



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 students work before the emergency will be used in making decisions as well as work completed through distance learning.

Richard Wright PCS did not deviate from its established grading policy for the 2019-2020 school year. Teachers were required to record grades and student assignments on a weekly basis. The weekly grades included classwork assignments, homework assignments as well assigned projects and tasks. The quarter grades was a culminating grade that encompass student work before the emergency shut down as well as work completed during the shut down. Final grades for each course consisted of final exam projects and quarterly grades.

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

Grading policies and promotional decisions were communicated to parents during the weekly parent meeting and check in. All families had access to eschool which is the school grading platform in order to monitor their child's progress or lack of progress. The school counselor was in constant communication with parents regarding students' performance and progress. Teachers, Deans and the school principal communicated with parents through various emails and phone calls.

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

Richard Wright PCS has followed the guidelines established by OSSE regarding the awarding of credits for graduation and student seat hours. In addition to the required courses mandated by OSSE, Richard Wright PCS followed the requirements of the school charter without making any amendments with the exception of Service Learning which was waived at the state level.

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)?

Richard Wright PCS leadership team are now in conversation on the best path forward that will address missed student learning. We are examining tools and best practices that will help close the learning gaps of the identified students.

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)

Richard Wright PCS will continue to use The Read 180 Scholastic Comprehension Assessment as a formative and diagnostic assessment tool to measure reading lexile levels and support reading enrichment.

- The Read 180 Scholastic Comprehension Assessment will be used as a diagnostic and progress monitoring tool. This comprehension reading assessment will identify each student's lexile levels. Teachers will use this data to monitor student's reading progress, differentiate instruction and established goals to address the identified reading achievement gaps.
- ☒ Other Vendor Created Non-Summative Assessment (please specify)
- The San Diego Formative Assessment will be used as our first step screening procedure to identify or detect errors in word analysis. This reading assessment provides baseline data on concepts of words to help determine the needs of the students. Therefore, teachers and reading specialists will be able to select appropriate materials and reading programs for students in need.
- ☐ Other LEA- or School-Developed Non-Summative Assessment (please specify)
- ☐ Other Practice (please specify)

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

Richard Wright PCS will continue through its leadership team to examine the best practices used to implement and sustain our distance learning platform to determine its effectiveness. With the aid of our Hierarchy of Needs grid we will continue to examine the organization's platform as well as its routines and make adjustments as needed. We will build on those practices we deemed through the use of data to be effective. We are planning and implementing both a virtual and on site learning platform for the 2020-2021 school year.

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: _____
- 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: Dr. Marco Clark - Richard Wright PCS

LEA Leader Name: Dr. Marco Clark

LEA Leader Signature: 

Date: 5-20-2020



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.).

Richard Wright has taken the following steps for continued student learning during school closing:

- Teachers provided students with hard copies of long term projects and assignments. Hard copies of these assignments were distributed to students prior to the dismissal of school on Wednesday, March 11, 2020. These assignments were distributed because of the school closing for deep-cleaning on Thursday, March 12, 2020 and Friday, March 13, 2020.
- Teachers have established virtual Google Classrooms in many of the core content areas. Teachers have several long-term assignments posted. In addition, teachers use a variety of online tools like Khan Academy or Google documents with emails as the essential means for communication.
- Teachers of all content courses offered this semester have set up virtual classrooms using the Zoom virtual platform. Each teacher has an established Zoom account in order to launch their virtual classroom. Each content teacher has a specific time slot to teach their class. Teachers are also required to register each of their students for the online virtual classes and students will be notified of the specific course time slots. In addition, teachers are required to record and upload lessons for the duration of the school closing.

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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.

Richard Wright PCS plans to use active communication in the event of long-term closure through such vehicles as virtual learning platforms and social media platforms such as Facebook. Additionally, the school website, parent portal, email, robo calls and postal mail will be utilized for communication.

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.

Several long-term projects and assignments were given out in anticipation of a long-term closure. The projects and assignments were in paper format. The assignments are student-centered, performance-based, and aligned to our content standards. The assignments are authentic student products and performance-based and will be scored using a rubric.

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.

Teachers are required to submit weekly lesson plans that are aligned to the content standards. These plans are due by the close of business every Thursday. Teachers' plans are reviewed for rigor, content scope and sequence, modification and execution of instruction, and student-centered learning. Teachers are provided feedback with recommendation in an effort to ensure the coursework is tailored to students' needs as well as course alignment. Finally, the Richard Wright PCS academic leadership team will assess each student through the continued use of the Ten-Day assessment schedule.

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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.

Professional Development and staff meetings will occur weekly under the guidance of the Principal via virtual conferences using the Zoom virtual learning platform.

6. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic support upon students' return.

While Richard Wright Public Charter Schools exercises long-term closure due to COVID-19, we will take the following steps to ensure that compliance with the Individuals with Disabilities Act and Section 504 are met:

- IEP meetings will continue through a conference call format. Parents will have the conference number and pin number to participate by phone. The IEP will also participate by conference line.
- Case Managers / Teachers will work through Google classroom with a general education teacher to ensure that instruction and support continue for all students with services.
- All Case Managers will remain in constant contact with parent(s), guardian(s), students, and families, via telephone, instructional telephone calls, internet lessons, Google classroom, and any other distance-based learning which is necessary.
- Richard Wright will follow all timelines, re-evaluations, evaluations, tri-annuals, etc.
- Related services will continue to provide services according to the IEP by providing using a tele-mental health program, e- therapy, and any other technological means to deliver services with fidelity.
- Where students will be out for an extended period of time due to a coronavirus infection, an amendment for homeschool placement will be instituted. In other words, where a physician has determined the infection present, a time extending longer than ten days, an IEP meeting will take place to change placement to homebound.



