



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.

Sela PCS is planning to use a combination of paper-based and digital learning to deliver instruction to its students in the event of a long term closure.

Sela put out a survey to all families to determine (1) access to internet service and (2) access to internet-capable technology. Families that did not respond to the survey were surveyed in person during drop-off or pick-up. All Sela families have some form of internet access and families that expressed a need for an internet capable device were able to sign out a device and borrow an iPad from the school along with a charger for the duration of the closure.

On Friday, 3/13, all students in attendance received a packet of materials for home instruction. This varied by grade level with PreK students receiving pre-made activities and books, and students in grade K-5 receiving activities, workbooks, and independent work packets. All families were notified about the school's general plans.

On Monday, 3/16, all teachers came to the school building to receive professional development on distance learning plans. Teachers were trained on use of Zoom to hold web-based classes, and on preparation of materials to use during web-based classes for a 2-4 week period.

All families within grade bands will be invited to Zoom meeting "classes" spread out over the course of a week. Students will receive instruction, as they would in school via whole group and small group instruction. All classroom (and Hebrew teachers for grades 1-5) will also perform a weekly one-on-one check-in with their students for 10-15 minutes either via a Zoom meeting or phone call. The schedule of classes is attached as Appendix 1 below showing whole group and small group instruction.

Supervisors are sent lesson plans to review and have weekly half-hour check-ins with each of their teachers to ensure continuity of instruction and will be surveying Zoom classes to ensure quality of instruction. The leadership team will continue to meet regularly over Zoom and a whole staff meeting will be held weekly over Zoom to serve as a way to disperse information and take questions.

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.

All physical work packets that are going to go home with students went home on Friday, March 13th. Electronic copies of those packets will be available to all families that were not in attendance on that day.

All Sela families have indicated that they are able to access an internet connection, and any families that indicated they do not have access to internet-accessible technology received a loan of an iPad on Friday, March 13th. When any families require additional technology, the Head of School or Director of Operations will work to schedule a time for them to pick up a device at the school while the closure is in effect. Sela will continue to communicate with families with the weekly Tuesday Folder, other emails and robotexts, and via scheduled Zoom classes. Sela will also hold monthly family town halls over Zoom to communicate with families and take questions.

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.

Sela PCS sent home a survey to all families to assess their internet connection capabilities on Wednesday, March 11th. The only family that indicated that they needed an internet connection was contacted, and the school was able to direct them to resources to ensure a connection to access online material. A connected device was share with that family and they confirmed they were able to access

the internet at home with the device. As of now, all Sela families have confirmed they have internet connectivity 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.

Teachers were provided with direct professional development around use of the above proposed materials and platforms during the morning of Monday, March 16th. Before teachers were allowed to leave for the day, they had to demonstrate competency in creating and holding a Zoom meeting. Teachers were walked through the resources available to all families in their grade bands and shown how to add additional resources. Teachers also have the support of their direct supervisors during their Zoom classes and through weekly meetings and submission and review of lesson plans. Families have been notified via email about Sela's closure plan for distance learning and will continue to receive additional guidance via email.

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.

Sela PCS is working to ensure continuity of its educational program during this emergency school closure due to the coronavirus. Distance learning for all grade levels will become available to families on Tuesday, March 17th.

PreK Program:

Our PreK students were sent home with activities and games (with directions) on Friday, March 13th. All families were invited to twice-daily, live, web-based lesson for PreK students for Monday-Friday during the duration of this closure. PreK teachers will invite families to these lessons, which will occur from 8:30-9:00 and from 11:30-12:00. A virtual folder of lesson videos, read-aloud videos, activity videos, printable home activities and other family-friendly resources will be made available to all PreK families at Sela as of COB Monday, 3/16. Beginning the week of 3/30 PreK teachers began to pull daily small groups on Monday through Thursday alternating with English and Hebrew instruction in those groups for 15-20 minutes. Beginning the week of 4/13 teachers also began to do individual weekly check-ins with students and their parents via Zoom. Student learning will be assessed once students return from the closure.

