



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

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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.

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 re-engage 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 are you 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 are you 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 the statements above.

### Student Grades

11. Describe how the LEA will make student promotion decisions for this school year. Be sure to describe how students work before the emergency will be used in making decisions as well as work completed through distance learning.

All students will be promoted who were not under consideration for retaining before the closure. If school work before the closure did not indicate that they should be considered for retention, then it is assumed that the work they are able to complete during the closure will suffice. Those students who were being considered will be monitored closely and the decision will be made along with the parents, just as it would if the closure had not happened.

We have been able to work with all 5th grade students to ensure that they are ready for DCI or their 6th grade school of choice.

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

Academic leadership is currently designing final report cards. These will be delivered along with a virtual parent-teacher conference before June 17, LAMB's last day of school. Families have

already been told in a community meeting and in follow up communication to go out this week (May4-8) that all students will be promoted unless parents and staff were already discussing retention.

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 year)?

LAMB is undergoing significant moves between facilities this summer. Consequently, we had planned on offering EY SPED services, which we will continue to do remotely, but no regular summer program. We are currently considering offering a possible virtual summer school to continue to support academic growth, particularly for students who were trailing classmates. This would apply to rising 3rd - 5th grade.

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**

*We have decided to choose the NWEA Map platform for the K-5th grade levels. This platform provides adaptive diagnostic tests that will help us measure and determine the level of the student/group in the areas of language and mathematics, in English and Spanish.*

*The school will use the reports to determine placement, differential instruction, identify achievement gaps, set individual and/or group performance goals, and plan for future professional development. The school plans to do these assessments three times a year, fall-winter-spring.*

- Reading Inventory (RI)
- Renaissance Learning's STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify)-**BRACKEN** - Harcourt Assessment Inc.

*We will continue using this tool to evaluate the PK3-4 students. This focus is on receptive and expressive knowledge of basic concepts such as colors, letters, sounds, numbers, positions, time,*

*and sequence. This gives a descriptive qualification according to the student's age. We are planning to perform the assessment at the beginning of the year and at the end of the year, fall and spring. This assessment is also available in Spanish version, in case it is needed.*

- 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?

In anticipation of future closures and thus ongoing needs for distance learning, LAMB is planning to focus our STEAM class at the beginning of the year to teach students all the systems needed to transition smoothly to distance learning. In addition, LAMB is researching Montessori materials that can be created and used at home, particularly math and language.

We are also including our Director of Family Engagement in assessment and planning for our SPED and at-risk student populations so that we can work with families before the closures to ensure that everything is in place for distance learning if and when it happens.

All other planning is being done through the lens of the possible/probable future need for extended closures and distance learning implementation.

## **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: 180
- Number of Instructional Days Completed Before March 16, 2020: 120
- Number of Days of when Distance Learning was provided at less than 6 hours per day: 60
- Number of Days Requested to be Waived from 6 hours of learning: 60

**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.

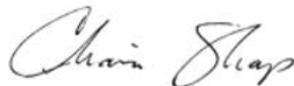
- Number of Instructional Days in 2019-20 school year Calendar: \_\_\_\_\_
- Number of Instructional Days Completed Before March 16, 2020: \_\_\_\_\_
- Number of Days of Distance Learning Provided: \_\_\_\_\_
- Number of Days Requested to be Waived from 6 hours of learning: \_\_\_\_\_
- Number of Days 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: Latin American Montessori Bilingual PCS

LEA Leader Name: Charis Sharp

LEA Leader Signature:



Date: May 4, 2020



## LAMB 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.).

We have provided paper packets for all of our students from PK3 through 5th grade. The Primary group, ages 3-6, have age-appropriate activities that mirror what they do in the Montessori classroom. The Lower Elementary group, grades 1-3, also have paper packets that will help reinforce their skills in math and language, while also working on research skills for science, geography and history. Our Upper Elementary students will also have paper packets that work on math and language skills. They will have required work to turn in at the end of our shutdown which include research and report writing.

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.

Earlier in the week, we sent out a survey to parents to determine who would be in need of a Chromebook during a possible shutdown. Once that information was compiled, we were able to assign those Chromebooks to families. We also assigned Chromebooks to each of our fourth and fifth-grade students so that they would have the resources they need to complete the take-home work assigned. We also compiled a list of online resources we use at the school and gave parents detailed instructions (in Spanish and in English) on how to login. In order to maintain active communication with our families, our Executive Director, Principal, and teachers will be maintaining daily office hours where parents can set up time to speak with them or to discuss anything that they may need. We are also establishing a skeleton crew so that we are available to families or any other organizations during the shutdown.



## LAMB PCS Instructional Contingency Plan

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.

While our distance learning plan does not require students to have internet access, in our survey about Chromebooks we also asked parents if they had internet access. We have also informed our population that Comcast will be providing free internet access for two months to those families who qualify for free and reduced and Title I services. We are reaching out to those parents by phone and in person so that they have access and know who to reach out to during this time.

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 be working on reinforcing skills that they have already been doing in class. They will continue working on math facts, math skill application, handwriting, grammar, reading and comprehension, and research in the cultural areas of geography, history, and the sciences (physical, life, and earth).

Our Primary students will get to check in with their teachers through Google Hangouts at least once per week during the shutdown.

Lower Elementary students will have two check-ins each week that we are closed. They will be offered at two different times of the day so that students can access, and will be managed by the classroom teachers. During those check-ins, teachers will be able to speak with students about their work and can discuss answers to problems and questions, as well as drafts of reports.

Our Upper Elementary teachers will have daily check-ins with the students to make sure that they are completing the work that was assigned to them. There will be two times available each day and each teacher will be responsible for logging into those check-ins.

