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.).

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[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.

a. *Students initially received instruction through pre-recorded videos of their teachers going through lessons and on April 7th we transitioned to live lessons on the Zoom platform. We've found that the Zoom lessons increase real-time feedback and student engagement. Live teaching happens from 9-11am daily and is supplemented with recordings of teachings and other resources available on Facebook, YouTube, and Google Classroom.*

b. *Resources and assignments are posted on private community Facebook pages and on Google classrooms.*

c. *Students continue to have access to the online learning platforms (e.g., Lexia) that they've used throughout the year. They are setting goals for these platforms that are being tracked by their teachers and discussed regularly.*

d. *Students are also connecting with their teachers at least twice a week for 1:1 check-ins or small group instruction, based on their needs.*

e. *These activities are supplemented with daily enrichment videos that include, but are not limited to, cooking, art projects, workouts, and dancing. In addition, staff provide Live Lunches where students can join on Facebook and eat alongside faculty, as well as bedtime stories. Every day starts with a live "Launch", where our community comes together to discuss values, dance, and celebrate the day and ends with a live "Landing", where we close the day out together on Facebook live.*

f. *For our families who are not yet able to access distance learning online, we've provided instructional work packets. More details about student connectivity can be found below.*

g. *We are reaching out to parents weekly through our CareCorps survey to identify any immediate needs and connect families with appropriate school and local resources.*

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.

a. *On Friday 3/13, we distributed instructional work packets to all students. We have continued to distribute work packets through the month of April, to students who have been unable to access online content, although this number is decreasing.*

b. *On Friday 3/13, we distributed Chromebooks to 3-5th grade students. Shortly after, we sent out a Distance Learning Support Survey, via Facebook, Instagram, email, and text, to learn about our families' technology needs. By April 4, any family that indicated a need for a Chromebook or tablet, in order to access online learning, was mailed the technology via FedEx.*

c. *To date, we have distributed 756 chromebooks and technology to students. This accounts for 80% of our student population. Our CareCorps staff, who are currently focused on student and families needs, and operations staff continue to work with families to determine their specific needs and how they can be addressed. This will include technology distribution to any families with a remaining need.*

d. *We have used multiple forms of communication in order to be able to reach all of our families. This has included Facebook posts on community pages, our school "One Call" messaging system and personal calls and emails from teachers and leaders.*

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.
    a. *Work packets, which were initially distributed to all students on 3/13, served as an early resource for students without internet and we have continued sending home packets to be completed, if the internet is not working.*
    b. *As a part of our Distance Learning Support Survey and ongoing check-ins on families, we have determined which families need internet access. We are working with Comcast to support students getting access to free and reduced price internet services.*
    c. *Teachers and staff are working with families individually and getting creative to determine how they can support students who do not have access to the internet. To date, this has included emailing work (to a mobile device), sending screenshots of work via text messages, and working with students over the phone for their instructional check-ins, which occur multiple times during the week for each student.*
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.
    a. *Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Additional training will be added as needed and the individual coaching will continue.*
    b. *The online learning tools that we are using are designed to be able to extend in the event of a long-term closure. For example, Google Classroom allows additions to ongoing lessons and we are set up to create packet content remotely and organize contact-free distribution.*
    c. *Parents have multiple touchpoints to learn about delivering remote coursework and troubleshooting any issues. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with each of their students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and School Leaders via phone, text, email, Facebook, and other social media, to have individual questions answered or call our main phone number with any pressing questions and concerns. Additionally, for any technical issues, parents have been encouraged to reach out to school leaders for support via phone, video conference, text, email, Facebook, and other social media.*

