



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.

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.).

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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.

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.

#### Elementary School Grading and Promotion

For the 2019-20 school year, Quarter 3 ended on April 24, 2020. Quarter 3 grades were an average of grades on assignments and assessments prior to closing as well as assignment completion and participation during distance learning. For quarter 4, students will receive the average of the grades from Quarters 1 through 3, along with detailed comments from the teacher about the student's performance on the standards and skills that were focused on for Quarter 4, as well as their engagement in home learning assignments and activities.

All students in grades PK through Grade 8 will be promoted to the next grade.

#### Middle School Grading and Promotion

For the 2019-20 school year, Quarter 3 ended on April 24, 2020. Quarter 3 grades were an average of grades on assignments and assessments prior to closing as well as assignment completion and participation during distance learning. For Quarter 4, students will receive the average of the grades from Quarters 1 through 3, along with detailed comments from the teacher about the student's

performance on the standards and skills that were focused on for Quarter 4, as well as their engagement in home learning assignments and activities. Students are also expected to complete two assignments per week in their core subjects. Students are strongly encouraged to make up any missed assignments.

All students in grades PK through Grade 8 will be promoted to the next grade.

### High School Grading and Promotion

For the 2019-20 school year, Quarter 3 ended on April 24, 2020. Quarter 3 grades were an average of grades on assignments and assessments prior to closing as well as assignment completion and participation during distance learning. In order to provide all 9th-12th grade students multiple chances to improve their academic standing, Quarter 4 grades will be weighted between practice (completing and submitting assignments) and participation (engaging in online learning). Students receive at least one comprehensive assignment per week in each subject. Students will receive grades on assignments for Quarter 4 based on their performance on these measures. Students who receive a grade on an assignment lower than a C (70%) will not have the score factored into their grade. There are opportunities for students to make up any missed assignments.

A grade D or higher is a passing grade that earns the student credit for the course. In order to be promoted to the tenth grade, a student must have at least six credits, including four core credits. A student entering eleventh grade must have at least twelve credits, including eight core credits. A student entering twelfth grade must have at least eighteen credits, including twelve core credits and the student must have the ability to meet all graduation requirements before the date of graduation. These credits must be accrued and documented before the first day of the next school year, or before May 15, 2020 in order for the student to graduate in June. If a student is not promoted to the next grade level, he or she will retake the course(s) he or she failed during the next year or, if possible, earn credit recovery during the summer.

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

Grading policies will be communicated through our weekly messages to families that are submitted to each family via email and will be posted on our website. Our first message with this information will be sent on Monday, May 11, 2020.

All students in grades PK through 8 will be promoted. Students and families who are off-track for promotion for high school have received communication via email. Promotion decisions and/or final grades will be emailed to families on by June 12.

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

Quarter 4 began on Monday, April 27, 2020 and will last until Friday, May 29, 2020. Students are still required to earn 24 credits in order to earn a diploma. Students must receive a final passing grade of a D or higher in order to pass the course. Any student who does not receive a passing score by May 29, 2020 must successfully complete a summer credit recovery program in order to receive a diploma. Students who are off track for graduation by May 1, 2020 will receive additional support and assignments for

completion by May 29, 2020. Off-track students will have access to virtual summer credit recovery coursework.

### **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 still considering options that will support students who missed learning time, including our options for summer programming and/or re-designing our calendar next year to make up for any lost 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)
- 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 will administer these assessments during the first quarter of the 2020-2021 year to identify any unfinished learning in reading and math that is essential to success in the subsequent grade. We will use this information to support teacher planning and coherence mapping, the formation of lessons for small group instruction, and any other identified Multi-Tiered Systems of Support (MTSS) intervention needs.

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 solicit feedback from our stakeholders (teachers, students, parents, leaders, and Board of Trustees) on our policies, processes, and systems for distance learning, and will use this feedback to continue to make real-time adjustments to both our current distance learning program and any distance learning plans for the future.

## 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: **184**
- Number of Instructional Days Completed Before March 16, 2020: **124**
- Number of Days of Distance Learning Provided: **47**

- Number of Days Requested to be Waived from 6 hours of learning: **47**
- Number of Days Requested to be Waived from providing instruction: **14**
  - Indicate which calendar days being requested for waiver on which instruction was not provided: **June 1-18, 2020**

*Note: E.L. Haynes original calendar included 184 instructional days. We gave staff and families 6 days of inclement weather/spring break days (where the original calendar only had 5 spring break days), and then recouped 1 Parent-Teacher Conference (PTC) Day and 1 Professional Development (PD) day as virtual learning days. Net impact -- +1 day in our overall days supporting students for a total of 185 days.*

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: E.L. Haynes Public Charter School

LEA Leader Name: Hilary Darilek

LEA Leader Signature:

A handwritten signature in cursive script that reads "Hilary Darilek".

Date: May 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.).

Work packets are available for all grades online and (limited distribution in hard copy). Assignments vary by grade and subject area. We provide supplementary assignments online and via video for those with access to devices and to the internet. A full list of everything can be found online here: <https://www.elhaynes.org/homelearning>.

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.

For the initial closure period, we emailed all families and posted our materials on our website for all grade levels. We offered in-person pick up at E.L. Haynes on Tuesday, March 17 and continued to distribute printed materials through in-person pick up at Hook Hall (3400 Georgia Ave NW). Again, everything is posted online here: <https://www.elhaynes.org/homelearning>.

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 current home learning expectations do not require internet access in order to complete work. We provided printed paper packets for students, and will continue to do so for families who need printed materials. In addition, we continue to assess our families' needs and will provide students and families with Chromebooks and hotspots (where available).



