



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

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

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

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

Part I: Distance Learning Implementation Plan

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

Instructions for Public Charter LEAs

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

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

Instructional Continuity

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

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

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

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

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

4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

6. Please elaborate on how you are assessing student participation in distance learning.

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

7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that students are making academic progress through distance learning and how you are providing that information back to students and families.

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:

- a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
- b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

9. Please elaborate on the following areas of support for students/families with disabilities:

- a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?

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

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

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

The LEA assures to the statements above.

Student Grades

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

Mid-year performance data, including Every Child Ready mid-year assessment data for prekindergarten and NWEA Measures of Academic Progress mid-year data for kindergarten – grade 3, will be evaluated, as well as report card grades for quarter one and quarter two. Students who were on grade level, as determined by assessment data, will be promoted. A parent/teacher/administrator conference will be held for any students who were in danger of retention as of March 13, 2020 to review the student's academic data and determine the most appropriate grade placement for the 20/21 school year.

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

The amended grading and promotion policies for the 19/20 school year will be published on the ECA website by Friday, May 15, 2020.

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

Supporting Students After the Emergency

The purpose of this section is to inform city-wide planning for recovery. OSSE understands that LEAs may be in the planning phase when examining these questions. LEAs should outline their preliminary thoughts to these questions.

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g., summer school or planning for next school year)?

ECA will hold a remote, four-week summer school program from June 15, 2020 to July 10, 2020, open to all students enrolled during the 19/20 school year. Asynchronous learning for approximately one hour each weekday will be provided by one teacher for each grade level – prekindergarten through grade three, with targeted focus on grade level standards and concepts on which students require additional instruction and practice. Three additional teachers will provide specialized instruction for students with special needs.

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)

The NWEA MAP assessment for kindergarten through grade three and the Every Child Ready assessment for prekindergarten will be administered in the fall 2020 (or two weeks after students are able to return to the school building). Assessment data will provide a baseline for student achievement to inform instructional planning and will be compared to each student's winter 2020 outcome data to determine if and where regression has occurred.

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

ECA will amend its Parent Handbook and Employee Guide for the 20/21 school year and beyond to include policies and guidelines for distance learning. This will include resources to be utilized to support parents and teachers, models that will be adopted for continued implementation of academic instruction, and adjusted grading and attendance policies in the event of an extended school closure.

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: 114**
- **Number of Days of Distance Learning Provided: 48**
- **Number of Days Requested to be Waived from 6 hours of learning: 48**

- **Number of Days Requested to be Waived from providing instruction: 18**
- **Indicate which calendar days being requested for waiver on which instruction was not provided: 6/1/2020 through 6/24/2020 (Mon – Fri)***

* 3/16/2020 was originally a school day and changed to a professional development day.
5/1/2020 was originally a parent/teacher conference day and changed to a distance learning day.

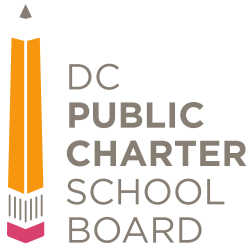
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: **Early Childhood Academy PCS**

LEA Leader Name: **Wendy S. Edwards**

LEA Leader Signature: 

Date: **05/02/2020**



Early Childhood Academy 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.).

Hard copy skills packets will be developed by the classroom teachers for each grade level from pk3 to grade 3, to include one ELA activity and one math activity for each school day during school closure. Teachers will align skills packets with the standards that have been taught at that grade level to provide continued practice and review of grade level concepts and skills. Tier 2 packets will be developed by classroom teachers for students within the general education population who are performing below grade level. Differentiated packets will be developed by the special education teachers for students with disabilities, based on skills that have been taught or introduced on each child's IEP. Each packet will be labeled with the child's name to ensure that we can track each child's receipt of the work. Packets will be distributed from 12:00 to 1:00 daily during the school's grab and go lunch distribution. Parents will be informed about skills packet pickup through the school website, the school's social media pages, robotexts, robocalls, and the Class Dojo app.

For online learning, MobyMax digital reading and math activities will be assigned for each student, prekindergarten through grade 3. Students will be assigned one digital reading activity and one digital math activity for each school day. The data manager will provide each parent with instructions on how to navigate through ECA's MobyMax site, using a computer, tablet, or smart phone with internet access. Parents will receive information about MobyMax access through the school website, the school's social media pages, robotexts, robocalls, and the Class Dojo app.

Hard copy activities will be collected upon the reopening of the school building for teacher review and assessment. Teachers will receive immediate electronic feedback on students' MobyMax activities. MobyMax provides teachers with notification of how students have performed on each skill.



Early Childhood Academy Public Charter School Instructional Contingency 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.

Plans for distribution are outlined in Item #1. Active communication with families will be maintained through robotexts, robocalls, the school's website, and the school's social media pages. Each teacher will maintain contact with their parents and students through Class Dojo, which allows two-way communication via text and video.

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.

Families who do not have internet access will be able to utilize our hard copy skills sheet packets for continued student learning and will receive updates from the school via robocall and robotext.

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.

Please see Item #1.

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.

All ECA teachers and kgn – grade 3 students have been trained on the use of MobyMax, which serves as ECA's resource for distance learning. (MobyMax is utilized in all kgn – grade 3 classrooms.) ECA's Data Manager has developed a step-by-step one-page tutorial that walks parents through the process of accessing this tool. The tutorial has been developed in hard copy and is available on the school website.

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.