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.
    a. *Lower elementary students participate in the following coursework daily:*
        i. *Phonics instruction (RPS internal curriculum)*
        ii. *Language instruction (RPS internal curriculum)*
        iii. *Reading comprehension via read aloud (aligned to RPS thematic unit)*
        iv. *Math fluency practice (Online learning programs- Freckle, Reflex)*
        v. *Core content grade level math (RPS internal curriculum)*
        vi. *Story problem practice (RPS internal curriculum)*
    b. *Upper elementary students participate in the follow coursework daily:*
        i. *Reading comprehension via close reading (RPS internal curriculum)*

      ii.   *Novel studies (aligned to RPS thematic unit)*
      iii.   *Response to literature writing (RPS internal curriculum)*
      iv.   *Math fluency practice (Online learning programs- Freckle, Reflex)*
      v.   *Core content grade level math (RPS internal curriculum)*
      vi.   *Story problem practice (RPS internal curriculum)*

c. *Coursework is directly tailored to our networks educational program and modified to fit the needs of various student populations in collaboration with our integrated special education teachers, who are working with students individually and in small groups (when applicable), to modify grade level material.*

d. *We monitor learning by:*
    i. *Evaluating student participation in Zoom live classrooms with follow up teacher check-in calls*
    ii. *Reviewing work completed on online learning programs*
    iii. *Holding coaching phone calls and check -ins between students and parents*
    iv. *Reviewing work submitted via Google classroom*
    v. *Analyzing student work weekly with school leaders*

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.
    c. *Teachers and School Leaders are tracking communication, engagement and learning outcomes with families and students via an internal tracker, weekly quizzes and online learning program completion. Students are considered active participates when they have engaged in the following:*
    i. *Daily live zoom classrooms with their teachers and classmates*
    ii. *Work completion on online learning programs*
    iii. *Work submission via Google Classroom*
    iv. *At least twice a week communication with teachers on either a check-in call or instructional coaching sessions, either individual or group session.*
    d. *Teachers, School Leaders, and Regional staff are routinely monitoring the various forms of engagement within our internal trackers and problem solving with families based on the data. If a student is not engaging they receive individual outreach from their teacher and/or CareCorps staff member. Our staff regularly discuss students who are not engaging and work together to devise a plan to re engage them.*

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.
    a. *We monitor learning daily by:*
    i. *Evaluating student participation in Zoom live classrooms with follow up teacher check in calls.*
    ii. *Reviewing work completed on online learning programs*
    iii. *Holding coaching phone calls and check -ins between students and parents*
    iv. *Reviewing work submitted via Google classroom, which may include quizzes,*

> *writing assignments, projects, etc.*
>
>   *v.   Analyzing student work weekly with school leaders*
>
> b. *In addition to coursework being graded on the various platforms students and teachers use, students receive at least 2 calls or touch points from teachers weekly. During these touchpoints, teachers are regularly providing students feedback on the quality of coursework and providing coaching and individualized instruction when needed. Families are regularly looped into these calls and weekly progress is shared. Students also receive positive reinforcement for quality engagement/work completion via daily live video chats with the larger community.*

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 are you taking to ensure that non-English speaking family members can access content to support their students' learning?

   c. *To support teaching aligned to students' individual level of English proficiency, teachers have been provided guidance on various engagement and instructional supports. These include specific strategies at each level of proficiency that teachers can integrate into daily distance learning activities, recorded and live lessons. Examples of these strategies include:*

      i. *Use of input charts in videos and online lessons*

      ii. *Language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source)*

   d. *In addition, our distance learning strategy allows us support for all students, including those with limited English proficiency, through elements such as:*

      i. *Individual communication with students and families*

      ii. *Personalized technology*

      iii. *Data driven instruction*

      iv. *Personal feedback*

   e. *We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers.*

   f. *Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.*

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?

     e. *To the greatest extent possible, Rocketship is implementing student IEPs and 504 plans. Students with disabilities are receiving:*

         i. *Individualized virtually accessible lessons aligned to their IEP goals and with similar content to that would have happened during their regular specialized academic instruction*

         ii. *Co-taught general education HUM & STEM lessons with accommodations and modifications*

         iii. *Individual sessions via zoom and/or phone to follow-up from online HUM & STEM lessons*

         iv. *Related services, including speech-language pathology, occupational therapy and physical therapy at least 2 times per week*

     f. *Rocketship continues to complete all SSTs, evaluations, and IEP meetings to the greatest extent possible in this virtual learning environment. IEP meetings are being held via Zoom and parents and IEP team members are being provided with electronic copies of documents. All documents are being completed and uploaded in SEDs.*

         i. *Communication with families is being documented in SEDs and we are following OSSE communication guidelines*

         ii. *All provided and missed related services are being documented in SEDs*

     g. *We are currently determining how we will use initial assessments to determine regression and possible compensatory services. We are looking at how we can provide compensatory services during the 2020 extended school year, 20-21 school year and 2021 extended school year. In addition to initial assessments, we will be implementing additional progress monitoring systems to determine how students are responding to in-person instruction upon return from virtual learning.*

     h. *Any family who has difficulty accessing technology or virtual instruction receives 1 on 1 support from their special education teacher, general education teacher and our operational team.*