Kindergarten Program:

Our kindergarten students were sent home with activities and games (with directions), and writing assignments for the remainder of the month of March on Friday, March 13th. All families were invited to twice-daily, live, web-based lesson for kindergarten students for Monday-Friday during the duration of this closure. Kindergarten teachers invited families to these lessons, which will occur from 9:00-9:30 and from 12:00-12:30. A virtual folder of lesson videos, read-aloud videos, activity videos, printable home activities and other family-friendly resources was made available to all kindergarten families at Sela as of COB Monday, 3/16. All virtual lessons are common-core aligned and will follow our current curricula for both math and ELA. Hebrew lessons will continue to follow our planned curriculum. Beginning the week of 4/13 kindergarten

teachers began to pull daily small groups on Monday through Thursday alternating with English and Hebrew instruction in those groups for 15-20 minutes. Beginning the week of 4/13 teachers also began to do individual weekly check-ins with students and their parents via Zoom. Students also receive weekly specials: a 45 minute live Art lesson, a 45 minute live PE lesson, and a 25 minute live Music & Israeli Culture lesson. Student learning will be assessed once students return from the closure.

1st – 5th Grade Program:

Our elementary students were sent home with activities and games (with directions), and writing assignments for the remainder of the month of March on Friday, March 13th. All families were invited to daily, live, web-based lesson for students for Monday-Friday during the duration of this closure. Elementary teachers invited families to these lessons, which will occur daily between 8:30 and 2:30. A virtual folder of lesson videos, read-aloud videos, activity videos, printable home activities and other family-friendly resources was made available to all kindergarten families at Sela as of COB Monday, 3/16. All virtual lessons are common-core aligned and will follow our current curricula for both math and ELA. Hebrew lessons will continue to follow our planned curriculum. Beginning the week of 4/13 teachers began to pull twice-weekly small groups on Monday through Thursday alternating with English and Hebrew instruction in those groups for 15-20 minutes. Beginning the week of 4/13 teachers also began to do individual weekly check-ins with students and their parents via Zoom. Students also receive weekly specials: a 45 minute live Art lesson, a 45 minute live PE lesson, and a 25 minute live Music & Israeli Culture lesson. For grades 2-5 students are using Google Classroom to complete assignments independently. Student learning will be assessed once students return from the closure.

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.*

Sela is tracking student attendance by maintaining a spreadsheet of attendance that teachers fill out at the end of their Zoom classes with students. Each scheduled lesson has attendance taken by the teachers. These attendance trackers are shared documents that are accessible to the school leadership team in real time. Live lessons and the Google Classroom platform provide opportunities for teachers to directly engage students and therefore they are able to informally track their participation.

- 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.*

As of this point, Sela has been in touch with all school families except for one of a PreK-3 student. Appropriate steps are being taken that could eventually lead to contact with CFSA in this case. For those students whose families have expressed an inability to engage with scheduled distance learning, teachers have been able to record Zoom sessions and share them with those families after the fact.

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.

Teachers have been keeping anecdotal notes from live Zoom sessions, completing weekly attendance trackers, and providing grades on virtual assignments received via the Google Classroom platform in grades 2-5. All fourth quarter grades at Sela PCS will be on a pass/fail basis.

- a. **PreK-3 and PreK-4** students will not receive grades but will receive teacher comments about performance and growth based on observations during small groups and individual check-ins via Zoom.
- b. **Kindergarten** – Students in kindergarten will receive pass/fail grades determined by assignments completed in small groups. Comments will be based on whole group sessions, small group sessions and individual check-ins.
- c. **1st through 5th Grade** – Students in grades 1-5 will receive pass/fail grades determined by assignments completed in the whole group sessions, small group sessions, individual check-ins, and from individual assignments completed remotely and turned in via email or google classroom. Hebrew grades will be determined by attendance and work completed in small groups.

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.*

EL students at Sela PCS are receiving support via their work in small groups and individual check-ins with classroom and Hebrew teachers. Families that are unable to communicate in English are receiving translated copies of notices home and additional support from staff members who speak their native language (Spanish or Amharic).

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

Families that are unable to communicate in English are receiving translated copies of notices home and additional support from staff members who speak their native language (Spanish or Amharic).

