



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.

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

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)?

Elsie Whitlow Stokes will be extending online access to computer adaptive programs through the summer so that students can continue their learning in reading and math. Families who have been loaned technology will continue to have access to that technology excluding a brief period when staff will complete yearly maintenance on the computers. Additionally, Stokes expects to follow city guidance

and will likely begin the school year three weeks earlier than originally scheduled. During those first weeks of school, Stokes will assess students through a variety of means to attempt to understand what learning gaps have occurred and plan for remedying those gaps and spend significant amounts of time .

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA)
- DIBELS/Acadience Reading
- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP
- Reading Inventory (RI)
- Renaissance Learning’s STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (Fountas & Pinnell Benchmark System for reading in English and Spanish, GB+ reading assessment in French)
- Other LEA- or School-Developed Non-Summative Assessment (Stokes-created math fluency assessment for K-4th grades)
- Other Practice (please specify)

During the first weeks of school, staff will give students the NWEA-MAP assessment in both reading and math, and assess students reading in English and the Target Language. We will also assess students’ fluency in addition and subtraction or multiplication or division using a CGI-aligned assessment. We will use these benchmark assessments to determine what components of our curriculum teachers should revisit and reteach from the previous year or to create groupings of students who may need additional intervention support. Stokes intends to have these intervention groups created and staffed by fourth week of school.

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

Stokes has surveyed both families and staff about their experiences with the distance learning model. The leadership team analyzed the results of the surveys and have begun to make adjustments to our program that better meet the needs of all of our stakeholders. We will spend two days after the end of our formal distance learning program in June reflecting on our approach to distance learning, including the evaluation of the use of various online learning tools, analysis of subgroups of students and their ability to engage in learning, synchronous versus asynchronous lesson delivery formats, and our communication structures with families.

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: 120
- Number of Days of Distance Learning Provided: 49
- Number of Days Requested to be Waived from 6 hours of learning: 49
- Number of Days Requested to be Waived from providing instruction: 11

- Indicate which calendar days being requested for waiver on which instruction was not provided: June 1- 22 (Stokes shifted 5 previously scheduled Professional Development, Spring Break, and Records Day to distance learning instructional days during the closure, so we are only requesting a waiver for 11 of those 16 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: Elsie Whitlow Stokes Community Freedom PCS

LEA Leader Name: Erika Bryant

LEA Leader Signature: _____

A large, stylized handwritten signature in black ink, appearing to read "Erika Bryant". The signature is written over a horizontal line.

Date: _____

4/30/2020



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.).

Teachers have sent home paper resources to families to begin their distance learning programs. Stokes classrooms will communicate and share resources through Google Classroom. They will deliver daily video lessons, both live through Zoom and prerecorded, in English Language Arts, Target Language Arts and Math. Teachers will also assign weekly projects that combine writing and science/social studies topics. Additionally, students will receive instruction through adaptive technology based programs. Teachers will host two hours of office hours daily to address any instructional challenges for families and students.

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.

Stokes has surveyed families about their technology availability at home and prepared computers to be loaned to families. We will organize a pick-up and delivery of technological resources. Stokes teachers will communicate regularly through Google Classroom, Zoom, and text messaging. Stokes leadership will publish a weekly newsletter, keeping families informed of any necessary information. We will also order any hands-on materials necessary directly to families' homes.

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.

Stokes has shared information about how to access the free internet services that have been provided through Comcast. Stokes leadership is also considering providing families with hotspots if the Comcast internet service attainment is not possible.

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.

Students will be given reading comprehension assignments to complete based on books that they have read either online through the Epic library, Raz Kids, or from books that they have at home. Students will be given math lessons and provided assignments that are aligned with our math curriculum, as well as being given an adaptive math program to practice skills. Students with disabilities and ELL students have been provided with intervention programs and will receive accommodated assignments when applicable. Teachers will assign assessments through Google classrooms and also have one-on-one Zoom meetings to assess students' progress.

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

Stokes leadership is sending tutorial videos to help teachers and staff create and deliver remote content. Instructional coaches and leaders will video conference with teachers to provide additional support and one-on-one training for teachers. Coaches and leaders will view instructional videos and provide feedback to teachers. We will also provide tutorials for families and a guidebook about how to access online content, along with one-on-one support if necessary.