ECA will provide all students with disabilities differentiated skills packets, based on the goals and skills identified in their IEPs. Additionally, ECA's special education teachers will maintain weekly communication with their students to provide instructional support using the Class Dojo interactive app. The school psychologists, contracted by the school through End to End Solutions, will provide all students who have IEPs that include counseling services with a packet of activities addressing their social-emotional growth and development. The psychologists will then follow-up with a phone call to each student and parent to discuss the activities and the student's responses. Upon the school's reopening, all students, including those with disabilities, will be assessed to determine if any regression has occurred.



Early Childhood Academy PCS 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?

A second skills packet distribution was held at the school on Monday, March 30, 2020 for all students, pk – grade 3. Parents were asked to pick up packets between 11 am and 7 pm. Students received grade level practice activities in ELA and math to complete during the month of April. Differentiated packets were prepared for students with IEPs and for Tier II students.

Online activities on the MobyMax site were assigned by grade level teachers to extend this distance learning tool through April 30, 2020. Read-alouds and other video presentations will be provided by the classroom teachers, the music teacher, and the physical education teacher using the ClassDojo app, as outlined below.

Beginning the week of April 6th, teachers will be required to:

- Post a daily Class Dojo message to all classroom families.
- Create and post three Morning Meeting videos a week. (Monday, Wednesday, Friday). that include a song and movement activity for Pre K, a character education value, review of a reading and math skill, and an overview of the read aloud for the day.
- Post three videos of read-alouds on Class Dojo
- Review and provide feedback weekly to the school directors on Moby Max activities and usage.
- Create music activity videos for all grade levels and post on Class Dojo twice a week (music teacher)
- Create movement activity videos for all grade levels and post on Class Dojo twice a week (physical education teacher)

On Tuesday, April 21st, ECA will implement a Chromebook distribution to all kindergarten through third grade parents who wish to borrow one from the school for student completion of online learning activities.



- 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.

At the March 30th pick up of April skills packets, parents were asked to drop off students' March packets. Teachers received these to review and assess student achievement and progress. The online MobyMax activities are reviewed by teachers daily to monitor and assess learning and provide feedback to families. Teachers are able to view students' scores and assignment completion data. Teachers then communicate with families daily using Class Dojo, providing text or phone call follow-up after reviewing student work and posting videos to support student understanding of concepts and skills.

- 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.

MobyMax, implemented for all pk3 through grade 3 students, tracks the online access of each student, student performance, as well as items completed by the student. These data are reviewed daily by teachers, who provide feedback/clarification to parents and students as needed. Hard copy skills packets were distributed to all parents on Monday, March 30th from 11 am to 7 pm. A pickup log documents the families who received packets. Parents were notified that the packets could also be downloaded from the ECA website.

Additionally, ECA has published a Distance Learning Parent Survey, on which parents are able to indicate whether they are able to access digital learning activities, whether they have picked up skills packets, and whether their children are completing the digital and hard copy assignments.

Teachers have submitted the names of any families that they have been unable to reach to ECA's Family Support Coordinator, who will follow up with additional attempts to contact parents by phone, email, or text. If appropriate, the Family Support Coordinator will submit referrals to the DC Child and Family Services Agency for intervention.



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.

IEP's are being implemented to the greatest extent possible. Students are receiving adapted and modified instruction through the same distance learning platforms as the general education students. Students with disabilities received learning materials on their instructional level. Specialized instruction and related services specified in the IEP are provided through multiple modalities: online learning websites, online instructional materials, paper packets and instructional videos. Related services are being provided remotely by specialists via telephone, zoom, or skype. Speech pathologists, occupational therapists and psychologists are effectively addressing students' IEP goals through weekly phone conferences. Students are also given paper packets with practice activities aligned with individual IEP goals.

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

Eligibility meetings will be held via telephone for all evaluations completed prior to school closure. These meetings will include all of the IDEA mandated participants, in order to make appropriate decisions for students' eligibility of special education services. All families with pending evaluations will be contacted for scheduling and invited to participate in the meeting. Evaluations that were ordered and not completed prior to the closure will be completed once school resumes. All families will receive Prior Written Notice (PWN) explaining the delay in the completion of evaluations. Related service providers will continue to log all delivered services that are provided remotely. All services will be captured in the Special Education Data System (SEDS).

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

The special education coordinator, special education teachers and related service providers will continue to monitor, track and document services to individual students and adjust services as needed. IEP meetings will continue to be held to address any changes to services that may be warranted for students. Compensatory education services meetings will be held to review existing data collected prior to



the closure, during the closure, as well as baseline data to make eligibility determinations when the school reopens. Families will be provided with documentation of services throughout the process.

- 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.

All families are contacted and provided with access to learning materials and distance learning platforms. Families are contacted daily via phone, e-mail, and/or Class Dojo App to provide additional support. All providers collaborate with families weekly through phone conferences, text messaging and emails. As appropriate, special education teachers and therapists provide virtual support sessions with parents and individual students. Links to free educational and social support resources are posted and can be accessed on the school's website.

5) Please elaborate on the following areas of support for students/families with limited English proficiency:

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

We currently have no students/families at ECA with limited English proficiency.

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.

Contingent on the ability to reopen schools by mid-June, ECA is planning to implement an academically focused summer school for kindergarten through grade three. Summer school will be tentatively held for six weeks, from June 29, 2020 to August 7, 2020 for a full day, from 9 am to 3 pm. ECA's teaching staff will provide instruction, addressing the



reading and math skills and concepts that were to be introduced March through June. If school closure/shelter-in-place continues beyond May 2020, this plan will be amended.