## 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.

Assignments include several different forms of instruction such as work packets, reading expectations, story suggestions, and internet research. All learning materials and assignments are posted on our website here: <https://www.elhaynes.org/homelearning>.

Special education and English learner teachers support general education teachers to modify work for our students' learning and language acquisition needs. Samples of modified materials are on the website listed above. Special education and English learner teachers contact students each week to provide support in completing home learning assignments. Grades will include formative and summative assessments provided by teachers. We will continue to assess our grading expectations during the closure period.

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.

Teachers and other school staff participate in weekly staff meetings, grade level, and/or department chair meetings. Each staff member also continues to check-in with his/her/their supervisor weekly to share questions and to solicit information on each staff members' progress. Through these important meetings, we share guidance and provide multiple resources to support staff members to work remotely (i.e., training on online learning platforms, sample learning materials, sample schedules for students and/or staff).

E.L. Haynes communicates with families regularly to share important updates and resources throughout the school closure period. All family communications are included on our website at: <https://www.elhaynes.org/covid-19>. In addition, we collected information from families on their home learning needs through a survey and staff members are working with families to make understand the resources and support they need to facilitate home learning.

6. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.

Teachers created modified learning materials individualized students aligned to their learning needs. School-based and contracted related service providers are continuing to provide services to students as required. When school resumes, we will assess students' needs and prepare to support their return (including providing additional academic supports, as needed and required).



### **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?

For the initial closure period, we printed work packets for all grade levels and made them available online. Over the last two weeks we have distributed laptops and hot spots to all families who indicated need, which has enabled us to move our instructional programming entirely online.

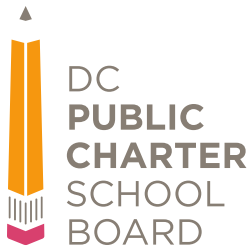
Each week students will have access to new content by grade-level and subject through the E.L. Haynes website and through direct communication with families at each campus. The online weekly learning materials include lessons, recommended activities, instructions for accessing and using online tools (i.e. i-Ready, Google Classroom), and a recommended daily schedule. All teachers have scheduled weekly office hours for students to connect with them directly to review assignments and seek additional support. A full list of everything can be found here (and is updated weekly): <https://www.elhaynes.org/homelearning>.

- 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 leverage weekly check-in phone calls with students and families to discuss students' progress on their work and identify areas for additional support. Teachers also regularly email with students to discuss their progress. Each teachers method of assessment varies, including short quizzes, writing assignments, problem sets, and reaching comprehension questions.

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

We are assessing student participation through weekly check-in phone calls between teachers/advisors and students, and progress emails. We are tracking weekly contacts with all of



our students through our student information system and sharing weekly reports with school teams on which students have and have not been contacted.

For students with whom we have not yet been able to engage with distance learning, we have used the following strategies to re-engage:

- Call and/or email every emergency contact for that student listed in our student information system to make an initial connection
  - Provide additional support to teachers through administrators and/or other school staff who may have a relationship with the student/student's family
  - Leveraged friends of disengaged students to make contact and create opportunities for more social learning opportunities
- 4) Please elaborate on the following areas of support for students/families with disabilities:
- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.
  - How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
  - What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
  - What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.

We are supporting students with IEPs and 504 plans through continued specialized instruction, which includes the following:

- Special Education teachers partnering with General Education teachers to ensure content is modified, whether via learning materials, videos, or other methods and students receive accommodations (i.e. extra time, texts available via read aloud) are made where possible
- All students with IEPs receive two touch points per week, the first with the student's assigned advisor or staff person, and the second with a special education teacher or paraprofessional who provides direct instruction related to general education content or IEP goals
- To the extent possible, providing video or live direct instruction in addition to work packets to address skill gaps; Paraprofessionals will check in daily with our highest need students who participate in the FAST program to provide additional instructional support

To the extent possible, related service providers are working with students to provide virtual support and teletherapy aligned to IEP goals.



Our special education teams continue to host virtual IEP and eligibility meetings as previously scheduled, and work with families to adhere to all required timelines. Our teachers and other special education staff are expected to log all contacts and service delivery (or attempted service delivery) in our student information system and EasyIEP. We prioritized documentation of all contacts with students/families and all services (and attempted services) provided by our special education teachers and related staff in order to track student progress and hours received. We plan to use the data collected during this time to assess the level of compensatory services students may need when school resumes.

For our families with disabilities or challenges picking up or finding resources online, our team follows up to provide targeted support. This includes our visually impaired family members (providing video calls with sign language messages) and home drop-offs for family members who are unable to come to school for academic resources and/or meal support. Additionally, our teachers and team members contact every student every week to discuss how things are going and check-in on their progress with home learning. We continue to solicit input from families on their needs.

- 5) Please elaborate on the following areas of support for students/families with limited English proficiency:
- How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
  - What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

English Learner (ELL) teachers support general education teachers to modify work for our students' learning and language acquisition needs. ELL teachers all check-in with the students they support to provide direct instruction, assistance, and other resources. Samples of modified materials can be found here: <https://www.elhaynes.org/homelearning>

All teachers and staff working with families are expected to use the language line for translation support to engage families in their student's learning. We ensure all communication to families is in their preferred language and also provide translated learning materials, as needed.

- 6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?



- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

We started our planning for multiple scenarios: returning to school before the end of the school year, returning to school next school year (2020-2021), and how we will maximize summer learning (in both scenarios). Though we have not finalized our decisions, we expect to do so by the end of April/early May pending additional guidance from the Mayor/city.