



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.<sup>1,2</sup>

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](mailto: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,

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<sup>1</sup> 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.

<sup>2</sup> 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.

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

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.

For the 2019-2020 SY, ITDS will not retain a student based on their performance during Distance Learning. The only exception is that ITDS will not promote an 8th grader who does not successfully complete and present the culminating portfolio.

If prior to the school closure on March 16, the school had initiated the retention process with the family based on the student's performance in T1 and T2, including a direct, documented communication with the family and family acknowledgement of that communication (per school protocol), that process will continue.

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

Families were notified via email on Friday, May 1, that no student would be penalized for inability to complete work during distance learning. On Friday, May 1, the school communicated via email its grading and retention policy, available [here on our website](#).

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)?

ITDS is in the planning phase of this process and much will depend on when we are able to fully re-open our school. We believe, however, that we will primarily support students who missed learning time next school year, rather than during the summer.

Before we can fully determine our plan, we will need to engage in comprehensive assessments of all of our students to determine who is in need of “recovery” instruction. These assessments are best done in-person and will be completed as soon as possible once school is back in session.

Once we have completed comprehensive assessments of all students, we are working on how to implement the following supports:

- Currently our school day includes an Intervention/Enrichment block for most students. Our Scheduling Committee is revising our schedule for next year to ensure that this block is available for all students daily, and school leaders and teachers are beginning to develop a plan for how to use this time for intensive recovery instruction for those who show learning loss and greatest need in the fall.
- Teacher and principal planning for our first Trimester next year will incorporate appropriate review for all students of content that was introduced during distance learning.
- We are considering how we might offer out-of-school time academic supports, most likely through some kind of after school intensive instruction.

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)
  - F&P Leveled Reading;
  - Caulkins Writing Assessment;
  - Words Their Way;
  - Fry Sight-Word Assessment;
  - GOLD assessment (PS/PK);
  - ECAM (Early Childhood Assessment of Mathematics) ;
  - Calculation section of the Woodcock Johnson
  - DESSA assessment for social/emotional strengths/needs
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)

The assessments indicated above are already part of ITDS’s Beginning of Year assessment process. Implementation of these assessments at the start of the year will occur as usual, with particular attention to data analysis (comparing to mid-year data we collected this year) to help us to determine students who either continue to need additional academic support, or who now need additional supports due to learning loss due to this spring’s distance learning program. In particular, F&P, DRA, i-Ready, and Words Their Way Spelling Inventory will be used as universal literacy screeners for students in Kindergarten through grade 8. The i-Ready Math Diagnostic will be used for math for the same grade levels. Based on the data collected in the screens, students scoring significantly below grade level will receive additional testing to identify specific skills for remediation. The ECAM, Woodcock-Johnson Calculation Subtest, and DESSA are used to determine these skill areas.

Data will also help teachers know which areas on which to focus whole class review or re-teach, and how to create small groups for targeted academic intervention during our intervention blocks. Depending on the data, the school may also determine that after school sessions are needed and for whom. Additional formative and summative assessments

throughout the fall and winter will be used in regular data dive meetings in order to continue to adapt lessons, planning, and academic interventions throughout the year.

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

The ITDS leadership team has been meeting daily since school closed to address questions and concerns from families and staff related to distance learning. We have captured feedback and have made adjustments to our program as appropriate.

This summer we will establish a Distance Learning Committee comprised of school leadership and teaching staff (including classroom teachers, special educators, instructional coaches, and operations/technology staff) to review successes/challenges from this spring and review feedback. The committee will be tasked with developing our plan for the fall should distance learning continue for short or long periods of time. This will include both the academic and curricular components of our distance learning program, as well as the access and technology needs of families and staff.

The committee's work will continue in the fall once student assessment data has been collected. Any additional adjustments to improve student engagement and student learning through distance learning will be made, as identified in student data.

## 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: 119
- Number of Days of Distance Learning Provided: 56
- Number of Days Requested to be Waived from 6 hours of learning: 61
- Number of Days Requested to be Waived from providing instruction: 5
  - Indicate which calendar days being requested for waiver on which instruction was not provided:
    - March 16
    - June 15
    - June 16
    - June 17
    - June 18
    - Also note that instead of parent conferences on April 3 we offered distance learning

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: Inspired Teaching Demonstration Public Charter School

LEA Leader Name: Deborah Dantzler Williams

LEA Leader Signature: 

Date: 5/4/2020



## **Inspired Teaching Demonstration PCS 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.).

See attached Distance Learning Guide.

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.

Distributed Chromebooks to families who needed them from 9-1:00pm on Monday, March 16. Principals made phone calls to specific families to ensure access. Teachers will monitor participation and reach out to families of students who haven't engaged in distance learning.

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.

Providing Chromebooks to any student who needs one; providing information on Internet Essentials. Families also completed a survey prior to closure to indicate if they did not have internet access so we can reach out and make arrangements, if needed.





### **Inspired Teaching Demonstration PCS 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.

See attached Distance Learning Guide. Assessments are embedded in the types of assignments we are giving.

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.