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:

     a. 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;

     b. 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

c. 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.
    a. *We will continue to use our existing policies and procedures and expect a similar percentage of students to be promoted to the next grade level as in prior years. We will not use work completion or work graded during the distance learning period to inform or impact our decisions on promotion.*
    b. *We plan to consider student work completed before the crisis, to make promotion decisions. Our focus during distance learning is on continued student engagement in learning and providing a continuity of care for the students we serve.*

12. Describe how the LEA has communicated or will communicate grading policies and promotion decisions to families and on what timeline.
    a. *Policies around student participation and engagement are shared with families through weekly communication including email, Facebook, and individual calls with teachers and support staff. Parent Teacher Conferences will also be utilized to communicate promotion and individual student progress.*

13. For LEAs with high schools: Describe the policy used to award credits required for graduation.
    a. *Not applicable*

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)?
    a. *We are actively planning for a number of scenarios for when our students return after the emergency. We are working on creating content and curriculum that is aligned to individualized student needs and plan to begin the year with an emphasis on remediation of the previous year's academic content. We are also designing student and family support structures, operations, MTSS, and family engagement to be responsive to the expected needs of the students we serve.*
    b. *For students with disabilities, we are looking at how we can provide compensatory services during the 2020 extended school year, 20-21 school year and 2021 extended school year. Initial assessments will be completed to determine the individualized level of support that a student needs, schedules and supports will be intensified accordingly.*

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)- *STEP (Strategic Teaching and Evaluation of Progress)*
    - ☐ 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?
    a. *Because of the increased need and our uncertain times, Rocketship is doing a significant amount of additional planning this spring in order to be best prepared for all likely scenarios we may face this summer and next school year, including doing detailed planning for what we think are the three most likely scenarios.*
    b. *We already know that the needs of our students, families, and staff will be very different when we return for the 20-21 SY. We have developed internal committees around key choice points and they are meeting weekly to determine how we will move forward. This includes developing new policies, processes and systems to ensure that our parents, students and staff are prepared for virtual learning. Each team (Academics, Family Engagement, Operations, MTSS, Professional Development, Talent/HR and Finance) is involved in planning how we will build out virtual learning to best meet the needs of our students, staff and families.*

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: *180*
● Number of Instructional Days Completed Before March 16, 2020: *124*
● Number of Days of when Distance Learning was provided at less than 6 hours per day: *56*
● Number of Days Requested to be Waived from 6 hours of learning: *56*

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: _____
   o   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: *Rocketship Public Schools, D.C.*

LEA Leader Name: *Joyanna S. Smith*

LEA Leader Signature: *Joyanna Smith*

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 explanation, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

    - 3rd - 5th grade will have packets and Chromebook sent home Friday, 3/13 and will continue to pass materials out to the families who were unable to get materials Friday.
    - K-2nd grade had packets sent home Friday, 3/13. We will continue to pass materials out to the families who were unable to get materials Friday.

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.

    - We started distribution Friday 3/13
    - Communication through Facebook and our school messaging system "one Call' and Personal calls and emails from teachers and leaders.

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 understand that not all of our kids will have wifi available so we are also sending home a packet for them to complete if wifi does not work.

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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.

> - Students will do a continued extension of our work now.
> - Our ISE worked together to differentiate packets to fit students' needs.
> - For Additional information, see page 4 and 5

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 were trained on student expectations (google classroom Packets, communication) and prepare packets for the long term.
> - With google classroom we can continue to extend learning by adding on to our lessons.
> - If we are permitted at any point, we could continue to create packet content remotely and print and have students pick up in small waves.
> - We are using Facebook to post lessons for our students and educate parents on the distance learning process and expectations .
> - Teachers have weekly calls with each of their students, where students and parents have a chance to ask questions and address any concerns
> - Parent can reach out to our Office Managers and School Leaders via phone, text, email, Facebook, and other social media
> - Parents can also call our main phone number with any pressing questions and concerns they may have.
> - If parents face any technical issues they are encouraged to reach out to school leaders for support via phone, video conference, text, email, Facebook, and other social media

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

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during this time and, if necessary, provide additional academic supports upon students' return.

