



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.

Though we have checked the box above, we have attached our submitted PCSB Instructional Contingency Plan in addition to the submitted Instructional Contingency Plan Update.

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,

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.

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.

The High School's 2019-2020 promotion policy is as follows:

Each student is required to take four English, Math, Science and Social Studies credits to graduate. Their grade level is determined by their English class and the number of credits they have successfully completed. For example, if a student has passed English 1, Algebra 1, and has a total of six credits then they are classified as a sophomore. The promotion requirements for MAPCS are listed below.

How are promotions defined at MAPCS- High School?

The grade levels are as follows:

- Promoted to 10th grade: Must have already passed English 1, assigned math, and have six total credits
- Promoted to 11th grade: Must have already passed English 2 and have 12 total credits

- Promoted to 12th grade: Must have already passed English 3 and have 18 total credits

*For All Students entering High School (first time 9th Graders) during the 2016-2017 School Year Algebra 1 will be taken during their 10th Grade Year.

The high school promotion policy above will remain in effect for distance learning.

Maya Angelou Public Charter School – High School was 7 weeks into quarter 3 (Q3) of the academic calendar at the time of our March 16th closure. As of March 16th, only 3 weeks remained in Q3. Student work from the remaining 3 weeks in Q3 were evaluated and graded by teachers in the same manner as work evaluated and graded in the first 7 weeks of the quarter. Grades were entered into PowerSchool and calculated using our standard grading scale. Grades were stored and report cards were generated following the standard quarter close out protocol.

Assignments completed during quarter 4 (Q4) will be treated in the same way as work completed in quarters 1-3. Assignments will be graded, logged in PowerSchool and included in the student’s final grade. Reports cards will then be generated in the same manner as previous academic years.

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

The LEA will draft a formal letter outlining changes to communication policies and promotion decisions. This written communication will be mailed and e-mailed to parents, guardians and adult students and will be available for distributing during our weekly community eat events. The letter will also be posted to the See Forever Foundation website under the Public Information Portal. In addition, the LEA will include the written communication as an addendum to the current 2019-2020 Maya Angelou Public Charter School High School Course Manual and Academic Policies.

Written communication will be distributed and posted to the See Forever Foundation Pubic Information Portal the week of May 4, 2020.

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

The standard 2019-2020 high school graduation requirements and policy are as follows:

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS ¹
ENGLISH	4 credits	PARCC (English I & II)* PEG Writing** Performance Series**
MATHEMATICS	4 credits (Including Algebra I, Geometry, Algebra II and an Upper Level Math)	PARCC (Algebra I & Geometry)* Performance Series**

SCIENCE	4 credits (Including Biology, 2 lab sciences and 1 other science)	PARCC (Biology)*
SOCIAL STUDIES	4 credits (Including World History I and II, DC History, US Government and US History)	
OTHER REQUIREMENTS		
ART	.50 credit	
COLLEGE LEVEL OR CAREER PREP	2 credits: At least 2 credits of the 24 required credits must be identified AP, IB, HI-SCIP, CTE, and/or other college level courses. (Students will be strongly encouraged to complete 1 credit in the Future Focus sequence)	
FOREIGN LANGUAGE	2 credits Each student will complete two years of the same foreign language.	
HEALTH/ Physical Education	1.5 credits	DC Health Assessment*
MUSIC	.50 credit	
OTHER ELECTIVES	3.5 credits	
<p>24 Total Credits Required: Four credits must be earned after completion of Grade 11 per local requirements. At least two (2) of the twenty-four (24) Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions. Under truly exceptional circumstances, the MAPCS Board of Directors may exempt a student from a credit requirement. This process is governed by the Chief of Schools and petitions will be documented in board meeting minutes in included in the student's cumulative record.</p> <p>Community Service: 100 Hours of Community Service are required, with 25 hours earned by the end of each year to be considered on track. Students must complete a locally-developed program approved by the Chief of Schools.</p> <p>¹ESSA Tests: MAPCS requires all students to take the statewide assessment that applies to their enrolled courses *<i>Every Student Succeeds Act Legislation</i>. In addition, students are required to take LEA specific tests for authorizer oversight. **<i>School Reform Act Legislation</i></p>		

[High School Course Manual and Academic Policies](#)

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)?