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?*

Sela PCS is implementing students' IEP's and 504 plans to the best of our ability under current circumstances, as all schools appear to be doing. All students who receive specialized instruction under an IEP are receiving some service from their special education teacher, but not necessarily the full number of hours mandated in their IEPs as of the week of 3/16. The special education teachers have scheduled individual Zoom classes with their IEP students, either approaching or meeting their mandated instructional hours, to work on their IEP and 504 plan goals. Special education teachers are also collaborating in planning with classroom teachers to be able to preview, review or remediate around whole group or small group classroom lessons their student are participating in. Special education teachers are tracking their sessions with student and communication with families.

Related services providers have scheduled tele-therapy sessions with students mandated for related services. They are tracking these sessions as they would in-person sessions.

b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?

Sela is attempting to maintain IDEA timelines in collaboration with families. When timelines are not able to be adhered to because of the unavailability of documents, evaluations, or persons to hold meetings, they are being rescheduled for a time when all necessary materials and people will be available. Delivered services are being documented in three ways. Specialized instruction is being tracked in a shared spreadsheet between special education coordinators and teachers in the event that it can be transferred into SEDS at a later date. Related services are being documented in SEDS. Any IEP or 504 Plan documentation is being tracked in SEDS.

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

All students receiving special education services under an IEP or 504 plan will have to be reassessed once the school reopens. These assessments will be used to determine if compensatory services or changes to plans are necessary for the following school year.

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?

Sela PCS does not currently serve any families with family members who have disabilities that would impair them from accessing content to support their students' learning.

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

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

The LEA assures to the statements above.

Student Grades

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

Student promotion decisions will be made on an individual basis with teacher, family, and administrative input. For any students who were in consideration for retention before the end of the third quarter when the school building was closed for the COVID-19 crisis, those families will be contacted to discuss the relative benefits of retention or promotion. At this discussion, previous report cards for the 2019-2020 school year will be reviewed, along with notes from parent-teacher conferences. Work completed during the closure period will not be considered in this decision. As part of outreach to families during the school closure, the school administration has offered to discuss potential retention with any family. At this point, no families that had not been in discussion about potential retention earlier has wanted to pursue retention for their students.

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

Sela communicated grading expectations to all Sela families in a memo that was sent out on Friday, April 24th. The communication to families was as follows:

Fourth Quarter Grades – Grading is going to look a little different during the fourth quarter than for the other three for this school year. It will be on a pass/fail basis.

- d. **PreK-3 and PreK-4** students will not receive grades but will receive teacher comments about performance and growth based on observations during small groups and individual check-ins via Zoom.
- e. **Kindergarten** – Students in kindergarten will receive pass/fail grades determined by assignments completed in small groups. Comments will be based on whole group sessions, small group sessions and individual check-ins.
- f. **1st through 5th Grade** – Students in grades 1-5 will receive pass/fail grades determined by assignments completed in the whole group sessions, small group sessions, individual check-ins, and from individual assignments completed remotely and turned in via email or google classroom. Hebrew grades will be determined by attendance and work completed in small groups.

Retention in Current Grade – Before the beginning of the fourth quarter, no Sela students were under consideration for retention in their current grade. As always, if you have concerns about your child being promoted to the next grade, we can certainly discuss any potential retention. As part of the considerations for any potential retentions, remember that all students in the District and around the country are experiencing similar situations in regard to distance learning. At Sela, we are planning on revising curriculum next year to account for the instructional losses during our fourth quarter so that students will be able to access the skills and content they missed during our school closure and time with distance learning.

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

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)?*

In order to provide for lost instructional time for students, Sela PCS is planning to open two weeks earlier for SY20-21 than originally planned. Our proposed new opening date for all students is Monday, August 13th. This will mean that the next year calendar will have planned 192 days of instruction. In order to make this fair to staff as well as families, Sela will be closing on Friday, June 5th, two weeks earlier than the original date of Friday, June 19th.

