



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.

[Questions 1 -9 were removed in this version]

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:

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.

- 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.

All students at the LEA are eligible for promotion at this time as all students were in good standing at the time of school closure prior to the commencement of distance learning. While distance learning work is being assessed and informing ongoing instruction daily, it will not be used to negatively impact students grades or their standing as there are understandable barriers, accessibility, and time constraints for some students depending on the natures of their family's current situation. All students have been provided devices and internet access from the school upon request or upon the schools assessment of the need.

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

Throughout the closure individual conversations with families have occurred to address questions or concerns as it related to their child's grading and or promotion. Additionally, the topic is discussed at all IEP and eligibility meetings taking place since March 16th. Individual academic concerns are discussed in weekly grade level meetings as well.

Whole school communication was sent out on Friday, April 24th detailing the school wide policy via text message, class Dojo and email. Additionally, the LEA had a live 8th grade meeting on Thursday, April 23rd to discuss secondary transition, etc with students families and teachers on zoom.

Additionally the school leadership in addition to teachers are available daily via phone, text, email and Class Dojo to discuss specific questions and concerns.

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

NA

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)?

Perry Street Prep PCS is aware that ongoing and differentiated support will be needed for students for many months beyond the return to a more typical school year. The school is planning for additional social emotional, academic and health needs currently and in the months to come to ensure that gaps are filled for academic content and recovery efforts are made in all domains.

The school has maintained tentative plans for summer school from July 6th – 24th with the capacity to serve the entire student body. This programming could become virtual or shifted to later in the summer should there be the possibility that this programming could take place in person. Programming will include academic intervention in addition to arts enrichment, social emotional learning/support, and physical activity.

When the school year commences all students will be immediately assessed for learning loss and current levels to ensure that curricular implementation supports ensuring gaps from prior year are addressed. Extensive intervention and small group learning is anticipated with the reality that the LEA is planning for even wider achievement gaps than previously experienced.

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). Literably will be used to assess each student's current Fountas and Pinnell reading level.

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

The school works daily to ensure distance learning is improving and meeting as many student needs as possibly on a weekly basis through leadership team councils, grade level meetings with teachers, surveying parents, individual student assessment meetings, and through the review of all data available. Once deficits in programming have been identified policies, processes, and systems are shifted. An enormous strength Perry Street Prep PCS has is its flexibility and malleability to new circumstances. In

an ongoing improvement cycle the school is well attuned to a feedback and shifting model or operation at all times.

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: 173 (approx. 1,235 instructional hours)
- Number of Instructional Days Completed Before March 16, 2020: 118 (1,035 instructional hours)
- Number of Days of when Distance Learning was provided at less than 6 hours per day: 5
- Number of Days Requested to be Waived from 6 hours of learning: 5 for less than 6, but 7 less than the 180 requirement totaling 12 days. (Please note that the school does believe it has fully met instructional hours surpassing 1,080 for the school year.)
- School started distance learning on March 17
- Distance Learning is provided via live classroom platforms as well as the completion of asynchronous work with regular feedback cycles.
- Distance Learning has been provided in all content core classes.

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: _____

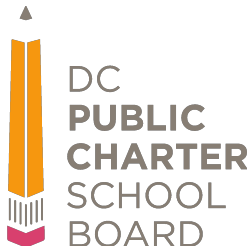
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: Perry Street Prep PCS

LEA Leader Name: Kelly Smith

LEA Leader Signature: 

Date: 5/4/2020



DC Public Charter School Instructional Contingency Plan

Z1(U&38#5(OPQOPR[(4"(%#8(Q[[\\$. 11"\$*3. 1(*. (2#O3/3"'(%&. +-%(F/#''(K. J. (#2*''&(#1("E*&#(, +'% (43*%(*%)"(\$/. ' +&"(#11. +1\$O"1*6(!"#\$%"&'(#18(#8O313' *&#*. &'(43//4. &: (*. (\$. 1*31+##/5(#' / '' '(1. 1(31**&#\$*3)"(2#O3/3"'(#18(\$. 1*#\$*(%"O(15(, %. 1"9(*"E*9("O#3/(&(#15(. *%''&(#883*3. 1#/(. , *3. 1'6(G*+8"1*'9(, #&"1*'9(2&3"18'9(\$#&"*#: ""&'(#18(&'/#*3)"'(\$#1(#//(\$. 11"\$*((*. ("1' +&"(%#*(' *+8"1*(%#)"(\$. 1*31+3*5(. 2(\$. 11"\$*3. 1(* . (F/#''(K. J. 6(((

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

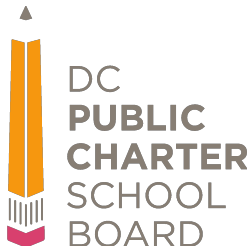
Students will do the majority of their work online using the school's online programs that they typically use during the year. The coursework is on grade level and standards aligned. Students are picking up where the left off with daily consistent teacher feedback and interaction. Clear assessment and rubrics have already been posted in google classrooms just as they are during the school year when school based learning occurs.

