



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 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.

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.).
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.

NCP students will continue to earn credits for Quarter 4 just as they earned credits for the second half of Quarter 3 for SY 2019-20 (March 24 – April 22). All students are expected to work and complete Common Core Standards/project-based learning assignments in each class during Quarter 4. Students will receive credit for: participation, classwork, and assessment grades for each project, each week, in each class based on their performance.

In addition to the projects, students will be given grades for completing ELA, Science, and History assignments in Achieve 3000 and math grades for assignments completed in Khan Academy. All teachers have Google Classrooms where they work with their students daily to teach the necessary skills for the standards covered during the week.

The first half of Quarter 3 grades (pre-COVID-19), were averaged in with the second half of Quarter 3 grades to finalize all student scores. Students received their progress reports in March (before the COVID-19 mandated closing), so they were aware of their individual performance and status in each class prior to the start of the Distance Learning Plan (DLP). Students had formal EOY Quarterly assessments (a continued practice), for the second half of Quarter 3 that was also part of the final calculated grades. Additionally, all NCP Teachers held office hours for students to offer additional support, as needed, to ensure successful completion of final assessments.

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

Every other week, NCP Leadership holds Virtual Parent Meetings to keep them abreast of any changes or updates regarding the school, grades, etc. During each meeting, parents are afforded the opportunity to voice any concerns about the DLP and offer suggestions based on their observations at home. After each meeting, a detailed email is sent out to communicate to all parents the changes and updates. Parents have been advised to contact leadership directly when there is an issue with understanding the policies and expected timelines. All materials are also posted on all NCP social media platforms as another means of communication.

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

NCP Seniors who are currently on track to graduate (before and after Quarter 3), will continue to work during Quarter 4 and earn grades and credits from their project-based assignments. For any off-track senior, teachers have developed additional credit recovery assignments to cover the term/credits missed prior to Quarter 4 to ensure successful completion of their classes. Based on the results from the Senior Transcript Audit, an individualized, internal review of each senior will be conducted by NCP Leadership to ensure that students have earned their credits for graduation. Senior students will be categorized as follows: On-Track to graduate, On-Track to graduate with Quarter 4 credit recovery assignments (1-2 classes to recover), and Off-Track to graduate during the summer (3+ classes to recover).

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)?

NCP will finalize all summer school/credit recovery efforts after May 15, 2020.

However, as it stands, as NCP prepares to close for the schoolyear, virtual summer school recovery plans are tentatively being made to support students. A transcript audit for all other students will be done internally to assess the individual needs for credit recovery and an appropriate plan to support those students will be created based on the needs.

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): Achieve 3000/Khan Academy

NCP plans to administer EOY ANET and Achieve 3000 Post-tests in June if it is feasible, and technologically viable. With each of the programs, student progress and growth can be determined as ANET (A1 & A2) have been administered already this year, as well as, NWEA is administered twice a year as an internal diagnostic assessment.

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

NCP has a regular practice of reviewing its policies, processes, and systems annually during the EOY Leadership Retreat which now includes the DLP as part of this practice. Bi-weekly/weekly assessments of the DLP are conducted between the NCP Faculty and Staff and NCP Leadership. Adjustments are made based on faculty and staff feedback, as well as, parent feedback.

Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know that schools may have challenges in meeting the requirements for 180 instructional days this school year.

The LEA must select **ONE** of the following options by highlighting the text and providing additional information as relevant (for options 2 and 3):

OPTION 1:

In the instance where an LEA believes that its distance learning is equivalent to the 6 hours of instruction per day requirement, select Option 1, by highlighting the text below.

The LEA **IS NOT** seeking a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency sufficient to meet the 180 days of 6 hours of instruction per day requirement with its distance learning plan, as described above.