15. *Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.*

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA)
- DIBELS/Acadience Reading
- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP
- Reading Inventory (RI)
- Renaissance Learning's STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify)
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)

Sela will plan on assessing all students in grades KG-5 with NWEA-MAP testing during the third week of SY20-21 (week of August 31st assuming an in-person or limited in-person start date of 8/17) as an initial, diagnostic assessment to determine what corrective steps to take with classes and/or individual students. Teachers in grades KG-5 will also be administering Fountas & Pinnell reading assessments beginning the fourth week of school (week of September 7th) to begin to track students' reading levels.

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

Sela has created a workable distance learning program from scratch this year. Since the introduction of this program on Tuesday, March 14th, improvements have been made and the program has been regularly assessed to provide opportunities for further improvement. The leadership team meets weekly to assess the distance learning program and individual members meet multiple times per week with their teams to troubleshoot the system.

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: **182**
- Number of Instructional Days Completed Before March 16, 2020: **120**
- Number of Days of Distance Learning Provided: **52**
- Number of Days Requested to be Waived from 6 hours of learning: **52**
- Number of Days Requested to be Waived from providing instruction: **10**
 - Indicate which calendar days being requested for waiver on which instruction was not provided: **6/8, 6/9, 6/10, 6/11, 6/12, 6/15, 6/16, 6/17, 6/18, 6/19**

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: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Appendix 1 – Sample Schedule of Weekly Zoom Classes for Sela PCS Families with ZOOM Links

Sela PCS Distance Learning - Schedule for Week of 4/27 with Direct Links to Classes														
Time	Monday - 4/27			Tuesday - 4/28			Wednesday - 4/29			Thursday - 4/30			Friday - 4/24	
8:30 - 9:00	PreK-Itzhak Mornin Morning Meeting	Shinshiniot - 3rd Grade		PreK-Shira Mornin Morning Meeting	Shinshiniot - 2nd - Ms. Mandelman		PreK-Hana Morning Meeting			PreK-Maya Mornin Morning Meeting			PreK-Cohen Mornin Morning Meeting	
9:00 - 9:30	KG - Ms. Slade - Eng. Language Arts	Shinshiniot - 1st - Ms. Gerald		KG - Ms. Loren - Hebrew Literature	Shinshiniot - 2nd - Ms. Barbour		KG - Ms. Nava - Hebrew Literature			KG - Ms. Lindsey - Eng. Language Arts			PreK - Movement - Mr. Tony	
9:30 - 10:00	4th - Mr. Dixon - ELA	Shinshiniot - 1st - Mr. Mirer		4th - Mr. Dixon - ELA	Shinshiniot - KG Nava & Lindsey		4th - Mr. Dixon - Math			4th - Mr. Dixon - Math			1st - Small Gr. Hebrew - Ananim - Invite via Email	2nd - Small Gr. - Yark. Hebrew - Invite via Email
10:00 - 10:30	3rd - Ms. Willis - Math	PreK Small Groups - Invite via email - 10:00-11:00	Shinshiniot - KG Loren & Mariah	3rd - Ms. Willis/ Mr. Conor - ELA	PreK Small Groups - Invite via email - 10:00-11:00	Shinshiniot - 4th Grade	3rd - Ms. Willis/Hilliard - Writing	PreK Small Groups - Invite via email - 10:00-11:00	KG - 2nd - PE - Mr. Tony - 10:00-10:45	3rd - Ms. Willis - ELA	PreK Small Groups - Invite via email - 10:00-11:00	4th - Math Small Gr. - Invite via Email	1st - Small Gr. Hebrew - Sham yim - Invite via Email	2nd - Small Gr. - Katom. Hebrew - Invite via Email
10:30 - 11:00	1st - Mr. Mirer - ELA	4th - ELA Small Gr. - Invite via Email		1st - Mrs. Gerald - Math	4th - ELA Small Gr. - Invites via Email		1st - Mr. Mirer - ELA			1st - Mrs. Gerald - Math				
11:00 - 11:30	2nd - Ms. Shani - Hebrew	3rd-5th - PE - Mr. Tony - 11:00-11:45	K-1st Art (11:00-12:00)	3rd - Mr. Yoel & Mr. Avi - Hebrew	2nd-3rd Art (11:30-12:15)		2nd - Ms. Shani - Hebrew	3rd - ELA Small Gr. - Invite via Email		3rd - Mr. Yoel & Mr. Avi - Hebrew			3rd - Small Gr. Hebrew - Invite via Email	3rd - Small Gr. Hebrew - Invite via Email
11:30 -	PreK-Cindy			PreK-Chezmine			PreK-Simmons			PreK-Sales			PreK-Alexander	1st - Mr. Yoval 2nd - Small