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RWPCS 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?

Richard Wright has taken the following steps for continued student learning during school closing:

- Teachers provided students with hard copies of long term projects and assignments. Hard copies of these assignments were distributed to students prior to the dismissal of school on Wednesday, March 11, 2020. These assignments were distributed because of the school closing for deep-cleaning on Thursday, March 12, 2020 and Friday, March 13, 2020.
- Teachers have established virtual Google Classrooms in many of the core content areas. Teachers have several long-term assignments posted. In addition, teachers use a variety of online tools like Khan Academy or Google documents with emails as the essential means for communication.
- Teachers of all content courses offered this semester have set up virtual classrooms using the Zoom virtual platform. Each teacher has an established Zoom account in order to launch their virtual classroom. Each content teacher has a specific time slot to teach their class. Teachers are also required to register each of their students for the online virtual classes and students will be notified of the specific course time slots. In addition, teachers are required to record and upload lessons for the duration of the school closing.
- Teachers participated in a series of professional development opportunities around setting up Virtual learning classrooms through Zoom and sending out calendar links. They improved their usage of Zoom and were able to hold and record classes for students.



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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 are submitting daily assignments to their teachers using email, Google Classroom, Khan Academy, and even texting their work to their teachers.
- Students who are without internet services are submitting their work orally in some cases especially virtual class sessions in order to receive a participation grade.
- Teachers are also providing advisement with students around the work they received in packet formation prior to the total switch to virtual learning
- There are long term projects that students have been working on that require students to check in regularly.

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 re engage those students.)

- Richard Wright PCS uses active communication through such vehicles as virtual learning platforms and social media platforms such as Facebook. Additionally, the school website, parent portal, email, robo calls and postal mail will be utilized for communication.
- Students participate in a twice a week school culture event called Family Matters where they are involved in school community conversations, positive incentives, online games, and teacher/staff to students talk.
- Teachers have also met with parents and students online and utilized strategies and techniques for student engagement from various webinars and professional development opportunities they've participated in.
- RWPCS will track unreachable students by....
 1. In order to track unreachable students, RWPCS has identified those students in grades 8-12 that the staff has had no communication with and who have not joined our Distant Learning Platform.
 2. Identified students were put into groups and each group of students were assigned to individual staff members (teachers, principal, Parent Liaison, coaches and Deans)these staff members were given the task of reaching

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out to the students and their families who were not attending virtual classes.

3. Through this process RWPCS staff have been able to connect with approximately 85% of the identified students and their parents.
4. RWPCS teachers have been reaching out to students who are not attending and helping them to work out issues related to technology difficulties and issues.
5. Teachers are doing daily check-ins for students missing class through personal calls.
6. RWPCS has also used weekly virtual Parent Zoom Meetings to connect with parents and families to ensure our students are participating in the Distant Learning platform.

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.

While Richard Wright Public Charter Schools exercises long-term closure due to COVID-19, we will take the following steps to ensure that compliance with the Individuals with Disabilities Act and Section 504 are met: IEP meetings will continue through a Zoom conference call format. Parents will have the Zoom conference number and pin number to participate by phone or computer. The entire IEP Team will also participate by Zoom conference platform. Documents will be shared on the platform. Parents will receive safeguards and all documents will be signed through Docu-Sign.

- Case Managers / Teachers will work through Google classroom/ Zoom with a general education teacher to ensure that instruction and support continue for all students with services. Case Managers will pull out students in Zoom for additional support where specified in IEP.
- All Case Managers will remain in constant contact with parent(s), guardian(s), students, and families, via telephone, instructional telephone calls, internet

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lessons, Zoom, Google classroom, and any other distance-based learning platform, which is necessary.

- Richard Wright will follow all timelines, re-evaluations, evaluations, tri-annuals, etc. to the greatest extent possible.
- Related services will continue to provide services according to the IEP by providing using a tele-mental health program, e- therapy, Zoom and any other technological means to deliver services with fidelity. The related Services team will push in and pull out where the IEP stipulates. In addition, where group or individual sessions are stipulated, the team will do with fidelity.
- Where students will be out for an extended period of time due to a coronavirus infection, an amendment for homeschool placement will be instituted. In other words, where a physician has determined the infection present, a time extending longer than ten days, an IEP meeting will take place to change placement to homebound.
- Students and families with disabilities will access content and materials through distance learning by assistive technology platforms; speech recognition, text to speech; increased text size format; enlarged print and video conferencing.
- Zoom platform allows for accessibility through its close captioning and screen reader features.
- Students will receive extra time ; modifications and accommodations will be followed according to IEPs.

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.

Richard Wright PCS does not have what is considered a ELA sub group



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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.
- Richard Wright has not made a definitive decision about making up missed learning time. The time frame set to make this enacted is no later than May 20, 2020. This decision will be based on the Mayor and her recommendation and timeline of reopening the District of Columbia.