It is important to note that live instruction continues on a limited schedule and work packets and assignments continue to be distributed to students via e-mail or in-person pick up. High School students also receive extra instructional supports through the continued use Edgenuity, Achieve3000, MI Write, Xello, Khan Academy, and IXL Math. These platforms are familiar to students as they were used prior to the COVID-19 period.

The High School will maintain its existing summer school schedule, which will be administered via distance learning.

Instruction continues based on a schedule outlined by respective school leaders.

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA)
- DIBELS/Acadience Reading
- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP
- Reading Inventory (RI)
- Renaissance Learning’s STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify)
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)

Maya Angelou Public Charter School – High School will use Performance Series – Scantron assessments to identify learning gaps. Teachers will also continue use of their own formative assessments to identify learning gaps in subjects outside of reading and math.

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

The LEA is fortunate to have instituted limited distance learning prior to COVID-19. Many of the practices implemented for students engaged in distance learning continue to be implemented LEA-wide during COVID-19 closure.

The LEA will gather feedback from school leaders, students and parents on the implementation of LEA-wide distance learning. This feedback will be gathered via virtual meetings and survey data. Quantitative data in the form of participation rate for classes at each campus, completion rate of assignments and average attendance will be analyzed along with qualitative data collected in the surveys.

LEA leaders will review the current student handbook and existing policies on enrollment, academic offerings and guidelines and student data privacy. The aforementioned will be edited to address LEA-wide distance learning procedure and best practices.

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.

High School

- **Number of Instructional Days in 2019-20 school year Calendar for the High School:** 170 full days, 8 half days, 5 abbreviated 4 hour days
- **Number of Instructional Days Completed Before March 16, 2020 for the High School:** 111 full days, 5 half days, 5 abbreviated 4 hour days
- **Number of Days of when Distance Learning was provided at less than 6 hours per day at the High School:** 59 Full days and 3 half days
- **Number of Days Requested to be Waived from 6 hours of learning for the High School:** 59 full days, 3 half days for a total of 413 instructional hours

Note to Reader: *Maya Angelou Public Charter – High School has an existing waiver with the DC Public Charter School Board because the High School’s school day exceeds 6 hours. Our full academic day for the High School is 6 hours and 50 minutes. In a typical academic year, the High School has 170 full days and 8 half days with 5 abbreviated 4 hour days. This equates to 1,210 hours of instruction across 179 days during a typical academic year. This year, as a result of COVID and as of March 16, 2020, our students at the High School received 797 hours of in-classroom instruction.*

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: Maya Angelou Public Schools (133)

LEA Leader Name: Azalia Hunt Speight

LEA Leader Signature: _____ 

Date: Original Submission – May 4, 2020
Updated – May 20, 2020

TITLE	COVID-Waiver Resubmission
FILE NAME	COVID-19 - School...Maya Reponse_.pdf
DOCUMENT ID	101056719806a25b6cc64d144b886da6e9e96994
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



SENT

05 / 20 / 2020
20:40:46 UTC

Sent for signature to Azalia Hunt Speight
(aspeight@seeforever.org) from tirza.buelto@gmail.com
IP: 173.66.70.106



VIEWED

05 / 20 / 2020
20:58:14 UTC

Viewed by Azalia Hunt Speight (aspeight@seeforever.org)
IP: 108.31.163.13



SIGNED

05 / 20 / 2020
20:58:58 UTC

Signed by Azalia Hunt Speight (aspeight@seeforever.org)
IP: 108.31.163.13



COMPLETED

05 / 20 / 2020
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The document has been completed.

COVID-19 SCHOOL CLOSURE REMOTE LEARNING PLAN



OVERVIEW

In the event that the Maya Angelou Public Charter Schools (MAPCS) must temporarily close due to COVID-19, the school leaders at our High School campus and Young Adult Learning Center (YALC) will collaborate with teachers and staff to implement the following remote learning plan for our students.

LEA leadership, as well the LEA operations team, will support school teams with the plan's execution including logistics, IT support, etc.

