



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.

LEA will use grades as of March 13, 2020 for the 3rd quarter grades. Grades for individual assignments will only be used to improve student grades for the 3rd quarter. Quarter 3 ends on May 1. Quarter 4 starts on May 4 and end on May 29. For the 3rd quarter, students need to consistently engage (a minimum of 2 times per week) in learning at home assignments and activities.

Students will receive final grades. By May 15, LEA will reach out to the families of students who are not meeting promotion criteria¹ to discuss what is in the best interest of the student for next year. No student will be penalized from progressing to the next grade due to the absence of in-person intervention supports available during this period of extended school closures. For school year 2020-2021, no student will be retained unless the family and school agree that it is in the student's best interest.

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

School will share its updated grading and promotion policy via email, website, and messaging system.

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

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)?

LEA will not hold an in-person summer school, but will provide packages to all students. Teachers will have weekly check-ins with all students.

LEA plans to start school year one week early. Also winter, mid-winter, and spring breaks will be shortened. School's focus will be on ELA and math. School will give a diagnostic assessment to determine the learning loss, and will spend 1-2 months to teach the missed content in school year 2019-2020.

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?

School will prepare a contingency plan to do distance learning right after in-person learning is interrupted. It will train its teachers, students, and parents to use technology in the case of future distance learning. Students and teachers will use same tools during regular school as they would use for distance learning, so there will no gap.

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: 121
- 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: 10
 - Indicate which calendar days being requested for waiver on which instruction was not provided: June 1-5, June 8-12

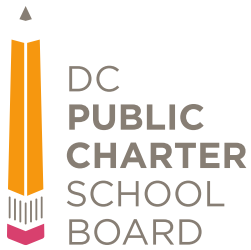
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: Harmony DC Public Charter School

LEA Leader Name: Evren Culha

LEA Leader Signature: 

Date: 5/4/2020



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 have been provided printed packages to work until end of March. Starting April 1, school will roll out its distance learning through Google Classroom.

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.

Students have been provided printed packages on the last day of school. School was also open on Monday, March 16 to pass out those packages to those who were absent on the last day of school. School mailed some of the packages.

School sent out a survey to learn which parents need a device (Chromebook or Ipad) for their children. School is preparing its devices to pass out families on March 26 and 27. School will be open for distribution of the devices.

School uses emails, phone calls, website/twitter/facebook announcements, and clasdojo messages to communicate with families.

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.

School sent a survey to families to identify those who do not have connection at home. 10% of the students do not have internet connection at home. We advised them to apply for Comcast Essentials package. We also are looking ways to provide mifis to those parents.

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 complete assignments directly related to the standards for each grade level. We will use our curriculum publishers' digital materials while also supplementing it with videos and lessons on Youtube and on different educational websites. Teachers will also create videos or teach live using Zoom.

Special education and general education teachers will have online planning meetings to modify lessons based on students IEPs or educational plans.

We will track student completion of the assignments daily and communicate it with parents. Students will be given online assessments using online assessment platforms.

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.

Staff will be provided training by our technology coordinator as well as other teachers who used online platforms before. Staff will have staff meetings, grade level meetings, and content meetings via Zoom to create content and lesson plan delivery.

School will provide a guide (both text and video) to train parents. Zoom trainings will also be available for parents.

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.

Special education teachers will serve as distance learning advisor and adapt existing general education work packets or online curriculum provided to ensure work is accessible. Special education teachers will be added as co-teachers on google classroom.

Special education services will be provided to ensure students with disabilities access their educational program provided by schools.

On a case by case basis, IEP teams may decide to reconvene after an extended closure to discuss compensatory services, a change in the offer of FAPE, or ESY (if appropriate).



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?

Plans have not changed since then. Students worked on their work packages until March 31. School rolled out its Distance Learning through online platforms on April 1, 2020.

- 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 create exit tickets and formative assessments to gauge student learning.

- 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.

School uses Clever portal and Google Classroom for distance learning. Both systems keep students' logins. This is our first touch point. Also, we have daily check-in meetings with teachers when we go over student participation. We discuss the students who did not engage at all so far or who have a low participation. Our teacher aides or other support personnel help classroom teachers by making phone calls to establish a connection with those students.

We gave several options for parents to come and pick up Chromebooks, but some parents did not come to get their devices. However, if we learn that students are not engaged due to lack of technology, we set up a time with individual parents to pick up their Chromebooks.

- 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.

During the school closure due to the COVID-19 outbreak students at Harmony DC PCS are receiving both Specialized Instruction and Related Services through video conferencing/meetings. Specialized Instruction will be done through both Hangouts Meet and Zoom with session types consisting of group sessions as well as one on one sessions for students with more service hours and needs. Teletherapy will be done with Related Service Providers using Zoom and will be done weekly for the students service hours.

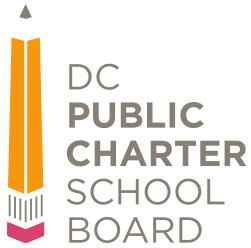
To maintain timelines family collaboration is openly established and teleconferences offered to maintain continuity. Communication also always includes student families to assure delivery of services, family members are also welcome to sit-in on service sessions to witness as well as participate in delivery.

Once school resumes the IEP/MDT teams will meet to discuss individual students who may have the need for compensatory services based on school closure/distance learning outcomes. IEP goals will be used to measure student progress as well as the students' outcomes as seen through the totality of the distance learning program. Once school has resumed timelines will be established to complete these steps, but the goal is to do so as quickly and effectively as possible.

To ensure that family members who have disabilities or have language barriers we have multiple means of communication including putting materials in multiple languages to ensure that the family members are able to support their students. Differentiation and additional supports including tech tutorials are also available to family members who have difficulties accessing technology platforms or other parts of the distance learning systems.

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.



Students are provided academic content and language instruction across the four language domains of reading, writing, listening, and speaking through Google Classroom assignments, live Zoom sessions, and online reading platforms. Teachers are checking with the students individually and provide individual sessions to them.

- 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.

School has not made any decisions about make-up instructional time. We plan to make that decision once we have a better idea of when/if schools will be open this year.