



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.

KIPP DC expects to promote students who were on track to meet grade level expectations prior to March 16th. Given the current public health emergency and resultant stressors on students and families, KIPP DC is hesitant to add an additional burden on students and families by retaining students in any but the most necessary circumstances. Therefore, KIPP DC will consider retention only for students who had missed a significant amount of school days prior to March 16th and who were not making adequate academic progress prior to March 16th.

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

KIPP DC will send a letter during the weeks of April 27th and May 4th to all families explaining grading policies and promotion decisions.

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

Students' remote learning assignments will be graded using our current letter grading system below.

A+ 98-100	B+ 88-89	C+ 78-79	D+ 68-69
A 94-97	B 84-87	C 74-77	D 64-67
A- 90-93	B- 80-83	C- 70-73	D- 60-63
P Pass	I Incomplete	F Failure	

Grades earned during Quarter 4 will count towards final grades. Here is the breakdown of grading for Quarter 4:

- **Performance grades (quizzes, tests)= 40% of quarter 4 grade**
- **Practice work (daily work, assignments)= 60% of quarter 4 grade**

Students will not take final exams, therefore final grades will be calculated based on Semester 1(50%), Quarter 3(25%), and Quarter 4(25%). Semester 1 calculation is Quarter 1(40%), Quarter 2(40%), and Semester 1 Exams (20%). If a student earns below 60% in any course, s/he will not earn the credit but is eligible for credit recovery. The Mayor will communicate guidelines on summer school on May 15th. We are planning to offer credit recovery classes this summer. in person or remotely.

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)?

KIPP DC plans to offer intensive tutoring to students in need between June 15th and June 30th. Enrichment activities will also be offered to all students during this period. KIPP DC schools will begin instruction for the SY20-21 school year no later than August 6th.

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) ***KIPP DC will use this assessment to better understand 3rd – 10th grade students' reading and math skills.***

Affirm

Developmental Reading Assessment (DRA)

DIBELS/Acadience Reading

Great Minds

i-Ready – Curriculum Associates

NWEA-MAP ***Beginning in Kindergarten, students will take the NWEA-MAP assessment to inform math and reading instruction.***

Reading Inventory (RI)

Renaissance Learning's STAR Reading/STAR Math

Scholastic Reading/Math Inventory (SRI/SMI)

Other Vendor Created Non-Summative Assessment (please specify) ***Teachers will assess the reading skills of students in grades Kindergarten – 4th grade using the Fountas and Pinnell assessments.***

Other LEA- or School-Developed Non-Summative Assessment (please specify) ***KIPP DC academic coaches will create formative assessments that students will take before the regular scope and sequence for math instruction begins.***

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?

KIPP DC has a number of teams meeting regularly to review policies and systems across the entire organization. This includes the areas of instruction, finance, the student handbook, expectations for employees, and best practices around distance learning. KIPP DC will continue this review, seek feedback from employees and other stakeholders, and revise policies and systems as necessary.

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: **182**
- Number of Instructional Days Completed Before March 16, 2020: **132**
- Number of Days of when Distance Learning was provided at less than 6 hours per day: **50**
- Number of Days Requested to be Waived from 6 hours of learning: **48**

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: _____
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of Distance Learning Provided: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____
- Number of Days Requested to be Waived from providing instruction: _____
 - Indicate which calendar days being requested for waiver on which instruction was not provided: _____

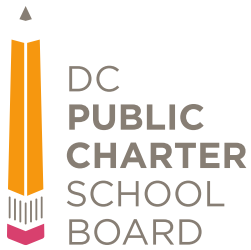
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: KIPP DC Public Schools

LEA Leader Name: Susan Schaeffler

LEA Leader Signature: _____


Date: 5/1/2020



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 in grades PK3-8 will receive books and work packets in all the core subject areas. They will also be able to log in to the same blended learning platforms they use in the classroom to extend their practice beyond the paper and pencil work. Teachers will be holding Facetime meeting with students twice a week to monitor progress and check for understanding. High school students will participate in virtual learning via Google Classroom and will complete classwork to earn credits on the Edgenuity platform. High school teachers will also hold check-ins with students virtually over the course of the school closure.

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.

School buildings are open on the first day of the closure (March 16). On this date, families are invited to come to their student's school to pick up their books, work packets, and Chromebooks (for HS). School staff will be onsite to facilitate distribution of materials. KIPP DC Communications staff has been and will continue to send information to families via email, robocall, and social media at least weekly. Teachers will also be checking in with students individually by phone.

