



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.^{1,2}

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

Instructions for Public Charter LEAs

Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

Instructional Continuity

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

2. If your plan depends on the widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate students who do not have access to the internet at home.

4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

6. Please elaborate on how you are assessing student participation in distance learning.

- a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
- b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

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

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:

- a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
- b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

9. Please elaborate on the following areas of support for students/families with disabilities:

- a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?

- b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?
- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an [FAQ document](#) on this topic on March 25, 2020. The LEA should review that guidance document in its entirety and provide the following assurances:

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities, including making an individualized determination as to whether or not compensatory education services are needed; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

The LEA assures to the statements above.

Student Grades

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

Paul PCS made adjustments to our Q3 and Q4 grade weight categories to focus on assignments that students were assigned through our Google Classroom modules. For students who had difficulty accessing the module due to lack internet connectivity, we created alternative assignments and provided telephonic support to meet their instructional needs. Additionally, we are having a 3-week distance learning credit recovery series for students who require it. Assignments that occurred prior to the emergency were still collected (virtually if needed) and grade as such.

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

We sent notification of grade policy weight adjustments at the start of our distance learning period. We updated that during the week of April 27 to include promotion decisions and timelines. We sent this out to all of our families by USPS and email to all families, both ways of which are our usual process for disseminating information.

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

Because Paul PCS's distance learning program still engages the vast majority (>95%) of our student population, we maintained the expectation of regular attendance and completion of work. Credits will be awarded to students who successfully complete the required coursework.

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)?

Paul PCS is holding a recovery / summer school period for all student who have a failing grade at the end of Advisory 4 (which ends May 29). Scholars who are on-track will not be required to attend, whereas for those who need to complete recovery work, this recovery / summer school period will be required.

Planning for SY20-21 is well underway and will entail multiple ways to support learning loss caused by the COVID-19 crisis. We intend to include additional resources for SWIEPs and are considering extended day support for all students. Guidance from intervention support will be derived from EOY assessments and those assessments at the end of the aforementioned recovery / summer school experience.

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)

Our own internal core-subject content assessments are developed for each grade level by our Instructional Specialists team.

- 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?

As with every summer, Paul PCS will conduct a comprehensive review of our policies and procedures. This year's review will include the expectation of another complete shutdown, as well as the plausibility of multiple partial shutdowns. Special priority will be given to planning around providing devices and WIFI to all families immediately (or prior to) a shut down, as access to these resources proven to be our largest barrier to distance learning.

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: 183 scheduled, but 158 with unplanned PDs and COVID-10 shifts
- Number of Instructional Days Completed Before March 16, 2020: 123 (plus 1 additional in-person instructional day on March 17 for a total of 124 instructional day in-person)
- Number of Days of Distance Learning Provided: 36
- Number of Days Requested to be Waived from 6 hours of learning: 36 **note that Paul PCS has 1 full instructional day after March 16, 2020 for which we did not need a waiver*
- Number of Days Requested to be Waived from providing instruction: 23
 - Indicate which calendar days being requested for waiver on which instruction was not provided:

▪ <u>March 20</u>	▪ <u>June 3</u>
▪ <u>March 27</u>	▪ <u>June 4</u>
▪ <u>April 3</u>	▪ <u>June 5</u>
▪ <u>April 10</u>	▪ <u>June 9</u>
▪ <u>April 24</u>	▪ <u>June 10</u>
▪ <u>May 1</u>	▪ <u>June 11</u>
▪ <u>May 8</u>	▪ <u>June 12</u>
▪ <u>May 15</u>	▪ <u>June 15</u>
▪ <u>May 22</u>	▪ <u>June 16</u>
▪ <u>May 29</u>	▪ <u>June 17</u>
▪ <u>June 1</u>	▪ <u>June 18</u>
▪ <u>June 2</u>	

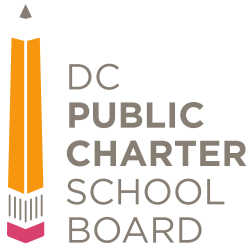
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: Paul PCS

LEA Leader Name: Dr. Tracy Wright, CEO

LEA Leader Signature:  _____

Date: 4-29-2020



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.).

Paul PCS will operate on an A/B schedule and will instruct students through the use of Google Hangout and Google Classroom.

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.

