



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.

PS – 8 staff will utilize the 1st – 3rd quarter final grades in PowerSchool and combine those quarterly grades with completed assignments from distance learning to determine student promotion for SY 20 - 21. PS – 8 students will be graded using a pass/fail determination during distance learning.

High School staff will utilize the 1st – 3rd quarter final grades in PowerSchool and combine those quarterly grades with high school work provided during distance learning to determine student promotion for SY 20 - 21. High school students will still be graded using the Friendship grading scale during distance learning.

Any PS – 12th student that is in danger of retention for the year or did not pass a course will be required to attend virtual Summer Learning Academy from June 15 – July 24.

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

Communications regarding grading started at our Parent and Community Townhall Meeting on April 6, 2020. Additionally, through our 'we-care' email inquiry system, Friendship has been able to answer

grading and promotion questions with parents that are unable to participate in townhall discussions. Lastly, Friendship uses our daily newsletter, 'Learning Without Limits', to communicate updates.

On May 15, a formal letter will be distributed summarizing all of these previous discussions as well as information for the upcoming summer.

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

High school students will be graded using the Friendship grading scale during distance learning. High school staff will utilize the 1st – 3rd quarter final grades in PowerSchool and combine those quarterly grades with high school work provided during distance learning to determine a student's eligibility to meet graduation requirements. Also, in Quarter 4, Tech Prep High School will use and grade the final project-based learning project as a summative assessment while Collegiate will combine a set of assignments (virtual and independent) and formative assessments to issue letter grades.

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)?

Friendship is preparing virtual intersession learning activities that will take place June 1 – 12. Following intersession, Friendship's Summer Learning Academy (SLA) will allow for credit recovery, remediation, and enrichment. SLA will run from June 15 – July 24.

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)

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

Friendship has a senior team that meets three times per week to reflect, plan, modify, and execute decisions based on our distance learning practices. We routinely seek feedback from stakeholders (e.g., principals, parents, business service managers) to regularly refine our decisions. Friendship is taking the necessary steps to ensure all students are able to engage in various forms of learning, not only for summer, but for the start of SY 20 – 21.

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: **181**
- Number of Instructional Days Completed Before March 16, 2020: **120 days/853 hours**
- Number of Days of Distance Learning Provided: **46**
- Number of Days Requested to be Waived from 6 hours of learning: **46**
- Number of Days Requested to be Waived from providing instruction: **15**
 - Indicate which calendar days being requested for waiver on which instruction was not provided: **June 1 – June 19**

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: Friendship Public Charter School

LEA Leader Name: Ken Cherry

LEA Leader Signature:



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.).

Students will get a combination of work packets, novels, and online resources to engage in distance learning. Students will have the opportunity to go online and interact with assigned staff in daily lessons. Lessons will be modified for special education students and ELL students. All information will be posted on our website at:

<https://www.friendshipschools.org/distance-teaching-learning/>

<https://drive.google.com/file/d/12aleqkrVvASStq98kX-YiOPIEmRkS6nE/view>

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.

On Monday, March 16, students and parents can retrieve distance learning materials by visiting their Friendship Campus. On Tuesday, March 17, all materials will be mailed to each student and/or family.

Updates to families will appear on our website and social media platforms. In addition, Parent Connect, via Power School, will be used to provide district-wide information. Finally, daily interaction between students and staff via online portals will be used.

Friendship has a special number (202-281-1777) and email (wecare@friendshipschools.org) for parents and scholars to use at any time during this emergency.

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.

Friendship has purchased hotspots and will assign them to students needing internet access. Additionally all 6, 7, and 8 graders can use their iPad provided to them as part of our Verizon Innovative Learning partnership which provides free internet service in home.

DC Public Charter School Instructional Contingency Plan

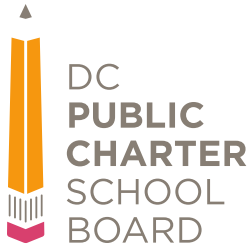
4. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain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

The work packets and assignments are part of our current curriculum: Wit & Wisdom and Eureka Math. Therefore students are receiving an extension of what he or she currently uses during the day. Moreover, History and Science assignments reinforce our current curriculum (e.g. Foss). Students also have access to online programs that he/she are already enrolled in so students are able to continue in their current pathway in Reading and Math. Special education teachers and ELL teachers are joining regular education teachers online to provide modifications as well as checking in daily with each student on his/her caseload.