MAPCS has adjusted its school calendar so that Monday, March 16, 2020, is now a Professional Development Day for staff. Teachers and support staff will use this time to prepare instructional materials for students in the event of a school closure, as well as to map out the logistical plan for delivering remote learning materials to students at home or in the community as needed. Teachers and staff will prepare two weeks' worth of remote learning materials (through Tuesday, March 31st).

During this time, our school leadership teams will collaborate with our IT team to provide a refresher session for staff regarding Google Classroom, Google Voice, and Zoom (the majority of our staff are already familiar with these applications for remote learning since we use them throughout the school year at the High School and YALC).

HIGH SCHOOL CAMPUS

Options for Remote Learning

Options for remote learning at this campus include:

- × Chromebooks;
- × Packets for each course.

School leadership will collaborate with teachers to determine the best option for certain courses, as well as specific groups of students (i.e., 12th graders needing Chromebooks to complete their Senior Portfolio assignments).

Curriculum, Instructional Materials/Resources, & Assessment

We expect our teachers to create plans that are aligned with their course scope and sequence, while also including opportunities for students to review and continue practicing critical skills from earlier in the semester.

Each student packet or online module will include at least two assessments (one for student completion at the end of each week of the two-week plan); assessments formats will vary but will include short projects and writing prompts.

The following instructional materials are available for teacher and staff use as they create remote learning plans for their courses:

- × Online platforms for class discussion and assignment submission, including Google Classroom;
- × Online applications for coursework and skill practice, including Edgenuity, Achieve3000, IXL Math, and Khan Academy;
- × Textbooks;
- × Novels;
- × Student Workbooks;
- × SAT Preparation Books.

Technology, Internet Access, and CIPA Responsibilities

For those students who have access to internet at home or near their place of residence (library or community center if open, coffee shop, etc.) and need Chromebooks for remote learning, we will execute our regular laptop check-out process. This process includes students signing a contract that aligns with the Children’s Internet Protection Act (CIPA), requiring his/her commitment to accessing school-appropriate content only when using the school’s laptop off-site. Additionally, our IT Department has configured student Chromebooks used outside our network (off campus) to filter web content as much as possible via the Google platform.

For those students who do not have regular access to internet outside of school, we will provide instructions for accessing Google Classroom, as well as applicable online learning applications, via smartphone (downloading apps, etc.).

Teacher Role: Monitoring and Support

Our teachers will monitor and support students via Google Classroom; this platform allows students to virtually chat with teachers. Teachers will also be accessible via Google Voice Number during regular school hours.

Additional Support for Exceptional Learners, ELLs, & Students with 504s

Our special education teachers and staff will, to the best of their ability, provide additional real-time academic support, including one-on-one support, for our exceptional learners, ELLs, and students with 504s via Zoom and Google Voice. Our teachers and special education staff have worked as much as they can with general education teachers to modify course packets and online modules to provide accommodations for our exceptional learners, as well.

As it pertains to special education related services, testing and/or meetings, our team is working with providers and multi-disciplinary teams (MDT) to continue executing these items virtually to the extent possible. In conjunction with the IDEA guidance provided by OSSE as it pertains to COVID-19 school closures, a student's MDT will convene as soon as possible to determine if any missed services require compensatory education.

Non-Instructional Staff Role: Access to Instructional Materials and Wraparound Services

Non-instructional staff, including Student Development Managers (case managers), clinical counselors, college counselors, academic counselors, and residential counselors will be responsible for confirming that students on their respective caseloads have [1] a Chromebook or the appropriate course packets and [2] are engaging in their academic assignments for the day. Staff will communicate with students via phone and/or Zoom.

Many of our students receive additional wraparound services including clinical counseling. Staff will continue to conduct these services to the best of their ability via Zoom. It is important to note that clinical staff will use Zoom in order to maintain HIPPA.

YALC

Options for Remote Learning

Options for remote learning at this campus include:

- × Packets for each GED subject course, as well as career course.

Instructional Resources/Materials

We expect our teachers to create plans that are aligned with their course scope and sequence, while also including opportunities for students to review and continue practicing critical skills from earlier in the academic term.

Each student packet will include several assessments; formats will vary but will include excerpts from GED practice tests and writing prompts.