12:00	<u>Read Aloud</u>			<u>Read Aloud</u>			<u>Read Aloud</u>		<u>Read Aloud</u>		<u>Read Aloud</u>	Small Gr. Hebrew-Bayit - Invites via Email	Gr.-Varod. Hebrew - Invites via Email		
12:00-12:30	<u>KG - Ms. Nava - Hebrew Math</u>			<u>KG - Ms. Lindsey - English Math</u>			<u>KG - Ms. Slade - English Math</u>	<u>4th-5th Art (12:00-12:45)</u>		<u>KG - Ms. Loren - Hebrew Math</u>		<u>KG - Ms. Hilliard - 2nd Step Lesson</u>	1st - Small Gr. Hebrew-Parpur - Invites via Email	2nd - Small Gr. - Tzahov. Hebrew - Invites via Email	<u>Mr. Connor 4th Grade Read Aloud</u>
12:30-1:00	<u>2nd - Ms. Mandelman - ELA</u>	<u>3rd - Math Small Gr. - Invites via Email</u>		<u>2nd - Ms. Bridgett - Math</u>	<u>3rd - Math Small Gr. - Invites via Email</u>		<u>2nd - Ms. Mandelman - ELA</u>			<u>2nd - Ms. Bridgett - Math</u>	<u>3rd - ELA Small Gr. - Invites via Email</u>	<u>Mr. Connor 2nd Grade Read Aloud</u>			
1:00-1:30	<u>1st - Mr. Yuval - Hebrew</u>			<u>4th/5th - Mr. Yoel & Mr. Avi - Hebrew</u>			<u>1st - Mr. Yuval - Hebrew</u>	<u>4th - Math Small Gr. - Invites via Email</u>		<u>4th/5th - Mr. Yoel & Mr. Avi - Hebrew</u>					
1:30-2:00	<u>5th - Mr. Rosfeld - ELA/Math</u>	<u>KG - Small Gr. Hebrew - Invites via Email</u>		<u>5th - Mr. Rosfeld - ELA/Math</u>	<u>1st ELA Small Group Invites via Email</u>	<u>KG - Small Gr. Hebrew - Invites via Email</u>	<u>5th - Mr. Rosfeld - ELA/Math</u>	<u>KG - Small Gr. Hebrew - Invites via Email</u>		<u>5th - Mr. Rosfeld - ELA/Math</u>	<u>1st Math Small Group Invites via Email</u>	<u>KG - Small Gr. Hebrew - Invites via Email</u>	<u>4th/5th - Small Gr. Hebrew - Invites via Email</u>	<u>4th/5th - Small Gr. Hebrew - Invites via Email</u>	
2:00-2:30	<u>KG - ELA Small Groups - Invites via Email</u>	<u>5th - Math Small Groups - Invites via Email</u>		<u>KG - ELA Small Groups - Invites via Email</u>	<u>5th - Math Small Groups - Invites via Email</u>		<u>KG - Math Small Groups - Invites via Email</u>	<u>5th - ELA Small Groups - Invites via Email</u>		<u>KG - Math Small Groups - Invites via Email</u>	<u>5th - ELA Small Groups - Invites via Email</u>				
2:30-3:00	<u>1st - ELA Small</u>			<u>1st - ELA Small</u>			<u>1st - Math Small</u>			<u>1st - Math Small</u>					

	Groups - <u>Invites via Email</u>			Groups - <u>Invites via Email</u>			Groups - <u>Invites via Email</u>			Groups - <u>Invites via Email</u>					
3:00 - 3:30	2nd - Small Groups - <u>Invites via Email</u>			2nd - Small Groups - <u>Invites via Email</u>			2nd - Small Groups - <u>Invites via Email</u>			2nd - Small Groups - <u>Invites via Email</u>					
3:30 - 4:00				4th - <u>Book Club with Mr. Dixon</u>											



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.).