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.

Completing work online will be optional for students in grades PK3-8. All high school students will be given a Chromebook kit on Monday, March 16. The kit includes instructions on how to enroll in Comcast's Internet Essentials program. Our tech team is also holding a virtual call center to help support students and families with any technical difficulties they may encounter during the sign up process or throughout the closure.



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.

All educational materials have been designed by our academic coaches who are also responsible for broader curriculum and material development throughout the regular school year. Students will complete a variety of activities in all four core subject areas. Special education and EL teachers received advance copies of these materials so they could modify them as needed for all students on their caseload. Teachers will be in touch with students at least twice a week to check on their progress and assess their mastery of the material.

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.

All distance coursework has been designed by our academic coaches, who regularly support school leaders and teachers with curriculum development. In the morning on Monday, March 16, all teachers will receive professional development on distance learning led by our instructional leadership team, coaches, and principals. This training will cover the material in each student's work packet, expectations for engaging with students during distance learning, and how to use the virtual platforms necessary for high school students. Teachers will check in regularly with students during the closure, and are advised to conduct all calls with parents on the line. This will help to ensure that parents have a chance to speak with teachers, ask any questions they may have, and receive advice on how best to support their student's learning.

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 received early access to student distance learning materials to modify them as needed for each student on their caseload. All IEP and 504 meetings will be held as-scheduled, albeit virtually. All IEP, eligibility, SEP, and 504 meetings will follow protocols specified in DCMR section 3010.4. Special education and ELL teachers will participate in phone calls and Google Hangouts with students on their caseload to support their learning and deliver all necessary accommodations. All supports provided by teachers and related services providers over the course of the closure will be documented in our student information system.



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?

We have decided to distribute devices to students in grades PK3-8 for our next round of distance learning so they are not limited to paper-and-pencil work packets. We will now be able to better assess student participation and learning during this period of school closure. We will now be engaging all students in Zoom meetings, blended learning platforms, and reading a wide variety of texts via e-readers.

- 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.

KIPP DC's teachers are currently using a variety of means to gauge student learning. Because we initially distributed Chromebooks to our high school students, teachers at the high school level can employ an ongoing assessment strategy through the use of google classroom, quizzes, and qualitative tools (i.e. rubrics).

In PK-8, our feedback loop has been limited to zoom calls, facetime calls, and email submissions, and live sharing of work during zoom classes or small groups. With the distribution of Chromebooks to middle schoolers and Android devices to PK3-4th graders in the next few weeks, we will use other methods to gauge student learning through more traditional methods such as formal work submission, quizzes, exit tickets, etc.

- 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.

We are using our Deanslist tool to track contact with students. We have set up systems for all of our students (and/or parents, as appropriate) to have at least two touchpoints a week via individualized or small group touchpoints (calls, zoom, facetime sessions). These calls are logged and a report updated nightly that school leaders can use to manage these targets, employ interventions, etc. Additionally, our



related service providers are working hard to ensure that students' services are fully met during the time of closure.

Teachers are responsible for logging all contacts with families in our student information system. If a teacher is not able to make contact with a student, we've updated our student information system to mark that attempt "unreachable." Using this designation, we can see which specific students we have not made contact with and are not engaged in distance learning. Schools are tracking these students individually and following up with families using a variety of methods, including reaching out to the student's emergency contacts. We are also collecting this data in preparation to report to CFSA for further assistance in tracking down the family, as we were recently advised to do.

- 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.

In addition to the general education supports provided during this period of distance learning, students with disabilities are receiving supports and instruction from special education teachers and related service providers.

Specialized Instruction

- Special education teachers are providing specialized instruction twice a week to students with IEPs.
- Instruction is being provided through the method(s) of communication that is best accessible by each student. The methods of communication include but are not limited to Zoom, Google Hang Out, and phone calls.

Technology: Chromebook, Tablets and Personalized Learning

- Many KIPP DC students already have access to Chromebook and individualized personalized learning platforms such as but not limited to STMath and iReady.
- Currently all high school students have direct access to their instruction through KIPP DC provided Chromebook.
- Currently, all students whose location of services is at The Learning Center have direct access to their instruction through KIPP DC provided Chromebook.