The following instructional materials are available for teacher and staff use as they create remote learning plans for their courses:

- × Online applications for skill practice that are accessible via smartphone like Achieve3000;
- × GED preparation workbooks;
- × Career workbooks.

Technology and Internet Access

We will provide instructions for accessing Google Classroom, as well as applicable online learning applications, via smartphone (downloading apps, etc.).

Teacher Role: Monitoring and Support

Our teachers will monitor and support students via Google Classroom; this platform allows students to virtually chat with teachers. Teachers will also be accessible via Google Voice Number during regular school hours.

Additional Support for Exceptional Learners

Our special education teachers and staff will, to the best of their ability, provide additional real-time academic support, including one-on-one support, for our exceptional learners, ELLs, and students with 504s via Zoom and Google Voice. Our teachers and special education staff have worked as much as they can with general education teachers to modify course packets and online modules to provide accommodations for our exceptional learners, as well.

As it pertains to special education related services, testing and/or meetings, our team is working with providers and multi-disciplinary teams (MDT) to continue executing these items virtually to the extent possible. In conjunction with the IDEA guidance provided by OSSE as it pertains to COVID-19 school closures, a student's MDT will convene as soon as possible to determine if any missed services require compensatory education.

Non-Instructional Staff Role: Access to Instructional Materials and Wraparound Services

Non-instructional staff, including Student Development Managers (case managers) and clinical counselors, will be responsible for confirming that students on their respective caseloads have [1] the appropriate course packets and [2] are engaging in their academic assignments for the day. Staff will communicate with students via phone and/or Zoom.

Many of our students receive additional wraparound services including clinical counseling. Staff will continue to conduct these services to the best of their ability via Zoom. It is important to note that clinical staff will use Zoom in order to maintain HIPPA.

ASSESSING STUDENT LEARNING UPON SCHOOL RE-OPENING

Upon school re-opening, both campuses will utilize the first week back to administer mini-assessments to determine plans for any re-teaching of skill and content areas in which students are not yet proficient.

School leaders are adjusting testing windows and plans for the following present-term/spring assessments:

- × High School
 - Scantron Performance Series
 - PEG Writing
 - PARCC (per OSSE guidance)
- × YALC
 - GED Subject Tests (suspended through April 1, 2020 per D.C. GED Testing Center)
 - GED Ready Test
 - TABE Test

CONTINUED COMMUNICATION WITH FAMILIES

Both campuses will continue to use Power School-Alert Solutions' SwiftK12 application to provide regular updates to students and families regarding instructional expectations and access to additional resources like meals, self-care supplies, cleaning supplies/household goods, etc., for which we have designated pick-up windows at our campuses the week of March 16th.

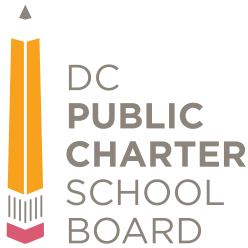
DAILY "ROLL CALL" WITH STAFF

Each school leader will conduct a "roll call" conference call with their teachers and staff daily at 8:15 am. In addition to taking staff attendance, the school leader will also use this time to communicate additional expectations and updates for the day.

REMOTE LEARNING PLAN POINTS OF CONTACT

The following LEA leadership team members are the points of contact for the MAPCS remote learning plan as we continue to prepare for possible school closure due to COVID-19:

- × Clarisse Mendoza Davis, Chief of Schools: cmendoza@seeforever.org
- × Azalia Hunt Speight, Deputy Chief of Schools: aspeight@seeforever.org



Instructional Contingency Plan Update

Maya Angelou Public Charter Schools: High School & Young Adult Learning Center (YALC)

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?

High School

- *We have begun preparing additional Chromebooks for distribution to students in the next two to four weeks; our goal is to ensure that every student (rather than select groups, as in our original plan) has a Chromebook (along with internet access). This consists of disassembling classroom carts, as well as updating/configuring devices to operate outside of the school's network. We are working on additional hotspot procurement and distribution as well, to the extent our financial resources allow.*
- *We have created a daily teaching schedule (for all core and elective courses) for students to participate in via Google Hangouts or Zoom for live, virtual instruction. We plan to transition to this schedule in phases over the next few weeks.*

YALC

- *We have procured Chromebooks for distribution to students later this month/early May.*
- *We have created a daily teaching schedule at this campus for each GED subject. We plan to transition to this schedule as soon as our students have devices.*

- 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.

