



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.<sup>1,2</sup>

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](mailto: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.

**(X) 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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<sup>1</sup> 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.

<sup>2</sup> 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.

(X) [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 grades earned during the remote learning program will be published on the transcript record on a grade scale of A+ \(100%\) to C- \(70%\). For grades 8-12, teachers will log a minimum of two grades per week within a scale of 70-100; for equity purposes, a scholar cannot earn a failing grade or grade below a 70%.\\* The weekly grades will be numerical in the category of class work or homework-only.](#)

[Grades earned prior to the emergency will be averaged with the grades received during remote learning to determine Semester 2 grades. Semester 1 and Semester 2 course grades will be averaged to determine final grades for the year.](#)

[\\* SEED PCS recognizes that during this public health emergency many of our scholars have taken on additional responsibilities, are combatting distractions, and are managing unexpected barriers that normally do not present themselves in our boarding school environment. Therefore, scholars will not be penalized for their inability to engage fully in our remote learning program. Scholars who](#)

fall into this category, however, will receive additional enrichment based on attendance and participation in our remote educational program (see #14).

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

The SEED PCS shared, and continues to share, updates regarding our grading policies during remote learning and promotion decisions with families via text and email messages through our automated system, as well as through personalized letters and phone calls.

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

Our policy used to award credits for graduation remains the same - high school scholars must earn a 70 percent or higher to receive course credits required for graduation. Grades will continue to be calculated by averaging the Semester 1 and Semester 2 course grades to determine the final grade for the year. See the #12 for SEED PCS's grading policy during remote learning.

### **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)?

SEED PCS will analyze its remote learning participation data to identify the scholars who “missed” learning time due to the school closure. We will provide these scholars with supplemental academic support when school resumes. The support will focus specifically on reading, writing, and math and will be offered during the “student life” program given that we are a boarding school. We will also consider providing additional summer school programs to support students who missed learning time. Decisions will be based on guidance received by OSSE and DC PCSB.

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
- X NWEA-MAP (X)
- 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)

We assess scholars in reading, math, and language use three times per year using NWEA's Measures of Academic Progress (MAP) assessments. The Fall assessment is given a few weeks into the school year and will be used as baseline data for interventions and support.

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

SEED PCS will evaluate its remote learning program in at least two ways. First, we will continue to administer surveys to teachers, students, and families to assess the quality of the program and determine areas for improvement. Second, school leaders and teacher teams meet weekly to evaluate policies, processes, and systems as part of a continuous improvement effort. The teams have identified lead indicators to measure performance, and the indicators are then used to drive improvement.

## 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):

### **X SEED PCS - 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: The SEED Public Charter School of Washington, D.C.

LEA Leader Name: Mecha Inman

LEA Leader Signature:



Date: May 4, 2020



## **DC Public Charter School Instructional Contingency Plan**

Instructions: As part of our emergency response planning, DC PCSB requests that schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form below or submit a plan in an alternative format, but it must respond to all of the prompts outlined below.

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

SEED DC has provided resources for at-home learning during our closure. Paper copies were distributed to all students on Friday, March 13, 2020. The assignments, descriptions, and directions were posted on the SEED DC school website on March 16, 2020.

Teachers have posted E-learning resources and guidelines regarding digital platforms, content, support structures, and shared resources. The learning resources outline developmentally appropriate learning opportunities for different ages of students, including many non-digital options for learning.

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.

SEED DC administered a survey to determine technology and Internet needs. All students in Grades 11 and 12 have SEED DC-issued chromebooks. MKV families and others who indicated a need for technology have been issued iPads.

Active communication to families will include our weekly announcements via text messages and emails, Website, PowersSchool, online resources and social media sites. SEED DC's Office of Family and Community Engagement, as well as staff members across our 24-hour program, will communicate with and check in on our families regularly.



## **DC Public Charter School Instructional Contingency Plan**

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.

The plan does not depend on students having the internet to complete work, at this time. However, the FACE office is assisting families who do not have access to the internet in their homes by directing them to Comcast Essentials and instructing them on how to use a hot spot.

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.

SEED DC is committed to providing equitable learning experiences for our students. These resources are intended to support skill maintenance and development.

All course assignments are aligned to the student's current curriculum. Special education teachers modified coursework based on the learners in their classrooms to ensure students could access the work. All teachers have identified tutoring hours and check in times to communicate with students.

We are continuing to develop learning resources and strategies that can support students with various needs. In all of these plans, there are equity considerations and impacts to families in terms of student learning support.

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.

SEED DC provided computers to all teachers. Teachers were issued a survey to identify capabilities and needs. The principal is identified as the Technology Coach and will develop five 1-hour courses that support online learning. Teachers who identified themselves as needing extra support will receive an additional hour of support.





## **DC Public Charter School Instructional Contingency Plan**

Scholars and families have been provided links to various sites with contact information to staff persons if they have questions or need to troubleshoot for any reason. As we further develop our remote learning plans, and should we incorporate online platforms, we will be sure to develop training plans for pertinent stakeholders.

