects.
- Delivering on-line instruction to small groups of students with similar needs.
- Providing special education teachers and co-teacher teams with professional development and technical assistance twice weekly via Microsoft Teams.

Specialized instruction for students who are in self-contained classes:

- Planning and sending individualized packets of instruction and learning experiences based on student IEP goals with an emphasis on reading, writing, math and transition.
- Delivering on-line classes with the support of paraprofessionals at rates that are developmentally appropriate for student learning and level of need.
- Establishing home schedules with parents to ensure provision of instruction and related services.

Related Services:

- Communicating with and seeking consent from all parents and guardians per related service discipline. Tracking parent responses.
- Establishing weekly services per discipline including consultation with parents where applicable and inclusion with teachers and classes where applicable.
- Producing and sending home individualized packets per student, per discipline to mitigate regression and reinforce skills.

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

DCPS is committed to ensuring that IDEA processes and timelines continue uninterrupted during the distance learning experience.

- DCPS issued Special Education Process Guidance for Learning at Home. This includes forms and templates for documentation of IEP events and tracking tools. “IEP Events” include conducting meetings, ordering assessments, completing assessments, and communicating with parents.
 - DCPS provides twice weekly professional development and technical assistance for LEA Representative Designees and case managers via Microsoft Teams for support, updates, and challenges. These are both group and individual meetings.
 - Events are documented in the Special Education Data System (SEDS) and in the interim, secure tracking tools by providers.
- c. What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?**

DCPS is focused on the provision of learning at home services and supports, and then a reintegration plan for students and staff. DCPS is determining how best to assess student needs upon return, plan recovery instruction and services and then if needed, individually determine compensatory education plans. We anticipate needing to support schools and IEP teams in how to determine if compensatory education services and plans are required for individual students with IEPs, and then how to prescribe a plan.

- 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?**

DCPS is in contact with families to ensure access. When families are unreachable, the school and central office collaborate toward communication. We have placed an emphasis on ensuring closed captioning for student and families with hearing impairments.

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.

DCPS believes that it is our responsibility to meet the needs of all students through tiered supports. Some students will require intensive interventions so they can meet standards to promote. Because students have not had in-person access to critical supports and interventions during the closure, we do not think it is generally in their best interest to keep them from progressing to the next grade through mandatory retention. **For school year 2020-2021, no student should be retained unless the family and school agree that it is in the student’s best interest.** In addition, students who have already been retained once should not be retained for another year even if the family and school agree that such a retention would be in the student’s best interest.

Date	Action Step
4/24	Schools will receive a list of students that have been previously retained. These students should not be retained again, even if the school and family believe retention would be in the student’s best interest.
4/24- 5/15	Schools should reach out to the families of students who are not meeting promotion criteria to discuss what is in the best interest of the student for next year.
5/22	Schools should complete support plans for all students that are being promoted despite not meeting promotion criteria.
5/29	Schools should document all retentions through a form (forthcoming) that indicates consent from the family and justifies why the retention is in the best interest of the student.
6/3	Principals should click the “retention” button in Aspen for all students being retained this year.

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

DCPS has communicated with families consistently to ensure they have up-to-date information on grading policies and promotion decisions. All relevant information, including translated information for LCD families, is housed on the DCPS website for easy access at:

<https://dcps.dc.gov/coronavirus#resources>

In addition, the following email communications from the Chancellor shared information relevant to grading and promotion:

- [DCPS Learning At Home Update - English](#) (March 30, 2020) *Includes information about term 3 grading and [Term 3 Grading FAQ for students and families](#)*
- [DCPS Grading, Promotion and Graduation Guidelines](#) (April 29, 2020) - *Includes information on term 4 grades, final grades, promotion and graduation and [FAQ on Term 4 Grading for Students and Families \(English\)](#)*

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

DCPS’ [Graduation Requirements Policy](#) has remained unchanged, with the exception that students graduating in SY19-20 will not be required to complete 100 hours of community service per the emergency legislation.

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)?

DCPS is supporting the city's broader reopening efforts as we plan and develop our calendar for this summer and School Year (SY) 2020-2021. Plans are subject to change based on health guidance and restrictions.

At this time, we believe summer learning will include:

- Universal guidance to all students to leverage online resources and the DC Public Library reading program.
- Similar programs to what DCPS has previously offered, but in virtual format (5 weeks). This includes a K-2 literacy intensive program, K-8 project-based and enrichment learning programs, and 9-12 courses to support students on their path to graduation. Programming and supports would also be made available for ELL students and students with IEPs, including Extended School Year.