Materials will be sent home proactively on Tuesday. We will send notices to families twice a week to update them on their child's progress. Additionally, we will use non-instructional staff to contact parents and families of students who are either skipping their virtual classes or failing to submit their work

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.

We will furnish limited numbers of hot spots, ensure students can engage in content via the use of their cell phones and we will provide listings of places students can use free wifi in each Ward.

DC Public Charter School Instructional Contingency Plan

4. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

We are operating business as usual, understanding that the pace of instruction will be slower. Our students' assignments will be uploaded in each of their respective virtual classrooms and they will complete their work assignments and upload them to their Google classroom from the numerous platforms we currently utilize. Co-teachers will remain paired with gen ed teachers and they will make accommodations to lesson plans and presentations to meet the needs of their students with IEPs and ELs. Assessments will happen daily. Exit tickets will be assigned in the classrooms and quizzes will be administered in accordance with our scope and sequence.

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.

Teachers will receive a full training on March 16th to learn how to conduct classes and invite students to their Google Classrooms and Google Hangout links. Attendance policies and monitoring processes, Assessment Tools and logins, and grading processes will also be taught and mastered by COB on this training day. Each Content Instructional Specialist will refine coursework and monitor teachers accordingly. Executive Team members and School Administrators will conduct observations daily and provide feedback to improve practice. There are student and parent facing documents on our Distant Learning Link [here](#). Tech Support is available during school business hours and each student in need has received a Chromebook and hotspot. Parents are invited into the virtual classrooms and have been successful in supporting their scholar with materials taught. If there are any issues with this service, parents have access to their scholar's teachers, principals, etc. via email, and aside from internal meetings to ensure compliance with the delivered materials, instructional staff members are required to host office hours every school day 2:30pm- 3:30pm to provide further support.

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.

Co-teachers will remain paired with gen ed teachers and they will make accommodations to lesson plans and presentations to meet the needs of their students with IEPs and ELs. When possible, we will continue with social work services (on a secure line). Self contained classes, and the adults assigned them, will continue in the virtual environment.



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?

Because Paul PCS transitioned into our distance learning period understanding the possibility that it may be in effect until the end of the school year, there have been no changes or adjustments to our distance learning approach.

- 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.

We are administering our End of Quarter summative assessments through our online assessment portal (Illuminate). We also administer biweekly quizzes and exit tickets twice weekly, which are aligned to the seven instructional blocks. Finally, our students receive two classwork assignments per block, per week, and two to three homework assignments per week.

- 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.

Because our students are expected to attend class in Google Hangouts every day, we take attendance for every block scheduled. Attendance is tracked and monitored, and absent students receive daily phone calls from our counseling staff. To ensure students participate in each block for the entire block, our teachers screenshot their Google Hangout list multiple times to ensure students attend and remain in class. At this point, we do not have students who do not engage in our distance learning programming.

- 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.

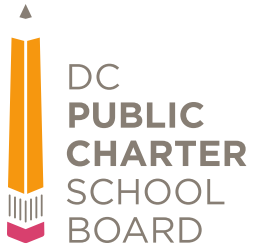
Paul has maintained our co-teaching pairs and sheltered classroom schedule and are therefore still servicing our student's IEPs and their hours in the same structure as in-person instruction. Students with 504s and IEPs utilize daily office hours and have set up parallel hangouts for added support if they are observed struggling in a particular class.

We continue to maintain our pre-existing schedule for IEP meetings but hold them on a virtual platform. We use the pre-existing documentation systems (i.e., SLED) to track and document our service hours for students. We have calculated preliminary the compensatory services that will need to be offered based on what our students are able to get during this distance learning period. We are fairly clear on compensatory services we will need to provide upon our return. At this point, we do not have family members who have disabilities that prevent them from supporting their students, however, we utilize teacher office hours, daily homework center, and tutoring support.

- 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.

Please reference the response above. Because we have maintained a similar structure (coteaching classes, self-contained classes for EL students), our scholars continue to have necessary support and structure in these environments. For non- English-speaking families, our Manager of EL Instruction and Compliance checks in with families regularly to ensure they have the means to properly 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.



The uncertainty of re-opening during SY19-20 and opening for SY20-21 has us currently considering starting next school year earlier in August to mitigate the learning loss as opposed to opening for an intensive summer school program. Our thinking is that there will still be angst around large gatherings, which could negatively impact attendance rates. We believe things will settle by the fall, and the bigger value add would be to begin the school year earlier and remain open later in 2021 (until the end of June).