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.

Our Special Education teachers will work with general education classroom teachers to accommodate assignments and assessments that will be delivered through Google classroom according to students' IEPs and 504 plans. Special Education teachers will offer small groups and/or 1:1 sessions using Zoom to meet the pull-out hours on the students IEP's. They will also offer office hours and 1:1 meetings with families and students to ensure continuity of services. We have additionally provided students with IEPs with online intervention tools that align with their IEP goals. Stokes is working with our related service providers who will be delivering online services, including speech, occupational therapy, and behavior support services. Finally, Stokes will hold review meetings upon return to school. Students who have needs that cannot be delivered online or students who have significant regression will be provided with additional supports as needed.



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?

Stokes has created and given access to Google Classrooms to all students. Teachers are posting pre-recorded videos and assignments in the classrooms. They are also hosting live instruction through Zoom.

- 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.

Stokes teachers are assigning tasks to be completed through google classroom, Flipgrid, or Seesaw. Students are submitting typed assignments, filling in google forms to answer questions, or recording videos or taking pictures of the work that they are doing as exit tickets after lessons.

- 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.

Students' participation in online learning is being tracked through participation in live Zoom meetings or submission of work. Teachers are currently tracking participation independently, and Stokes has creating a common google sheet to track attendance in online learning. Teachers are reaching out to families who haven't been able to engage in the online platforms through phone calls and text messages. Administrative staff are tracking google classroom sign in information and are also contacting families to provide support. We are also tracking family communication in a common tracker.

- 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.

E.W. Stokes is continuously working the Special education students to ensure they have access to devices, internet, and other resources in order to participate in the DL plan. Students are being offered pullout services on their IEP through Teleconferencing with the Special Education teachers. Special education teachers are co-planning with general education teachers to ensure that all lessons and assignments have the appropriate accommodations for students with IEP's and 504 plans and appropriate modifications for students with IEPs. When possible, SPED teachers attend live teleconferences to offer "push-in" support as well. This may look like small breakout sessions done within Google Classroom. Some students with more difficult learning challenges will have assignments mailed or dropped off at their homes, and SPED teachers are and will be working closely with parents offering consultations and support in addition to the sessions they are having with their teacher. Our related services are all contracted providers and they have begun offering teletherapy services to the extent that they are able to. This includes Speech, OT, BSS, as well as PT. Our providers work together with the families to find the best time to offer teletherapy services. Upon return to school, review meetings will be scheduled for all SPED students and the teams will determine if comp services are warranted.

We are offering IEP meetings through teleconferencing. If evaluators are able to complete evaluations without observations in the classroom setting and have the means to complete the necessary test, they will move forward and we will offer to hold meetings through teleconferencing. We are collecting data in order to monitor progress of all of our SPED students. Upon the return to school, we will observe, assess students and review student data. We will then hold review meetings for all SPED students to determine to what extend compensational services are needed.

We continue to provide one-on-one support through electronic conferencing or phone calls for families with disabilities to be able to support their children in accessing content. Our largest need for specialized supports for families is three families with deaf guardians. We have begun the process of contracting with ASL interpreters for those families, and teachers are using the transcription feature in



the live video lessons that they are providing for students so that the guardians can read what goes on in the live lessons.

- 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.

ELL Coordinator has contacted all of our families with limited English proficiency and walked them through accessing Google Classrooms and online content. She has created resources to assist families, and plans to deliver printed materials as well. Our ELL families have her phone number and contact her regularly for support. Stokes ensured that all of our ELL students were provided Chromebooks if they did not have sufficient technological resources at home. Our ELL Coordinator is collaborating with teachers to plan support for students during live Zoom lessons. She also is scheduling 1:1 tutoring sessions to support English language acquisition in all four domains. For many students, she is coordinating with Special Educators to further differentiate their learning.

- 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.

Stokes School has committed to providing adaptive programs for students to use over the summer to help make up for missed instructional time. Students who have been lent technology to allow them to access the instructional programs will continue to be able to utilize the school-owned technology through the summer, excluding a brief period of maintenance. We also expect to resume in-person instruction earlier than expected in the beginning of August. If the Department of Health deems it safe to resume in-person learning opportunities earlier than August, Stokes school will reevaluate our summer plans by mid-May.