Coursework is tailored as always to students individual learning needs, specifically our English language learners and our students with disabilities with the support of our entire Student support team through many of our online intervention programs that couple with grade level rigorous curriculum. The student support team will check in as frequently as they ;provide services to the students during a typical work week to assess their progress, provide live feedback and support and re-assign scaffolded prompts, etc.

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.

Teachers have been teaching using online resources since the beginning of the schoolyear. No training is needed right now. Grades 3-8 students can independently sign on to their chromebook at any time. Grades K-2 were given clever badges to sign on with their parents. Weekly staff meetings will occur via google hang out to assess additional training needs and to assess progress.

Accommodations have been made for lost badges and back up login credentials have been individually posted to each child's Class Dojo portfolio in addition to other login details for



DC Public Charter School Instructional Contingency Plan

associated learning websites. Parents were given one to one support Friday 3/13 through Tuesday 3/17 onsite and are being given regular phone, google hangout and zoom support as they get acquainted with their students online learning options from classroom teachers, administrators and special education teachers.

5. 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.

Our Student Support Team will check in as frequently as they service the students during a typical work week to assess progress provide live feedback and support and re-assign scaffolded prompts, etc. We do not intend for any special education instruction to be interrupted as we have the opportunity to use a variety of platforms to delivery services including Class Dojo, google hangouts, facetime, phone calls, and zoom (when HIPPA compliance is needed.). We are maintaining our calendar for all upcoming 504 and IEP meetings through phone conference and google hangouts ensuring proper feedback, team development, and parent involvement/feedback. Related services will be provided as much as possible through Zoom with the exception being specific physical demands of services including occupational and physical therapy. These providers will still check in as scheduled regularly with families to offer home-based ideas, answer questions, and support families.

Upon return students will be assessed for learning loss and any necessary comp ed services required.

Perry Street Prep PCS
Instructional Contingency Plan Update
April 8, 2020

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?

Our instructional approach has remained consistent with teachers leading instruction daily in step with their regular online curriculum from the school year and with consistent support in a variety of online platforms. We have shifted to ensuring that all teachers are submitting weekly lesson plans in an assigned template with links and in order for us to provide these plans in multiple formats and on multiple platforms for all students and families to access regardless of their connection on Class Dojo or in Google Classroom. The school leadership team then sends out the lesson plans to families at a set time weekly. The lesson plans contain content (ELA, MATH, Social Studies, Science and Enrichment) lessons with links to videos of lessons, links to assignments to complete, and class meetings. In addition to live classroom sessions, and on demand check ins, teachers also now hold live office hours two times a week for 45 minutes in which students and families can reach out and ask questions or follow up on skills taught in the lessons. These shifts have helped us address engagement and allow families to maintain more autonomy in the scheduling of their child's learning that aligns with their needs.

- 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.

Each teacher is using assessment methods in line with their protocols through the regular school year. This differs at grade levels but includes locally and curriculum designed assessments in Edulastic, IXL, work tickets in google classrooms, Literably, work samples, and live conversation with students. Students are also submitting pictures of their work via Class Dojo, text, email, or Whats App to teachers if they are unable to submit electronically. We are seeing a range of progress levels and a range of engagement levels but feel well acquainted with student achievement levels with the assessment methods in place.

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.

Perry Street Prep PCS is working very hard to both be flexible in our engagement with students but also vigilant in ensuring that we are reaching as many as possible in as effective ways as possible. Teachers take daily note of live and recorded participation through work submission. Teachers are surveyed weekly via google forms to document the level of contact, methods of completed work, and any concerns for every child in their homeroom, or on their caseload (Special Education, ELL, and RTI). Teachers have effectively been able to document the progress we have made with out of touch families while also highlighting areas of attention for our leadership and mental health clinician team through the submission process.

Student learning is specifically assessed through completed work products and discussed at weekly grade level meetings with assistant principals. Every student is receiving both grade level appropriate work through online curriculum materials and video instruction while also receiving work tailored to their achievement levels through individual learning plans with student support teacher groups, as well as websites such as IXL, readworks, a-z reading, khan academy and more.

