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. **(*Please see updates to the Instructional Contingency Plan Attached)*

Instructional Continuity

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

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[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. (***See additional details added to the Instructional Contingency Plan***)

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 year15) 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?

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 <u>not</u> 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. <u>Additionally</u>, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person <u>or</u> 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: _118____
- Number of Days of Distance Learning Provided: __47___
- Number of Days Requested to be Waived from 6 hours of learning: __62___
- 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 1-19___


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: __Hope Community Schools_____

LEA Leader Name: _NaShandra Ellis_____

LEA Leader Signature: __NaShandra Ellis,_Regional Academic Director_____

Date: __May 4, 2020_____

DC PUBLIC CHARTER SCHOOL BOARD
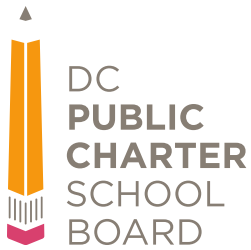
DC Public Charter School Instructional Contingency Plan

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 explanation, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).**

In the event of long- term school closure, teachers have been trained to implement instruction via Web EX, Zoom, You Tube, posting assignments, utilizing their video to teach instruction for upload into Google Classroom. There is an interactive approach where students and families are able to engage with the teachers in the moment. They are able to send and receive real time messages for immediate questions and feedback. Work on problems in real time and upload possible videos to address misconceptions that may arise from students when lecturing is not sufficient.
All Teachers took home additional instructional materials to ensure that they had materials for planning should this crisis last longer than the expected two weeks. Teachers sent home Common Core aligned packets for parents to work on with their scholars. Parents have access to Square, Google Classroom, Class Dojo and teacher emails addresses for immediate access. Students with limited materials to work with at home were provided; a distance learning folder, materials needed for lessons, paper, pencils, markers, crayons, student texts, and workbooks for support. Teachers of Kindergarten-5th grade were also provided an on-line teaching schedule of the online class schedule for distant learning. Administrators have access to monitor the online Google classes in real time.

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.

Work packets were distributed on Friday to all present students. Families of children who were absent, were provided Common Core aligned, packets for pick up on Monday and Tuesday. For the parents that had limited time from work, we placed grade specific plastic bins outside of the school per grade level, by support of our facilities team during designated hours. Our teachers posed t this information on Class Dojo. The packets that were distributed had at least 15 assignments within that packets aligned to Common Core Standards and PARCC.

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.

DC Public Charter School Instructional Contingency Plan

We have plans created for students with internet access as well as those without. Teachers will be following an on line- teaching schedule in which they will be delivering instruction virtually. For those scholars without internet access, scholar books and materials were sent home enabling teaches to post assignments on Class Dojo, or call or text parents with assignments. Students have distance learning folders in which all assignments will be collected for grading upon return. The Sped. Department also provided students with Education.com access for our severe learners in our self-contained classrooms that is also accessible through the use of I-pads, I-pods, I-phones and any other smart device. Links to free and reduced internet access was also provided as a resource to parents as a viable option to access distance learning that is offered online.

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 continue to complete and engage work that this Common Core aligned to the OSSE state standards that is in alignment with the upcoming PARCC Assessment and other local assessments. Students with IEP's will also work on goals and objectives that are linked to CCS that promote student success by scaffolding when necessary the objectives necessary to reach their goals on their IEP. Teachers utilized data points including common core standards, most recent IEP goals, baseline assessments, teacher generated assessments, and anecdotal notes to ensure all work assigned to students during this time away is meaningful and impactful to their academic goal.
 In addition to teachers sending tangible work home for students to complete, teachers will also engage students through virtual classrooms. This is particularly meaningful for our EL population as it will allow students continued opportunities with directed application exercises while simultaneously engaging independent practice exercises. Teachers are able to assign lessons on Education.com, adjust lessons when necessary and or propel students when they appear to be able to take on additional academic risks.

Teachers will also be responsible for submitting two scored assignments per week. Teachers will host daily office hours.

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

Teachers were trained on how to create virtual classrooms in a virtual learning professional development designed by our LEA based technology team on Friday. Teachers will use Web X as a primary choice for teaching, followed by Zoom and YouTube. To support families' scholars were sent home with distance learning packets, information on retrieving free internet access, assignment

postings via class Do Jo, assignment postings via text and call, as well as continued access to student work packets for students who were absent.

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

Teachers will utilize virtual classroom individually and in conjunction with general education teachers to ensure that students with IEPs are receiving their inside and outside general education service hours. Teachers will capture and document this information through service logs.
Services logs will be submitted weekly to ensure all supports are available for both teacher and students.