OPTION 2:

In the instance where an LEA is providing 180 days of instruction, however, it needs a waiver from the requirement that it provide instruction equivalent to the 6 hours per day, select Option 2, by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: _____
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of when Distance Learning was provided at less than 6 hours per day:

- Number of Days Requested to be Waived from 6 hours of learning: _____

OPTION 3:

In the instance where an LEA has provided some distance learning but also is not providing 180 days of instruction (for reasons such as substituting PD days for some instructional days during the transition to distance learning or changing the calendar to end the school year early), select Option 3 by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. Additionally, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person or distance learning. The LEA also seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: 181
- Number of Instructional Days Completed Before March 16, 2020: 118
- Number of Days of Distance Learning Provided: 53
- Number of Days Requested to be Waived from 6 hours of learning: (March 24, 2020 – June 5, 2020 = 53 days)
- Number of Days Requested to be Waived from providing instruction: 10
 - Indicate which calendar days being requested for waiver on which instruction was not provided: June 8, 2020 – June 19, 2020

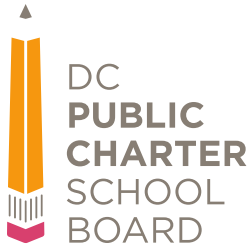
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: National Collegiate Preparatory Public Charter High School

LEA Leader Name: Jennifer Ross, CEO

LEA Leader Signature: Jennifer Ross, CEO

Date: May 4, 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.).

All students with internet access will complete online learning activities through adaptive programs such as Achieve 3000 and Khan Academy. Any student who does not have access to the Internet will have the ability to complete project-based activities via hard copies. Copies will be provided weekly to students (in person and via email).

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.

Alert Now messages have been sent out to parents, letters have been sent by students and emailed directly to parents and guardians to instruct them on our calendar and instructional expectations for students.

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.

Students completed a technology survey to indicate their technology needs. Hard copies of project based assignments will be available to students to pick up weekly from the school.



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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.

The online educational programs students will complete and the project-based assignments are Common Core aligned. All of the programs grade assignments automatically and teachers will check with students daily by 11:30a via email, phone, etc. to address any questions and ensure learning with each student. All faculty and staff are assigned students for daily check-ins.

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.

During our professional development, there are designated faculty and staff prepared to train teachers on technology, etc. during 30 minute sessions to ensure they are comfortable with supporting families and students during this remote learning period.

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.

The Sped Team are assigned to work with their students daily, just as the general education students to give them academic support and to continue their services during this remote learning period. Case managers will update the communication log weekly in the SEDS system to document student virtual and distant learning assignments, modifications and annual IEPs.



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 not made any adjustments to the Instructional Contingency Plan since the submission to PCSB on March 17.

- 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.

Students continue to work on Achieve 3000 that measures their Lexile scores, Khan Academy, and weekly projects to assess skills learned.

- 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.

Teachers have daily checkpoints with students in each respective class several times a day (9a, 12p, and 3p). Teachers host Google Classroom meeting times and also had virtual office hours for students to get additional support and teaching prior to taking final exams. Based on student engagement in the learning platform, attendance/participation can be monitored in conjunction with the teachers' daily roll.

There is an active list generated by the administrators based on the correspondence from the teachers of the names of students who have not been engaged in the distance learning plans. The list



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gets updated regularly, and when someone has made contact with the students directly, communication is sent to administration to update the list. Additional phone calls, social media, and resources are used to attempt to make contact with the students. Parents and guardians' emails/phone numbers are used for contact and any new information is sent out to the faculty and staff to maintain accurate contact information. Each member of the culture team, in addition to the teachers, has a group of students assigned to contact and check on regularly.

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.

Special Education teachers and case managers provide weekly specialized services to all students with disabilities. Special education teachers implement weekly google classroom (resource based and inclusion model) and document these hours on an excel sheet.

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

The Director of Student Services continues to monitor the SEDS database to ensure compliance. Letters of invitation are sent via email and all eligibility and IEP meetings are being held in a timely manner via phone or google hangout.

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

Any issues regarding Comp Ed will be considered on a case by case basis. We do not anticipate any Comp Ed because we are currently in compliance.

- 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.



SPED parents attend weekly virtual meetings to address any concerns and troubleshoot and student issues. Parents have access to all google classroom assignments and teachers have provided parents with virtual office hours.

- 4) 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.

NCP does not have any students/families with limited English proficient.

- 5) 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.

Based on the potential changes to the school calendar, we have not made a final decision about hosting summer school. A decision will be made by May 15, 2020, once the final direction/guidance has been communicated from district leaders.