- Additional technology is currently being mailed to families with students Prek3-4th grade for implementation within the KIPP DC distance learning model beginning April 20, 2020 (after Spring Break)
 - All Middle School students will have direct access to their instruction through KIPP DC provided Chromebook.
 - All Prek3-4th grade students will have direct access to instruction through a KIPP DC provided tablet.
 - All Prek3-4th grade students who have an IEP with more than 10 hours of specialized instruction outside of General Education or for who the related service provider requires a Chromebook for service delivery, will have direct access to their instruction through KIPP DC provided Chromebook

Instructional Materials- Work Packets & Book Packets

- Every student with an IEP or 504 has already been provided a modified work packet. This work packet contains an expected workload through May 15, 2020.
- Every student with an IEP or 504 received a book packet appropriate for their reading level.

Related Services: Remote Supplies and Service Provision

- Related service providers are delivering services and are documenting all attempts and successful sessions in Service Logs and KIPP DC's student information system.
- The method of service delivery is determined between the related service provider and the family. Methods include but are not limited to Zoom and telephone.
- All students with occupational therapy and/or speech therapy needs received a specially designed remote work packet by mail.
- All students with Occupational Therapy needs received a box of materials to support service provision and development of skills. (Materials include: scissors, beads, clay, storage unit, crayons).
- When appropriate and at the discretion of the related service provider and the guardian, related services are provided in a co-treatment model. This is an individualized decision with the intention of minimize family fatigue in an effort to increase family response rate and overall service delivery.

LEA Designed Coordination Planning Document

- The LEA has developed a Coordination Document that is accessible online to all instructors (general education and special education), related service providers and compliance staff.
- Staff coordinate their service provision within this document to minimize family fatigue, reduce overscheduling and create consistency.
- We have found this coordination to be most helpful when there are multiple students in one household.

Dedicated Aides: Student Support and Communication Compliance

- Dedicated Aides call the student they are assigned to daily to check in and provide daily support. These conversations include trouble shooting any struggles with their remote learning and



coordinating with instructional staff and related service providers to address any identified barriers or difficulties with remote learning.

- Dedicated Aides also maintain a caseload of students for which they are tracking service provision logs. Dedicated Aides monitor communication logs weekly to ensure service provision by instructional staff and related service providers are implemented.

All relevant staff have been trained that KIPP DC maintained the expectation that all IDEA timelines will be met. Evaluators are conducting evaluations and completing all portions of evaluations that can be conducted remotely and will only delay elements of evaluations that require face-to-face interaction. Families are communicated with via a variety of methods including postal mail, text, phone calls, emails, and video calls. Communications are logged in SEDS and KIPP DC's student information system (Deanslist). The LEA is closely monitoring guidance from OSSE, DOE and PCSB for any updates to the compliance and communication plan.

KIPP DC is focused on providing really great instruction and is committed to being creative in methodology of instructional and related service delivery during this time of remote learning. Individual meetings will be convened as necessary to discuss student progress and needs.

The expectation for instructional staff and related service providers is to provide services to the greatest extent possible and to support growth towards IEP goals. Consistent progress monitoring during remote learning will be essential to determining if, and to what extent compensatory education services are required upon school reopening.

The KIPP DC community engagement team is very focused on ensuring all students and families receive the resources and supports they need to make it through this difficult time. This effort includes problem solving with families and identifying barriers/concerns that can be addressed with community supports, including but not limited to medical care, mental health care, food and financial assistance.

As it specifically relates to distance learning, staff are in consistent communication with families discussing and problem solving any area of concern and barriers. Families were surveyed about remote learning to help the LEA better understand any areas of concern that need to be addressed. KIPP DC maintains contracts with supportive organizations and vendors to assist with communication needs (such as translation services) and technology support (such as hardware and internet connectivity). There has not been an elevated need that has not been addressed by KIPP DC.

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 their weekly services aligned to individual goals within the four language domains remotely by ELL teachers. For families that are non-English speaking, translation services are provided. While providing instruction remotely, teachers utilize school work packets to deliver and support reading, writing, listening and speaking goals. Teachers also provide supplementary materials virtually that align to each student's goals. Students also have access to their blended learning platforms at home which align to the four domains.

When necessary, translated documents for how to access content and materials are provided. Additionally, translation services are available for families that are non-English speaking.

- 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.

KIPP DC currently starts school the first week of August and is currently slated to start school on August 6th. We realize that this is already a much earlier start date than many LEAs or DCPS. We are looking at our calendar to see if starting a bit earlier is possible. We will plan for an instructional program that takes into account the extended closure this spring, and plan to assess early, and create Tier 1- Tier 3 opportunities to cover possible skill gaps.