Sela PCS is planning to use a combination of paper-based and digital learning to deliver instruction to its students in the event of a long term closure.

Sela put out a survey to all families to determine (1) access to internet service and (2) access to internet-capable technology. Families that did not respond to the survey were surveyed in person during drop-off or pick-up. All Sela families have some form of internet access and families that expressed a need for an internet capable device were able to sign out a device and borrow an iPad from the school along with a charger for the duration of the closure.

On Friday, 3/13, all students in attendance received a packet of materials for home instruction. This varied by grade level with PreK students receiving pre-made activities and books, and students in grade K-5 receiving activities, workbooks, and independent work packets. All families were notified about the school's general plans.

On Monday, 3/16, all teachers came to the school building to receive professional development on distance learning plans. Teachers were trained on use of Zoom to hold web-based classes, and on preparation of materials to use during web-based classes for a 2-4 week period.

All families within grade bands will be invited to Zoom meeting "classes" spread out over the course of a week. The schedule of classes is attached as an appendix below.

Supervisors are scheduling weekly half-hour check-ins with teachers to ensure continuity of instruction and will be surveying Zoom classes to ensure quality of instruction.

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.

All physical work packets that are going to go home with students went home on Friday, March 13th. Electronic copies of those packets will be available to all families that were not in attendance on that day.

All Sela families have indicated that they are able to access an internet connection, and any families that indicated they do not have access to internet-accessible technology received a loan of an iPad on Friday. If any families require additional technology, the Head of School or Director of Operations can schedule a time for them to pick up a device at the school while the closure is in effect. Sela will continue to communicate with families with the weekly Tuesday Folder, other emails and robotexts, and via schedules Zoom classes.



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.

Sela PCS sent home a survey to all families to assess their internet connection capabilities on Wednesday, March 11th. The only family that indicated that they needed an internet connection was contacted, and the school was able to direct them to resources to ensure a connection to access online material. A connected device was share with that family and they confirmed they were able to access the internet at home with the device. As of now, all Sela families have confirmed they have internet connectivity at home .

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.

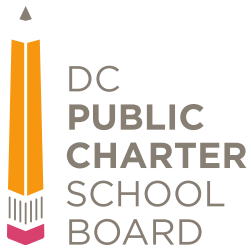
Sela PCS is working to ensure continuity of its educational program during this emergency school closure due to the coronavirus. Distance learning for all grade levels will become available to families on Tuesday, March 17th.

PreK Program:

Our PreK students were sent home with activities and games (with directions) on Friday, March 13th. All families will be invited to twice-daily, live, web-based lesson for PreK students for Monday-Friday during the duration of this closure. PreK teachers will invite families to these lessons, which will occur from 8:30-9:00 and from 11:30-12:00. A virtual folder of lesson videos, read-aloud videos, activity videos, printable home activities and other family-friendly resources will be made available to all PreK families at Sela as of COB Monday, 3/16.

Kindergarten Program:

Our kindergarten students were sent home with activities and games (with directions), and writing assignments for the remainder of the month of March on Friday, March 13th. All families will be invited to twice-daily, live, web-based lesson for kindergarten students for Monday-Friday during the duration of this closure. Kindergarten teachers will invite families to these lessons, which will occur from 9:00-9:30 and from 12:00-12:30. A virtual folder of lesson videos, read-aloud videos, activity videos, printable home activities and other family-friendly resources will be made available to all kindergarten families at Sela as of COB Monday, 3/16. All virtual lessons are common-core aligned and will follow our current curricula for both math and ELA. Hebrew lessons will continue to follow our planned curriculum. Student learning will be assessed once students return from the closure.



DC Public Charter School Instructional Contingency Plan

Grades 1-5 Program:

Our elementary students were sent home with activities and games (with directions), and writing assignments for the remainder of the month of March on Friday, March 13th. All families will be invited to twice-daily, live, web-based lesson for students for Monday-Friday during the duration of this closure, additionally there will be two remote Hebrew lessons per week per grade band. Teachers will invite families to these lessons, which will occur from on a regular schedule (see attached appendix). A virtual folder of lesson videos, read-aloud videos, activity videos, printable home activities and other family-friendly resources will be made available to all elementary families at Sela as of COB Monday, 3/16. Additionally fifth grade students will be able to access Google Classroom resources provided by their teacher where they can complete assignments, receive instruction beyond the scheduled lessons, and receive teacher feedback about their work.