Our goal is to provide our students with Disabilities, to the greatest extent possible, support during school closure so they can continue to make progress on IEP goals and grade level content, All students can opt to engage in the content provided for all learners through Facebook Live, OLPs and Google Classroom. In addition to the General Education instruction, ISE Specialists (Special Education Teachers) will plan for individual lessons for students with content that would happen during SAI to the greatest extent possible. Analogous to our efforts to provide SAI support during school closures we will continue to provide OT, SLP, and mental health services to our students with IEPs to the greatest extent possible.

DC Public Charter School Instructional Contingency Plan

Rocketship ISE Distance Learning Plan Overview

<u>Instruction and Related Services</u>
Our goal is to provide Rocketeers with Disabilities the maximum amount of potential support during school closure so that they can continue to make progress on IEP goals, grade level content and STEP growth. At Rocketship, all students engage in the content provided for all learners through Facebook Live, OLPs and Google Classroom.

In addition to our general education instruction, Specialists and Paraprofessionals will:
- Plan and Provide individual virtually accessible lessons for students with disabilities aligned to their IEP goals and with similar content to that would have happened during their regular specialized academic instruction,
- Co-teach in general education HUM & STEM lessons,
- Meet with students via zoom and/or phone to follow-up from online lesson
- Track services in a school specific distance learning tracker.

In our two content areas--Humanities and STEM, our instruction could include the following items:
- HUM instruction:
  - Sight Word Practice
  - Fluency passages with timed reading routine instructions over Zoom
  - LLI lessons over Zoom/YouTube recording
  - Virtual LLI books from ISE website
  - Progress monitor with CBMs
  - Provide inclusion support during Read Aloud and Phonics, our Thematic Unit & Reading Comprehension
- STEM instruction:
  - Math Homework Packets
  - Math fact practice worksheets practice
  - OLP - teacher assigned units aligned to priority IEP goals
  - Assess learning via 1:1 check-ins

For our students with more significant disabilities, the content includes:
- Following a specialized individual learning plan created by the specialist aligned to the student's IEP goals
  - Example: Functional learning tasks such counting, measuring, organizing, sorting based on student individual goals

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- ○ STAR Online Learning System sessions with teachers and paras-sign-up for 30 minute 1:1 session via calendly
- ○ Printed file folder activities leveled by the students independent skill level

Related Services
Similar to instruction provided by our special education teachers, we are providing related services to all of our students with disabilities to the greatest extent possible. Our related service providers have set up individual student schedules to provide services on a regular basis. In planning and delivering their services in this virtual environment, our related service providers have incorporated both student specific IEP goals as well as which services would be meaningfully delivered in a virtual learning environment. Our related service providers are meeting with students via zoom and/or phone to complete sessions. In addition, our related service providers are tracking all services provided to students in a school specific distance learning tracker.

Case Management:
We will continue to complete all SSTs, evaluations, and IEP meetings to the greatest extent possible in this virtual learning 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?

- *As of April 4th, any family who indicated need for a chromebook or tablet on our distance learning support survey, sent out to families via Facebook, Instagram, email and text message, was mailed technology via FedEx.*
- *As of April 7th, teachers in all grades began live teaching from 9am-11am. Students receive their core content via Zoom, with resources and recordings of the live teaching available on Facebook, Youtube and Google Classroom.*

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 monitor learning daily by:*
    - *Evaluating student participation in Zoom live classrooms with follow up teacher check in calls.*
    - *Reviewing work completed on online learning programs*
    - *Holding coaching phone calls and check -ins between students and parents*
    - *Reviewing work submission via google classroom*
    - *Analyzing student work weekly with school leaders*

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.