Special Education students are being given packets that they can take home, which have been created by their special education teachers. Those teachers will also have check-ins with their students on a regular basis. The special education team is also developing a plan to make up services once school is back in session.



## LAMB PCS Instructional Contingency Plan

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.

On Monday, March 16, 2020, we will be having a day of professional development for our teachers. We will have the option to login virtually for those teachers that are fearful or have compromised immune systems and would prefer to stay home. During this training, we will be meeting with our various teams (primary teachers, elementary teachers, extended day, special education, etc.) to introduce these packets and expectations. Knowing that there would be a learning curve for many, we created a plan that was simple and did not introduce new technology or anything that would be difficult for teachers to follow-through on. Our IT director will be meeting with each of the teams to make sure that they know how to login to the various meetings using their Chromebooks.

We will also be providing detailed instructions to parents on how to use the Chromebooks and how to login to the various online resources we detailed for them. Teachers will have office hours where parents can check in with them and ask for assistance, while various administrators will be available in order to ensure that parents can come in person if they have needs or questions.

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 support upon students' return.

During school closure students with disabilities will be given individualized learning packets. These packets will be made with each student's home language, goals and needs in mind. Special education teachers and service providers will reach out to parents/guardians on a continuous basis to provide consultation services. Parents/Guardians have been given contact information to the special education coordinator, special education teachers and related services providers to reach out to if they have any questions or need support. In instances where possible, online services particularly for speech and occupational services will be provided.



### **LAMB 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?

In order to aid families and teachers, we streamlined our class meetings and circle times so that families could access more easily. This required doing only one circle time per classroom each day. There are two in Spanish and two in English each week, with no circle times on Fridays. Teachers are still keeping their office hours so that they are available to parents and students each day of the week. They are also presenting two new lessons each week, one in Spanish and one in English to the students of their class.

- 2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

Teachers are receiving work from students and are checking that work and giving feedback. They are also using programs like IXL to help track student work and progress. Teachers can assign specific lessons to children and see their results this way.

- 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.

While we are not obligated to take attendance at this time, we required that our teachers take attendance at each morning circle. This allows us to see who is able to log on and connect with teachers. In the event that a student does not connect, teachers are reaching out to those families individually so see if they are having connectivity issues or if the timing for joining the meetings is off. For those students that are not connecting at all, the teachers notify the Principal and the Family Engagement Coordinator to have someone from that team reach out and see what they can do to help.



- 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.

Students with disabilities who receive most of their special education services within the general education classroom or resource classroom, will follow the Distance Learning Plans for their respective grades. General Education Teachers and Special Education Teachers are working together to ensure that students are receiving instruction. Special Education Teachers have either finalized or are continuing to finalize their distant learning schedules with families. They are working to have as much face to face interaction with students as possible. Special Education Teachers also have office hours where they are able to support families when they are not meeting with students. There is one family that has declined services so far. We have documented this and will continue to reach out to problem solve with this family. When school resumes we will determine what compensatory services this student requires.

Related service providers have either arranged online meetings with families or are continuing to reach out to families to arrange online meetings.

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

We are maintaining IDEA timelines by continuing with eligibility meetings if we had the evaluations completed prior to school closures. We are continuing with annual IEP reviews as scheduled. Related Service Providers and General Education Teachers are documenting their services on separate documents. Related Service Providers will document on separate documentation and then document in SEDS using their service logs.

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

What compensatory services are needed will be offered on an individual basis. It will be based on their progress towards their IEP goals and if the student missed any service time due to school closures. We have shared this communication with parents. We are working to make sure students are getting as much service time as possible.

- 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.



We have not encountered this challenge thus far. One challenge has been communicating with Spanish speaking parents. We have navigated this by providing translation. We are continuing to troubleshoot and work with families who are having challenges with technology and those who may not have access to computers or the Internet.

- 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.

LAMB PCS has provided both synchronous and asynchronous opportunities to continue and encourage student learning. There are scheduled opportunities for students to join circle times with their general education teachers in both Spanish and English cycles for a minimum of 2x each. These are followed by a recorded or live academic lesson in each designated language. It was emphasized that during these lessons, teachers must include a variety of visuals, examples and opportunities to directly participate to ensure that students are grasping content. Teachers also hold office hours in order to provide additional support for those that need it. In certain cases, some students were receiving direct reading and math intervention. This has continued through weekly live online sessions.

Prior to our change in schedule, LAMB provided students with a variety of books, learning packets across content areas and laptops to students who did not have computer access at home. To provide further learning resources students were given a Lexia, IXL and a Kids A-Z login. Lexia is a program that provides differentiated literacy instruction for students of all abilities in grades pre-K–5. The IXL online program is an online based learning to target Math, Language Arts, Science, Social Studies, and Spanish. The Kids A-Z program is an interactive online platform that allows students to read eBooks, take eQuizzes, or complete other activities at home. These programs are interactive and allow students to work at their pace all which provide teachers with data and student specific resources.

- What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

We have a variety of resources available in both Spanish and English. If families are having difficulties logging in or have other concerns, they are encouraged to reach out and we get them in touch with someone who speaks their preferred language to better



address concerns and assist more efficiently. We are aware that not all families will simply reach out so the general education teachers as well as administration have been calling families directly to do check ins. Our staff has also designated office hours to provide additional support as needed. For those families whom we are unable to contact, we notify the Principal and the Family Engagement Coordinator to have someone from that team reach out and see what they can do to help.

- 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.

We have not yet created a timeline for making up the missed time. We are continuing with our SST and IEP meetings virtually so that we are not backlogged upon a return. We are waiting to create that timeline once we are told that the closure will extend. We will be limited in what we can offer parents during the summer since we are closing two of our three buildings because of a move and our third building will be having services for ESY children.