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 provided with direct professional development around use of the above proposed materials and platforms during the morning of Monday, March 16th. Before teachers were allowed to leave for the day, they had to demonstrate competency in creating and holding a Zoom meeting. Teachers were walked through the resources available to all families in their grade bands and shown how to add additional resources. Families have been notified via email about Sela's closure plan for distance learning and will continue to receive additional guidance via email.

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.

To ensure compliance with IDEA and Section 504 Sela will be closely monitoring all guidance from OSSE and the Department of Education. The Head of School and Director of Operations will be on the daily scheduled calls with the Deputy Mayor of Education and Superintendent of Education to receive any updates. For now, following OSSE and US DOE guidance, case managers for special education students have reached out to individual families to schedule Zoom meetings for instructional sessions to fulfill as much as possible of the mandated hours stated on each student's IEP or 504 plans. Related services are planning to schedule make-up or compensatory services for when student return from the school closure as per discussions with Sela's contracted related service provider, End to End Services.



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?

Since the initial submission of plans, Sela PCS has made the following updates:

- Addition of family-friendly resources by grade level in an accessible GoogleDrive Folder;
- Addition of small-group Zoom sessions beyond whole class instruction to introduce appropriate content to students on a more individualized basis;
- Addition of individual student/teacher check-ins weekly.
- Addition of 1:1 instructional time for students with their special education teacher.

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.

- In grades K-5 exit tickets or verbal assent is used to gauge student progress toward objectives;
- Special Education students are tracked in progress toward IEP goals.

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.

All teachers hosting live lesson via Zoom take attendance for each session on a spreadsheet that is a shared document with their direct supervisor. If a student or students are absent from a session, the teacher leading the session reaches out to their family. If a response is not received, the teacher notifies their supervisor, who will then reach out to the family themselves. If the supervisor is not successful, the Director of Culture and Student Support Services will investigate.

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.**

Students' IEPs and 504 plans are being implemented as best can be under the circumstances. To provide specialized instruction, individual distance learning sessions are scheduled weekly in a reasonable approximation of a student's mandated instructional hours and planned around the student's individualized goals. Session info is recorded on a spreadsheet by the special education teachers. In agreement with our related service contractor, End-to-End Services, Sela has been providing tele-therapy to students with mandated related services. Related Service notes are recorded in SEDS.

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

IDEA timelines are being adhered to as closely as possible, with the understanding that finalization of documents often requires signatures. For any processes that were underway before the school closed, they are being completed remotely, and sometimes left off before being finalized if signatures are not available. Meetings are being conducted remotely, either via a conference line or Zoom. For any processes that require in-person evaluations, they are on hold until schools are allowed to reopen and this is where maintenance of IDEA timelines has been an issue.

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

Once students with IEPs or 504 plans return to the school building, assessments, mostly likely NWEA MAP testing, will be provided to determine academic levels at that time. If the results of this test demonstrate a need either for compensatory services or a reexamination of IEPs or 504 plans, then either those services will be provided or those documents will be revisited.

- **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.**

Sela PCS staff is in contact with all families and regularly assesses their ability to access content to support our students' learning. If during that regular contact, any family members express need for more support, that support is coordinated by the Director of Culture and Student Support Services.

- 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.**

Just as it would during regular school operations, Sela PCS is using small group instruction as a means of instruction. During this time, teachers are informally evaluating ELL students to monitor their progress.

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

All Sela PCS families are currently able to access content to support their students' learning.

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.**

Sela PCS has not yet decided how to provide opportunities to make up missed learning time following the extended closure. We are waiting on some indication from the Mayor's Office about what the budget impacts for this or the following school year will be to determine the best course of action. Until that information is available, we will not know how much additional funding we can apply toward either an expanded summer school program or an extended year for SY20-21 with an earlier start to the school before our planned August 31st opening.