- *Teachers and School Leaders are tracking communication, engagement and learning outcomes with families and students via an internal tracker, weekly*

quizzes and online learning program completion. Students are considered active participates when they have engaged in the following:
- ○ *Daily live zoom classrooms with their teachers and classmates*
- ○ *Work completion on online learning programs*
- ○ *At least twice a week communication with teachers on either a check-in call or instructional coaching sessions, either individual or group session.*
- ● *Teachers, School Leaders, and Regional staff are routinely monitoring the various forms of engagement within our internal trackers and problem solving with families based on the data.*

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.

Our goal is to provide Rocketeers with Disabilities the maximum amount of potential supports during school closure so that they can continue to make progress on IEP goals, grade level content, and STEP growth. At Rocketship, all students engage in the content provided for all learners through Facebook Live, OLPs, and Google Classroom.

In addition to our general education instruction, Specialists and Paraprofessionals will support students with IEPs/504 plans by:
- ● *Planing and providing individual virtually accessible lessons for students with disabilities aligned to their IEP goals and with similar content to that would have happened during their regular specialized academic instruction,*
- ● *Co-teaching in general education HUM & STEM lessons,*
- ● *Meeting with students via zoom and/or phone to follow-up from online lesson*
- ● *Tracking services in a school specific distance learning tracker.*

In our two content areas--Humanities and STEM, our differentiated instruction includes the following items:
- ● *HUM instruction:*
  - ○ *Sight Word Practice*
  - ○ *Fluency passages with timed reading routine instructions over Zoom*
  - ○ *LLI lessons over Zoom/YouTube recording*
  - ○ *Virtual LLI books from ISE website*
  - ○ *Progress monitoring with CBMs*
  - ○ *Inclusion support during Read Aloud and Phonics, our Thematic Unit &*

Reading Comprehension
- *STEM instruction:*
  - *Math Homework Packets*
  - *Math fact practice worksheets practice*
  - *OLP - teacher assigned units aligned to priority IEP goals*
  - *Learning assessment via 1:1 check-ins*

For our students with more significant disabilities, the content includes:
- *Following a specialized individual learning plan created by the specialist aligned to the student's IEP goals*
  - *Example: Functional learning tasks such counting, measuring, organizing, sorting based on student individual goals*

Related Services
Similar to instruction provided by our special education teachers, we are providing related services to all of our students with disabilities to the greatest extent possible. Our related service providers have set up individual student schedules to provide services on a regular basis. In planning and delivering their services in this virtual environment, our related service providers have incorporated both student specific IEP goals as well as which services would be meaningfully delivered in a virtual learning environment. Our related service providers are meeting with students via zoom and/or phone to complete sessions. In addition, our related service providers are tracking all services provided to students in a school specific distance learning tracker.

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

To the extent possible, we are maintaining IDEA timelines and documenting all delivered services,including using a specialized distance learning service tracker. We will have developed a more full picture of the timelines by late MAy

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

As with our General Education population, we are considering adjustments to our instruction and service for next year to best support students given distance learning this school year. We plan to arrive at a plan for our approach by late May.

- 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.

By tracking student progress and having teachers follow up individually with each students and their parents, we are able to work with families to design flexible solutions for each families' needs, including ensuring access for family members with disabilities. Teachers are partnering with school leaders and other staff to design these solutions. The variety of options for engagement (e.g., phone calls, Zoom meetings, email) help to make distance learning accessible for all of our families.

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.

    - *Teachers have been provided the following opportunities and resources to increase access for English Language learners in the following areas. .*
        - *Instructional Strategies: Use of input charts in videos and online lessons, engagement strategies for videos and live teaching (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source)*
        - *Communication with students and families*
        - *Accessing technology*
        - *Data driven instruction*
        - *Providing personal feedback*
    - *To support alignment to students' individual level of English proficiency, teachers have been provided guidance on various engagement and instructional supports within the toolkit. These include specific strategies at each level of proficiency that teachers can integrate into daily distance learning activities, recorded and live lessons.*

    - What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

- *We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs and expectations sent by teachers.*
- *Rocketship Public School has developed an EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.*

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.

We are already thinking about adjustments to our school year and instruction for next year to best support students given distance learning this school year. We plan to arrive at a plan for our approach by late May.