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.

We are Character Schools, this is the pillar of our work. During this unprecedented time, it is our goal to make sure that we continue to focus on Character Development and social/emotional learning opportunities. As we serve our scholars and family, we have Character Coaches providing support during instructional time, they also provide targeted lessons throughout the week. Our special area teachers are providing lessons to engage the whole child during distance learning

We are also providing support for our teachers through coaching and professional learning webinars facilitated by our Regional Academic coaches under the direction of LEA Regional and National Team. Our Regional Academic coaches receive training that can be turn keyed for teachers.

We have increased our Regional IT Team and have additional support during the increased demand for online presence. Through our National Team, we have continued flow of informative webinars and white paper support for staff, parents, teachers and students to maintain the safety and integrity off our organizations infrastructure.

Our National Team provides weekly communications with our LEA leadership teams to intensive operational support for academic and operations on an ongoing basis.

What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

As an LEA, we have creatively begun to move toward Phase II of our Instructional Contingency Plan; we continue to build upon the plan that we've started. In this transition, we have surveyed our staff to determine the best way to continue to move forward with distance learning. Based on the data that we have collected, we noticed that teachers preferred to use asynchronous and synchronous styles for distance learning. We were then motivated to take a closer look at our on-screen learning times and found that we may need to adjust those times based on current research around best practices for distance learning.

Our LEA has adjusted our screen time and varied our instructional delivery of virtual lessons to accommodate teachers, scholars, and families. We are having teachers provide

instruction from (9:00am-1:00pm) and during non-instructional time, teachers are available for level.

Hope Lamond Campus: Each teacher has the autonomy to decide to create asynchronous lessons for scholars if teachers need to pre-record lessons. The goal is for teachers to have the flexibility to use both styles of virtual learning to offer differentiation and opportunities for office hours.

Hope Tolson Campus: Early childhood teachers (grades Pre-K and K) create asynchronous lessons for scholars by posting pre-recorded videos for their scholars. Teachers in (grades 1st-8th) deliver synchronous lessons through live virtual experiences. These lessons are recorded and posted for student access if a lesson is missed or scholars need to revisit. Each staff member has office hours for additional support to scholars and families. (See Appendix I)

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.

To measure student learning, teachers are assessing scholars at the end of the week. These assessments come in the form of online exit tickets created by the teacher and administered during live learning sessions, "learn and show," activities (student shows their work on the web in the moment), as well as submitted independent assignments. Teachers also have the flexibility to require scholars to show their learning in various formats, including but not limited to PowerPoint Presentations and video, with parental consent.

The goal is to ensure that we offer opportunities for engagement and creativity when determining scholar mastery and understanding content. In addition to teacher created assessments, teachers are using custom assessment from STAR Renaissance. Teachers will assign reading and math assessments based on content taught using formative and summative assessments resources. Teachers will provide feedback and assign reading and math assessments based on content taught to assess scholar learning and mastery.

For grading and reporting purposes, we have agreed to the following recommendations: It is important to note that the current pandemic will have no impact on scholar performance to ensure fair and equitable outcome possibilities. Below is the plan that will be used for final grading expectations for teachers and scholars for which the online learning platform works.

I.   Scholars unable to engage in online learning will average current quarter grades as an average with a notation made on the report card indicating the current Covid-19 Pandemic. These students will be given the opportunity to show adequate progress.

II. Scholars with access to online learning *and making progress,* will receive quarter grades using the current grading platform.

III. Those scholars with access to online learning and will receive an average of current quarter grades with a notation referencing the COVID-19 Pandemic.

IV. During the summer school, those non- participating scholars will be required to attend.

V.   We will institute a grading policy to include (Pass/ Incomplete) Pass (mastery based on current progress aligned with the Common Core Standards) or Incomplete (No progress and/or No work submitted). Scholars will have the opportunity to complete the assignments throughout the closure or if submitted when school reopens credit will be given.

VI. We will provide consistent feedback regarding growth toward mastery for all scholars.

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 re-engage those students.

Currently, we are tracking student participation through the following: Each teacher logs in the scholars' attendance into an attendance tracker in google docs per grade level. For those scholars whom we have made no contact, our school social worker provides daily outreach efforts(calls, emails, text) to find ways in which we can support scholars.

Our school social worker works closely with McKinney Vento families to ensure that we have access to those scholars. We are keeping scholars and families aware that there are instructional and social/emotional services during the COVID 19 pandemic.
For those scholars who have no technology or limited access to technology, teachers provide updates on assignments through Class Dojo, phone, and text.