The work packets and assignments are part of our current curriculum: Wit & Wisdom and Eureka Math. Therefore students are receiving an extension of what he or she currently uses during the day. Moreover, History and Science assignments reinforce our current curriculum (e.g. Foss). Students also have access to online programs that he/she are already enrolled in so students are able to continue in their current pathway in Reading and Math. Special education teachers and ELL teachers are joining regular education teachers online to provide modifications as well as checking in daily with each student on his/her caseload. *Students will be assessed during scheduled teaching sessions with his/her teacher each week, the submission of homework assignments, exit tickets, weekly assessments, and projects in science and social studies. The assessment data will be used by teachers and support teachers to develop small groups in order to meet at least weekly outside of the regularly scheduled class time.*

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.

Friendship has always embraced technology and has reinforced one-to-one learning for years. Teachers were given professional development on Friday, March 13 to work with Google hangout with students. Students were able to use the devices (e.g., Chromebooks and iPads) already assigned to him/her to engage with the teacher. These exercises were completed on Friday to ensure usernames, passwords, and email worked from both groups.



DC Public Charter School Instructional Contingency Plan

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.

Again, the special education teachers and coordinators will work with general education teachers to co-teach online sessions with students. Moreover, special education teachers and ELL teachers will connect with assigned students weekly above and beyond the co-teaching experience.

Friendship's related service providers will continue with support for students except for Occupational Therapy.

Special Education Coordinators will continue to review IEPs and create individual contingency plans for each child in order for students to receive extended school year services.



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?

On April 6, Friendship initiated Phase II of distance learning. Phase II included:

- additional distribution of devices and hotspots to PS – 12 students
- updated learning packets for all PS – 5 students
- all 6 – 8 students enrolled in EdOptions (Edmentum) for ELA and Math
- high schools continued with programming that has been in place since March 24
- 3-4 novels were sent home with all PS – 5 students
- school supplies were purchased for students
- refined schedules for distance learning
- meal plan shifted to 3 days a week

- 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 will continue to use exit tickets, daily work assignments, and weekly quizzes. Additionally, Friendship is collecting work packets completed by students. Running records are maintained to monitor student performance.

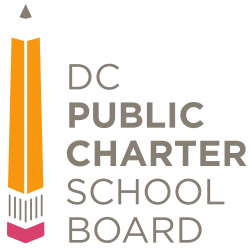
- 3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.

- 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.

Friendship monitors participation through weekly lessons, office hours, and small group instruction. Subgroups are monitored by the appropriate staff (e.g., ELL Staff connect daily/weekly with ELL students). Participation is being tracked by each teacher however Friendship is developing an Excel Google Form for all staff to place weekly participation number in by student.

When we are unable to contact a student and/or parent, we have contacted the DC Police Department and request a wellness check.

- 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. All special education teachers are planning, co-teaching, and working collaboratively with general education teachers in weekly lessons. Moreover, special education teachers are conducting small group lessons and hosting office hours to work with students and families. Related service providers are using Doxy to complete related service work with individual students.
 - How you are maintaining IDEA timelines in collaboration with families and documenting delivered services. Special Education Coordinators meet weekly with the Senior Director of Student Support Service and General Counsel to review all compliance matters related to special: annuals, tri-annuals, special education requests, etc. At this time, Friendship is moving forward with all annual meetings using all existing data through Q3. When needed, Friendship has the parent sign the needed documentation to delay specific testing or postpone a decision until after students return to a brick-and-mortar school. If that is the case, Friendship will continue to work with the student providing the student the needed modifications to instruction.
 - What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes. Per the weekly meetings between the S.E.C.'s, Senior Director of Student Support Services, and General Counsel, Friendship is approaching each child as needing Extended School Year programming. Weekly meetings allow us to document what we believe might be needed during that time and how much service to provide.
 - 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. Through the daily and weekly check-ins with families, special education staff are able to make the necessary modification to work, speak with parents, and provide support to the adults in the home.
- 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.



Each week, the three ELL teachers engage in co-teaching lessons, small group instruction, and host office hours for all ELL students. The ELL students engage in the same work as their peers while the ELL teacher makes the necessary modifications. Friendship has already taken the necessary steps to ensure all ELL students have a device and/or internet at their current location which did involve Friendship issuing Chromebooks and hotspots to several of the ELL students.

The directions for all instructional packets have been translated to assist the parents of our ELL students while ELL staff answer any specific questions by parents.

For parent meetings and/or conferences, Friendship uses Capital Linguists for interpretive services.

- 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.

Friendship has established a small group of community office staff to begin determining the need. Some of the need will be influenced based on a number of factors:

1. At the end of Q3, which students were/were not on track academically prior to the pandemic
2. Participation rate of students in distance learning during Q4
3. Completed work of students in distance learning during Q4
4. The completion of a diagnostic in order to determine the academic levels of each student in the area of reading and math

Based on funding and the responses to the above factors, Friendship may have to prioritize which students need the most support in order to be successful in the upcoming academic year.