Monday, March 16 principals are on-campus 9:00-4:00pm to work with teachers who need support in planning and implementing distance learning. Principals and coaches will be available during work days to provide support to teachers, as needed. Teachers will be in touch with families daily.

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.

See attached Special Education Distance Learning plan.



### **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?

Please see the attached plan which is our updated Distance Learning Plan that we put into place starting March 30. Highlights of changes include:

- Preschool and PreK program is staying the same: Assignments will be on Edlio.
- Kindergarten—4th grade are beginning Google Classroom. 5th-8th grade are continuing with Google Classroom: All assignments/work will now be posted on Google Classroom.
- Introduction of CLEVER - one login to access Google Classroom and all other programs/websites/apps teachers are using.
- Specials teachers offer both a weekly activity and a live interactive session (to also be recorded) that will be shared in the Specials Corner of the ITDS Family Portal.
- All classes/advisories will have one real-time “meeting” each week; recordings will be made available.
- Teachers will offer several video lessons each week. Teachers will record and share, or may choose to do them live and record.
- Teachers will continue to assess and provide feedback on student work, within guidelines established by emerging federal law and District policy.
- Every teacher will continue to be available at set times in the day (“office hours”).
- On Friday mornings, teachers will post instructions for students on how to review, catch up on missed assignments, engage with Specials that might have been missed during the week, and connect with them for check-ins. There will be no new assignments.

- 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.

Current methods to measure student learning include:

- Teacher designed assessments on Google Classroom and Edulastic
- Eureka Math Problem Sets
- Responsive computer-generated assessments on i-Ready and Khan Academy
- Teacher assessment of student work turned in via Google classroom and other online platforms

- Running Records and live reading sessions for select students
- Informal assessment via one-on-one video conferences and email check-ins
- Planning for schoolwide individual diagnostic assessment upon return

3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touch points 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.

Principals, teaching staff, and special education staff are maintaining trackers that indicate student participation/completion of Google Classroom assignments, participation in office hours, and participation in weekly class meetings. Teachers are also making weekly calls to all students, and keeping notes of who they speak with.

Administrators have an additional tracker that flags students who have not participated in any of the above activities, so that members of our Culture Team can determine the best person to reach out individually to each family and try to determine and solve the roadblocks to participation.

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.
  - Specialized instruction is provided through live video sessions and modified and adapted materials.
  - Related services, with the exception of Physical Therapy, are provided via video sessions.
  - Students with intensive support needs are provided between 5 and 17.5 hours per week of direct, live 1:1 specialized instruction by a qualified tutor, with each plan based on an IEP team decision made with the input of agreement of each student's family.
  - ITDS is supplementing specialized instruction of nonpublic students with live video tutoring and/or related services as needed, in collaboration with families and the nonpublic team.
- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.  
ITDS collaborates with families to schedule meetings via teleconference. ITDS has yet to miss any deadlines during closure, including initial eligibility or annual meetings.
- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.

ITDS is tracking student progress during distance learning, as well as access to related services and progress in those goals. ITDS will hold a meeting with each student with an IEP once school resumes to determine compensatory services.

- 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.
  - ITDS uses accessible materials and has shared information about Google extensions for accessibility.
  - At the outset of distance learning, when ITDS was using iReady for Kindergarten (which does not offer Closed Captions), ITDS assigned a staff member to individually pre-watch and transcribe instructional videos to provide the captions to families.

\* Please also see the special education distance learning plan originally submitted to PCSB

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.

The EL teacher calls EL students for direct sessions to develop vocabulary and language skills in reading, writing, speaking, and listening. For example, a grade level teacher (general education or special education) sends the week's humanities text to the EL teacher to select leveled vocabulary and component language skills. The EL teacher then provides sheltered instruction in vocabulary and language concepts, including component skills and domain-specific vocabulary that may be required for the general education lessons (e.g. irony, plot).

The EL teacher utilizes principles of Orton-Gillingham to support pronunciation and development of letter-sound correspondence and foundational word-level skills. The EL teacher collaborates with general education teachers to identify key vocabulary and appropriate concepts to develop skills across the domains. The EL teacher may modify or accommodate assignments (such as adding an index or identifying vocabulary where the teacher should provide supplemental introductory instruction) as necessary and appropriate.

The EL teacher also utilizes direct sessions to consult with families on academic vocabulary and social language skills. For example, the EL teacher may ask a Kindergarten student about a movie they watched, introduce the term "character," ask questions about the film, and support the parent in asking the student other "character" questions about the film or other books/shows the family has been exposed to.

The EL teacher and other educators utilize the language line to provide information in the parent's native language. This allows parents to relate key vocabulary, terms, or concepts to synonymous vocabulary in their native language.

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.

For ITDS, this is still to be determined. Factors we will consider include:

- How long were we closed/how much instruction might have been missed?
- Analysis of assessments during the closure
- Analysis of assessments when school re-opens
- Participation rates over the duration of the closure
- Staffing and budgetary implications of offering additional/extra instructional time in the summer and/or during the next school year

ITDS is considering summer hours (i.e. expansion of ESY as a summer school for catch-up and not just special education students), as well as the possibility of an after-school “academy” in the fall.