We are also preparing and distributing distance learning packets which correlate with the remote learning lessons. Imagine Hope Office Managers and Enrollment Specialists will assemble the distance learning packets at home-based offices and mail to scholars using the addresses on file.

Our Imagine Hope Office Managers, Enrollment Specialists, and Family Engagement Specialist is also working to connect with families and provide support to parents and families

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 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.

Scholars with IEPs and 504s continue to receive Special Education Services as mandated in their IEPs per the LEA's modified schedule for distance learning. Scholars with 504s are educated with their non-disabled peers through various virtual platforms.
Scholars who receive specialized instruction currently participate in small group instruction either inside or outside of the virtual classroom. Scholars who receive specialized instruction services in the General Education setting have a Special Education Teacher pushing into at least one core subject following the LEA's modified schedule. The Special Education Teacher will track weekly services and service hours in an excel tracker. (See Appendix II)

Related service providers continue to serve students through various virtual platforms to meet technology availability and student access. The related service providers are also required to provide schedules capturing consistent service dates and time establishing when services rendered. Our LEA will determine what services, if any, will need to be made up as we return to normalcy after COVID19.

Scholars with intensive levels of support are in our self-contained programs. Our self-contained programs operate with a lead teacher and an instructional aide. Upon surveying parents, we have found that there is a lack of technological access in some homes. As a measure to support differing needs, the lead teacher conducts lessons with students on a 1:1 basis. The Instructional Aide then provides additional support in a follow-up session to address any lingering questions or misconceptions related to the standards and objectives as it relates to the IEP goals.

We also have provided work differentiated work packets according to the scholar's instructional ability. Packets distributions among families occurred via postal mail, email, and in-person.

We continue to use SEDs system to maintain documentation and review service plans for our scholars. Virtual Lessons provided within the following domains for all students;

- Google Classroom

- Class Dojo,

- WebEx

- www.adventureacademy.com

- www.education.com – free licensure for self-contained scholars provided for CCS State Standards

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

IDEA timelines remain on schedule with the support of Virtual and phone conference meetings. Teaching staff is encouraged to use the "DocuSign" collaborative process to obtain parent signatures. SEDS is updated post-every meeting and as necessary

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

Considering there is no standard formula for assessing compensatory education hours, special education teachers are strongly encouraged to continue regular assessment to account for any regression that may take place over the pandemic break. Directors of Student Support Services will collaborate with IEP Teams to determine the amount and extent of compensatory services needed to mitigate the loss.

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.

Teachers and Directors of Student Services complete daily and weekly check-ins with our families to ensure they can access all instructional materials. Fortunately, we do not have any families of which we have been made aware that we are unable to access educational materials

due to disability or physical ailments. If this does become an issue, modifications and accommodations will be extended to the family to ensure academic engagement.

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.

Our EL Teachers continue to support instruction in and out of the General Education setting as it relates to Distance Learning. EL Teachers support scholars in their virtual learning classrooms by pushing into core subjects. EL Teacher sends documents home in the students' native language and in English to give families various levels of access. Scholars are also engaged in listening and speaking exercises in their pull-out sessions. It is important to note that parents and other family members are benefitting from the virtual sessions as it supports their ability to acclimate themselves as well to the English Language. Our LEA continues to align the EL instruction to the four domains as it relates to the "WIDA Access Assessment" to show scholar growth.

Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended school 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.

Our LEA plans to provide summer school programming. Strategic planning begins at the end of April 2020SY. The strategic planning includes building leaders and key LEA stakeholders. Recognizing COVID-19 may extend into the summer, we are developing a plan for both outcomes for summer programming to include a distance learning plan and an in-person instructional programming plan.

Appendices

Appendix I:

Hope Lamond Distance Learning Breakdown

K-1	30 minutes (15 Min Modeling/ 5 Minutes Guided/ 10 minutes Independent)
2-3	45 min per lesson (15 minutes Modeling, 15 Minutes, Guided, 15 minutes Independent)
4-5	45 min per lesson (15 minutes Modeling, 15 Minutes, Guided, 15 minutes Independent)
Pre-K	20 Minutes (Monday, Wednesday, Friday) 20 Minute Activity (T, TH)

Hope Lamond Distance Learning Schedule (Grade 5)

Reading, Writing, Math,	M,T,W, TH
Writing	W, TH
Science/Social Studies	M, T
Friday	Planning/ Grading and Prep/ Character Day (Specials)