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

### **SEED PCS Student Support Services COVID 2019 Contingency Plan**

In an attempt to ensure access to FAPE (Free and Appropriate Public Education) for students receiving special education and related services under IDEA and Section 504 during the COVID-19 pandemic, The SEED Public Charter School of Washington, D.C. will employ the following measures:

#### **Specialized Instruction and Related Service Provision**

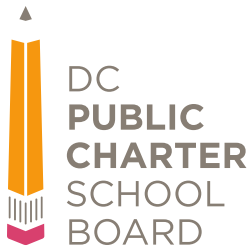
- Behavior Support Services/Counseling will be provided via SEED Staff cell phones. Parents and students will determine their preference via Audio or Facetime calls. All services will be logged via EasyIEP for IEP services and SEED Confidential Case Note logs for students receiving services through a 504 Accommodation Plan.
- Occupational Therapy and Speech and Language Pathology will be completed through missed services plan upon return to campus -based instruction. Our speech pathologists provided additional sessions this week in anticipation of school closing to ensure minimal impact.
- Special Education Teachers will follow the academic protocol for distance learning. All assignments will be provided to students with IEPs at their independent instructional level. Special Education teachers will be available via Facetime, Google duo, or direct calls to provide support throughout the academic day during their usual class periods.



## **DC Public Charter School Instructional Contingency Plan**

### **MDT Meeting Compliance for IDEA**

- The Special Education Coordinator will continue to hold all MDT meetings scheduled for the next 30 days.
- Case management will continue including scheduling Psychological testing, IEP updates, service logging, and progress monitoring.
- Director of Student Support Services will continue to manage all Non-public Placement compliance.
- Conference Call lines as well as Zoom has been established to hold MDT and Student Support Service Team Meetings



## **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?

On April 6, 2020, SEED PCS implemented their long-term Remote Learning Plan. The SEED PCS Community identified Google Classroom as the digital learning management system with which students scholars will receive instruction in all grades Academics and Student Life classes/activities.

Teachers are required to have new assignments posted in Google Classroom weekly, up to 5 hours of work per course. Additionally, teachers are providing daily instruction virtually for 30 minutes, per class, twice a week (minimally) using Google Duo, Instagram Live, Google Hangouts, or Zoom. The teachers' Google Classroom Code, office hours, schedule and virtual platform are on the SEED PCS website and updated weekly. All virtual lessons are slated to be recorded so scholars who were not able to attend "class" can access the information when able and those who to listen to instruction again can do so.

Scholars and families are able to see the detailed schedules on our website. We send updates about adjustments to our program in our weekly communication with families through Swift K12.

- 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.

Teachers are responsible for inputting two grades per class in PowerSchool weekly to include but not limited to: assessments (both those generated by our curricula and teacher-designed), projects, and homework.

- 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.

SEED PCS has created a detailed schedule to daily assess student participation virtually. SEED PCS has also expanded their Attendance Team to support capturing attendance in the online platforms via a Google document. Student Life staff and the attendance team members contact scholars daily that do not sign in to their virtual classrooms. SEED PCS uses a shared communication log to enter concerns and determine what additional supports students and families may need.

We are using many forms of social media to engage and reengage our scholars. We send morning announcements daily and host house meetings, SPARK programming (clubs/activities) and HALLS lessons (Habits for Achieving Life-Long Success), to name a few, throughout the week to mirror our unique educational model.

In addition to contacting caregivers of scholars who have not engaged with distance learning via phone calls and emails, we have reached out to friends of scholars not engaged to inquire about the scholars' well being. To date, we have made six wellness calls for scholars with whom we have had no contact.

- 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.

**Specialized Instruction:** Co-Taught and Self-Contained classes continue to be taught via Google Classroom and Zoom. Additionally, special education teachers have tutoring hours, which support small groups and hours outside of general ed.

**Related Services:** All related services are being provided through tele-therapy options and Zoom. Service delivery continues to be documented in SEDS/EasyIEP through logs and service trackers.



**Nonpublic Compliance:** SEED PCS has received and reviewed Distance Learning plans from nonpublic day schools and notifications of continued services for students placed in residential programs. SEED has submitted payment requests to OSSE to continue tuition reimbursement. Additionally, SEED is also providing technology to any SEED students attending Nonpublics in need to access distance learning.

**IDEA Compliance:** All MDT meetings have continued through conference lines or zoom. SEED PCS continues to schedule meetings with parents or educational decision makers as well as ensuring the participation of all mandatory team members. All efforts are documented in SEDS.

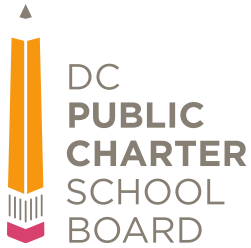
**Compensatory Education Assessment:** All special education teachers and related service providers will continue to monitor and document progress towards IEP Goals. We will also consider attendance in virtual class sessions, assessment data, work completion, and accuracy to determine needs for compensatory services.

**Access for Parents/Guardians:** To the greatest extent possible, SEED will seek to provide comprehensive supports to scholars minimizing hardships on parents with barriers preventing academic support. SEED PCS uniquely, has grade level teams available day and night to support scholars and families through various platforms of communication.

- 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.

**Access for EL:** SEED PCS currently has one student dual-identified. The family is fluent and prefers to speak English and requested all documents be sent in English. The student continues to receive accommodations and modifications as needed to access curriculum across language domains. The student also receives the support of a dedicated aide that checks-in daily.

Currently we are providing the same supports that are available to English speaking families as we only have one family and it has been their request to receive correspondence in English. Additionally, we have the capacity to provide all forms in Spanish, bilingual staff



available to provide support to families as well as other translation services such as the language line should the need arise.

- 6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?
  - If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

The projected timeline for making a decision regarding in-person opportunities will be made when we have a definitive school closure timeline and a greater understanding on what will suffice as an instructional day.