As of April 8, 2020, we have 2 students with whom we have not been able to make any contact. Efforts to reach these students have included phone calls, Class Dojo Messages, texts, emails, reaching out to connected families, and social media.

To date, our engagement levels for individual students do vary. Weekly individual check-ins are being used to re-engage and assess barriers. These check ins occur with classroom teachers, student support, and or mental health clinicians.

Additionally, we rolled out new technology options beginning April 2, 2020 that were delivered to the door of students included fully internet ready ipads with sim cards, pre-logged into all programs and curriculum materials. If and when technology has continued to be unsuccessful we have had printed materials tailored and delivered to the individual homes of students to engage them in educational activities.

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.

Student support teachers are working creatively to support our students and manage all their special education, 504 accommodations and language acquisition through tailored individual plans based on current technology options, family schedules, and student independence levels. Teachers are offering individual virtual reading and math lessons via video chat to supplement classroom instruction in the manner they typically would to fulfil specialized instructional hours. Additionally, they are also assigning skills specific lessons in relation to each student's IEP goals. These assignments are in addition to the general education assignments put out by the homeroom teacher. These services are logged within 5 days of service as service logs in SEDS or through a shared Student support google document that will be filtered and uploaded to each student's document section of SEDS monthly.

Our special education teachers also serve as the case manager for a grade banded students which allows them to effectively and efficiently coordinate general education, behavior services and other related services such as occupational therapy, ABA therapy, and speech and language therapy.

Our school social worker and counselor are maintaining frequency of contact with students as they do through the school year through offering video chats with students while also posting video lessons on different social-emotional skills. While engagement levels vary, clinicians are making themselves available and working to coordinate both directly with students and with caregivers to ensure delivery of as many services as possible in whatever means possible.

All of these services are documented either through SEDS service logs, google doc service logs, or clinician case notes with the understanding that they will be required to show all evidence during the compulsory education assessment recovery phase of student re matriculation.

IEP meetings are taking place as scheduled with video and phone options. As of 4/8/20 we have had 7 successful remote annual IEP meetings and two eligibility meetings. At this time, we have 3 students who will miss eligibility timelines as of

5/1 due to evaluators not being able to complete their reports and cannot do so virtually.

We support students and families in a variety of platforms and formats in line with basic Universal Design for Learning standards ensuring that students and families have access to verbal (auditory), written, and visual or symbolic materials.

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.

We do face language barriers for some students and families in accessing their students learning materials but have a full time spanish speaking staff member who is the point person for weekly or more frequently as needed checking in with families and ensuring continuity of services and understanding. Instructional materials are offered as they are through the school year with scaffolds and translation when appropriate to ensure students are learning in all domains. Examples include listening and speaking goals where student support teachers have phone calls or video sessions where the group watches the same video or tv show and then discusses the content, themes,etc.

For families with native languages other than spanish the school is utilizing phone and video conferencing through Language Line as we do throughout the school year.

More broadly our most expansive and commonly used platform for all parent communication is ClassDojo which translates all content to 180 languages instantly. We can see how many people view and utilize translation for every post we make. In addition to Class Dojo, our website and whats app communication methods also produce on demand translation.

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.

In the event that it is determined to be safe from a public health perspective, Perry Street Prep PCS will move forward with our previously scheduled program to provide summer school enrichment in line with our 21st Century Grant Program. This program is free to all students and has no enrollment cap. We will prioritize enrolling students demonstrating large achievement gaps but will encourage all students to participate. First and foremost in person recovery efforts will address social emotional needs and learning in response to this unprecedented time of isolation and lack of socialization for our students. This program is currently scheduled to run for 3 weeks from 7am to 5pm including intensive physical activity and arts enrichment all centered on academic intervention. The majority of our teachers have indicated interest in participating in this instructional and enrichment program ensuring continuity and community building for our entire school community.

In the event that we are unable to run summer school programming due to public health concerns, Perry Street Prep will start the school with an intensive in person intervention schedule informed by rapid assessment addressing gaps and assessing learning loss. The instructional program at all grade levels will address the anticipated large achievement gaps ensuring students are both consistently receiving appropriate grade level content in addition to content at current levels of achievement. We have increased our budget to include additional student support teachers, additional related services, and expanded before and aftercare provisions for tutoring and support services for SY20-21.

Perry Street Prep has evidenced great success with growth in student achievement levels at a rapid pace, particularly with special populations. We will continue to use methods that have garnered us the success we have found in prior years.

Undoubtedly, we will have to work even harder for our students than we ever have before. We will have to be even kinder and more considerate in meeting our students and families wherever they are when we get them back in the school building. We look forward to the challenge ahead of recovery and furthering student achievement levels.