Hope Lamond Distance Learning Schedule (Grade Pre-K)

Office Hours: Tuesday and Thursday (2:00-3:00)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00-10:20 Virtual Community Welcome (5minutes)	Greeting Movement Letter Focus Activity	Home Activity Project	Greeting Movement Math Focus Activity	Home Activity Project	Greeting Movement Read Aloud
Specials Instruction Pre-recorded video uploaded	Grade Dependent	Grade Dependent	Grade Dependent	Grade Dependent	Grade Dependent

Hope Lamond Distance Learning Schedule (Grades K-1)

Office Hours: Tuesday and Thursday (Embedded or 2:00-3:00)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:40 Virtual Community Welcome (10minutes)	Reading	Reading	Reading	Reading	Planning/Grading Day Character Friday
10:00- 10:40 Virtual Community Welcome (10minutes)	Math	Math	Math	Math	Planning/Grading Day Character Friday
11:00-11:40 Virtual Community Welcome (10minutes)	Science	Social Studies	Writing	Writing	Planning Day/Grading Character Friday
Specials Instruction Pre-Recorded Video Uploaded	Grade Dependent	Grade Dependent	Grade Dependent	Grade Dependent	Planning Day/Grading Character Friday

Hope Lamond Distance Learning Schedule (Grades 2-3 & Grades 4-5)

Office Hours: Tuesday and Thursday (Embedded or 2:00-3:00)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:50 Virtual Community Welcome (5 minutes)	Reading	Reading	Reading	Reading	Planning/Grading Day Character Friday
10:00- 10:50 Virtual Community Welcome (5 minutes)	Math	Math	Math	Math	Planning/Grading Day Character Friday
11:00-1150 Virtual Community Welcome (5 minutes)	Science	Social Studies	Writing	Writing	Planning Day/Grading Character Friday
Specials Instruction Pre-Recorded Video Uploaded	Grade Dependent	Grade Dependent	Grade Dependent	Grade Dependent	Planning Day/Grading Character Friday

Hope Lamond Special Area Distance Learning Schedule (Art, PE, Media, Music)

Specials Classes are pre-recorded for scholars and parents for access at any time of the day. All videos are posted on Class Dojo.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Art	K, Pre-K	1	2	3,4,5	Character Video/Activity
Music	1,K	2	3	4,5	Character Video/Activity
PE	1,2	3, 4,5	K	Pre-K	Character Video/Activity
Media	3,4,5	K, Pre-K	1	2	Character Video/Activity

Hope Tolson Distance Learning Schedule

Early Childhood Grades Pre-k and Kindergarten

Schedule Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9:00A.M.-10:00A.M.	Record and Post Dojo ELA/Math Lessons				Lesson Planning
10:00A.M-11:00A.M.	Record and Post Dojo Read Aloud Lesson				
11:00A.M.-12:00P.M.	Assists Scholars via Dojo- Office Hours				
12:00P.M.-12:30P.M.	Break				
12:30P.M.-1:30P.M.	Web-Ex Class, Virtual Assistance	Academy Meeting	Web-Ex Class, Virtual Assistance	Web-Ex Class, Virtual Assistance	View, Provide Feedback, and Post Assignments

	or Contact Parents/Check Emails		or Contact Parents/Check Emails	or Contact Parents/Check Emails	
1:30P.M.-2:30P.M.	View, Provide Feedback, and Post Assignments Office Hours				Contact Parents/Check Emails
2:30P.M.-3:30P.M.	Webinars or Recording		PLT Meeting	Webinars or Recording	Professional Development
3:30P.M.-4:00P.M.	Prep for following day				

Hope Tolson Distance Learning Schedule:
Grades 1 and 2

Distance Learning Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am- 10:00 am	ELA	ELA	ELA	ELA	Planning/Meetings
10:15 am- 10:45 am	Math	Math	Math	Math	Planning/Meetings
11:00 am-11:30 am	Science	Social Studies	Science	Social Studies	Planning/Meetings
12:00pm - 4:00 pm	Office Hours	Academy Meeting (2:30 pm)	PLT Meeting (2:30 pm)	Office Hours	Planning/Meetings

Hope Tolson Remote Learning Schedule:

Grades 3 and 4

Distance Learning Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9:30am- 10:15 am	Math	Math	Math	Math	Planning/Meetings
10:30 am- 11:00am	Science	Science	Science	Science	Planning/Meetings
11:00am -11:45 am	ELA	ELA	ELA	ELA	Planning/Meetings
12:00pm- 12:30pm	Social Studies	Social Studies	Social Studies	Social Studies	Planning Meetings
1:00pm - 4:00 pm	Office Hours	Academy Meeting (2:30 pm)	PLT Meeting (2:30 pm)	Office Hours	Planning/Meetings

Hope Tolson Distance Learning Schedule Middle School:

Grades 5 - 8

	9:00 am - 10:10am	10:20am – 11:30am	11:40 am – 12:50 pm	1:00 pm – 2:10 pm	2:30 pm – 4:00pm
T. Chisholm	ELA Instruction	Office			Meetings (2:30pm - 3:30pm) Office Hours by Appointment Tuesday- Academy Meeting Wednesday: PLT Meeting
T. Davis	Office	Math Instruction	Office		
E. Harper	Office		Social Studies Instruction	Office	
J. Jacobs	Office			Science Instruction	
M. Frazier	ELA Instruction	Office			
O. Grant	Office	Math Instruction	Office		

Hope Tolson Distance Learning for SPED Self-Contained:

Elementary

Distance Learning Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9:15am-9:45am	Small Group ELA	Small Group ELA	Small Group ELA	Small Group ELA	Planning/Meetings
9:45am-10:15am	Small Group Math	Small Group Math	Small Group Math	Small Group Math	Planning/Meetings
11:30am-12:15p	Science	Social Studies	Science	Social Studies	Planning/Meetings
1:00pm- 4:00pm	Office Hours	Academy Meeting	PLT	Office Hours	Planning/Meetings

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Hope Tolson Distance Learning for SPED Self-Contained:

Middle School

Distance Learning Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9:15am-9:45am	Math	Math	Math	Math	Planning/Meetings
9:45am-10:15am	ELA	ELA	ELA	ELA	Planning/Meetings
11:30a-12:15pm	Social Studies	Science	Social Studies	Science	Planning/Meetings
1:00pm-4:00 pm	Office Hours	Academy Meeting	PLT	Office Hours	Planning/Meetings

Hope Community Charter LEA Instructional Contingency COVID-19 Plan Updates

Hope Tolson Specials Teachers Distance Learning Schedule and Office Hours

Distance Learning Class	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Education **Technology** **Art** **Music** **Digital Media**	Office Hours 9:00-12:00 Lunch 12:00-1:00 Virtual Instruction - 2:00-2:30 Office Hours 2:30-4:00	Office Hours 9:00-10:00 Specials Team Meeting 10:00-11:00 Office Hours – 11:00-12:00 Lunch 12:00-1:00 Virtual Instruction - 2:00-2:30 Office Hours 2:30-4:00	Office Hours 9:00-10:00 Specials Team Meeting 10:00-11:00 Office Hours – 11:00-12:00 Lunch 12:00-1:00 Virtual Instruction - 2:00-2:30 Office Hours 2:30-4:00	Office Hours 9:00-12:00. Lunch 12:00-1:00 Virtual Instruction 2:00-2:30 Office Hours 2:30-4:00	Planning/Meetings

Appendix II:

a) Hope Community Schools Virtual Learning Template allows special education teachers to indicate in real time how scholar are navigating the progressing while attending classes virtually. It also allows the LEA to see what days a scholar is consistently attending class. This allows the LEA to tweak if necessary programming for that scholar.

b) Hope Community Schools Distance Learning Document this document allows the Special Education Administrators the opportunity to observe and monitor scholar learning in real time while being instructed on virtual platforms. Using this to guide the support that Special Education teachers are providing before, during and after the lesson.

Special Education Weekly Support Tracker (A)

First Name	Eligibility Date	IEP Beginning Date	IEP End Date	DOB	Virtual Learning Attendance M/T/W/TH/F	Work Packet Received by Parent (YES/NO)	Work Packet Completed and Returned Yes/No	Scholar Questions	Parent Feedback

Hope Community Charter LEA Instructional Contingency COVID-19 Plan Updates

Current Weekly Progress (A)

Feedback for Scholar	Notes

Hope Community Schools Distance Learning Template (B)

Teacher _____**Core Content Area** _____

Date _____   **Time**_____

Instructional Focus	Yes	No	Highlight or Wonderings
Standard and objectives are explicitly stated			
Lessons are well planned			
Children are actively engaged			
Teacher checks for understanding			
Students presented opportunity to answer questions			
Differentiated instruction is evident			

Immediate feedback given to student responses		
Explicit directions for assignment completion or follow assignment expressed to students		