High School

- *We are using teacher-created mini-assessments and culminating short-term projects, both included in our current set of instructional packets.*
- *Once we transition to our daily virtual teaching schedule, we plan to use exit tickets as well as the assessment tools included with our online learning applications (Acheive3000, Edgenuity, etc.).*



YALC

- *We are using teacher-created mini-assessments included in our current set of instructional packets.*
- *Once we transition to our daily virtual teaching schedule, we plan to use exit tickets as well as online GED practice tests and possibly GED Ready assessments.*

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.

High School & YALC

- *We track daily student participation using the following touchpoints:*
 - *Login to Google Classroom, Google Hangout, and/or Zoom*
 - *Login to and "active time" on Edgenuity and other, relevant online learning applications*
 - *Phone conferences (for academic purposes, as well as wraparound support like clinical counseling, college and career counseling, etc.)*
 - *Home visits (prior to Mayor Bowser issuing stay-at-home order)*
 - *Submission of completed instructional packets (first round for distance learning in March)*
- *Teachers and staff are required to submit their student and family communication/contact logs weekly, in addition to documenting in PowerSchool and/or ETO.*
- *For those students who have continued to be unresponsive to our distance learning plan, we track attempts made to engage the student in both PowerSchool and ETO.*
Interventions to re-engage students include:
 - *Weekly Community Eats hot meal and grocery bag handout*
 - *Home visits (at school leaders' discretion)*
 - *Phone calls from various members of the student's support team (Student Development Manager, Clinical Counselor, Academic Counselor, etc.)*
 - *Attempts to locate and/or obtain student's status via social media outlets or peers*

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.

High School & YALC

- *Specialized Instruction*
 - *Our self-contained students have already been logging in several times a week for virtual instruction. Paraprofessionals and teaching assistants join the primary teacher in Google Hangout or Zoom to provide targeted support.*
 - *Co-teachers for our core subjects follow up with students on their caseload several times a week to provide academic support, according to students' IEPs, via Google Hangout, Zoom, or phone. They also push in to the few classes that have weekly virtual meetings.*
- *Related Services*
 - *Our speech language pathologist provides services to students on his caseload using Google Hangout, Zoom, or phone.*
- *IDEA Timelines and Tracking of Services Provided*
 - *We have continued to execute IEP meetings virtually via Zoom or conference call; parents and other stakeholders have mostly participated.*
 - *Special education teachers, staff, and our speech language pathologist are tracking services provided via aforementioned student and family communication logs that they submit weekly. We need to improve this system by better tracking minutes of service provided as an attempt to comply as much with student IEPs as possible.*
 - *We are still troubleshooting how to complete special education testing virtually given that these assessments are completed by external service providers; we are hoping to use Zoom soon to address this.*
- *Possible Compensatory Education*
 - *We are reviewing logs that special education staff submit and are determining how to utilize ESY/summer school for possible delivery of any compensatory education services.*
- *Accessibility for Family Members with Disabilities*
 - *To date, our inquiries of families have not resulted in requests for accommodations to access learning materials.*
 - *If any needs arise, we will address them using the support of external vendors or services for the visually impaired, hearing impaired, etc.*

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.

High School

- *This campus is the only charter school in our network that provides support to ELLs (specifically two students). We have tailored our continued remote support for students to the fact that they are designated advanced speakers. Core subject teachers provide additional support as needed via Google Hangout, Zoom, or phone.*
- *The interpreter and translation services we have procured from an external vendor are available for non-English-speaking families in need of additional accessibility to instructional materials and content to support their students.*

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.

High School

- *We have kept our plans for Summer School 2020 (late June through early August) intact, but are considering the addition of Saturdays to the schedule, as well as including multiple grade levels rather than solely those students in need of credit recovery.*

YALC

- *This campus operates year-round, so we plan to keep our summer term intact but are prepared to schedule students for additional instructional time each day (AM and PM sessions versus only one session daily). We are also considering adding Saturday sessions to the summer term at this campus as well.*