We believe return to school may include:

- Programming and support for targeted groups of students before the first day of school.
- Ramp up of staggered schedules to allow for physical distancing in alignment with public health guidance, as applicable.
- A focus on social emotional well-being, processing experiences during the pandemic.
- A DCPS-wide COVID-19 cornerstone—recording history and our part in it—weaving academic, personal, and community learning.

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)

DCPS will use ANET for ELA and Math during the year, but we will not likely give these assessments at the beginning of the year

- ANet ELA: 3rd -10th grade
- ANet Math: 3rd-8th grade, Algebra I, Geometry, Algebra II

Affirm

Developmental Reading Assessment (DRA)

X DIBELS/Acadience Reading

DIBELS assessments can be used to monitor progress towards minimum grade-level proficiency in foundational reading skills. When students return to school, DIBELS will be given and students will receive targeted intervention based on skill gaps.

DIBELS: Foundational Literacy, Kindergarten-2nd grade

X Great Minds

Eureka Math Curriculum Mid-Module and End of Module assessments can be used in Kindergarten-Algebra II to determine student learning gaps from SY19-20.

X i-Ready – Curriculum Associates

The i-Ready Math Diagnostic can be used in K-8 to aid teachers with identifying student areas of strength, the specific skills each student needs to develop, and measure academic growth throughout the school year.

i-Ready Math: 2nd-8th Grade

X NWEA-MAP

MAP Mathematics and MAP Science assessments can be used to inform how educators differentiate instruction, evaluate programs, and structure curriculum. The assessment reveals precisely which academic skills and concepts the student has acquired and what they are ready to learn.

MAP Mathematics: Content-specific assessments for students in Algebra I, Geometry, and Algebra II

MAP Science: Content specific assessments for students in 6th Grade Earth/Space Science, 7th Grade Life Science, 8th Grade Physical Science, and Biology.

X Reading Inventory (RI)

The **Reading Inventory** assessment can be used to track student literacy skills and generate student Lexile scores.

Reading Inventory: ELA assessment for 2nd-10th grade

Renaissance Learning's STAR Reading/STAR Math

Scholastic Reading/Math Inventory (SRI/SMI)

X Other Vendor Created Non-Summative Assessment (please specify)

The **TRC (Text Reading Comprehension)** assessment can be used to help teachers determine best instructional practices and supports an early reader may need.

TRC: Foundational Literacy for Kindergarten-2nd grade

The **WIDA Model** assessment can be used to measure students' language growth in the four language domains.

WIDA Model: English language proficiency assessment for English Language Learners

The **EDL2 (Evaluación del desarrollo de la lectura, segunda edición)** is a Spanish reading assessment for DCPS students in elementary school. This assessment assesses Spanish reading engagement, oral reading fluency, and comprehension. EDL2 helps educators identify each student's reading ability, document progress, and implement effective reading instruction.

EDL2: Spanish literacy assessment for Kindergarten-5th graded in dual language schools only.

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?

In accordance with the DCPS continuity of operations plan, a COVID-19 preparedness working group of senior DCPS leadership was established at the beginning of March. This group has been meeting daily to collaborate and coordinate on the implementation of distance learning. On a bi-monthly basis, as a part of this working group, senior DCPS leadership will complete records of work for key COVID-19-related categories, including learning at home, and discuss observed patterns and make recommendations for the future. These records of work are a retrospective assessment of the efforts DCPS offices have taken and serve three purposes:

- 1) To reflect upon how the agency has addressed students' needs during this unprecedented time with the aim of helping DCPS adjust its systems and processes in implementing learning at home moving forward;
- 2) To contemporaneously capture knowledge on how learning at home supports were provided to students in anticipation of potential requests, compliance-related matters, and oversight; and
- 3) To gather information on the emergency response efforts DCPS has taken for learning at home implementation in order to codify into comprehensive, actionable emergency planning guidance for the continuity of operations plan in the case of future emergencies.

Additionally, DCPS has administered a family survey to generate stakeholder feedback on implementation of learning at home to allow for real-time course correction on the district's approach and to inform future planning.

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: 119
- Number of Days of Distance Learning Provided: 45
- Number of Days Requested to be Waived from 6 hours of learning: 0
- Number of Days Requested to be Waived from providing instruction: 16
 - Indicate which calendar days being requested for waiver on which instruction was not provided:

March 23, 2020 and June 1 – June 19, 2020 – Note: DCPS is requesting a waiver to include the extension of Spring Break by one day due to shifting the break to align with the initial school closure as well as 15 instructional days in June that will be missed due to the revised May 29 summer dismissal.

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 Public Schools
LEA Leader Name: Chancellor Lewis D. Ferebee, Ed.D.

LEA Leader Signature: 

Date: May 4, 2020