



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.^{1,2}

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

Instructions for Public Charter LEAs

Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

Instructional Continuity

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

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

2. If your plan depends on the widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate students who do not have access to the internet at home.

4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

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

Data sheets aligned to student IEP objectives were sent home in the work packet. Through

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.

Teachers and therapists are tracking each contact with students and providing that data to supervisors weekly. Therapists are also continuing to submit service trackers for all provided related services.

7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that students are making academic progress through distance learning and how you are providing that information back to students and families.

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:

a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.

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

9. Please elaborate on the following areas of support for students/families with disabilities:

- a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?
- b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?
- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

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

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

The LEA assures to the statements above.

Student Grades

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

N/A- our educational program is ungraded and students transition to other classrooms and levels of our program based on age bands, no based on grade level promotion.

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

N/A

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

N/A- our students are on a H.S. certificate track and are eligible for special education services until they are 22. At age 22 they are no longer eligible for school based services and move onto adult based programs such as RSA or DDA.

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)?

Our students will engage in a period of Extended School Year services per their IEP after the last day of school. Upon return to school for the 2020-2021 school year, students will have a period of recovery learning and be assessed for regression/recoupment of skills after an appropriate period of time not to exceed 4 weeks. All decisions for additional supports would be made during individual student IEP meetings.

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 how you are considering using these options.

While formalized testing is not effective to inform us on student progress, there are some assessment methods that may be used in addition to teacher observation and data collected on IEP goals/objectives upon arrival back to school.

- 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)- teacher observation, ABLLS-R, TTAP, FACTER, and Unique Learning Systems

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

Policies for distance learning are currently being discussed and will be reviewed over the upcoming weeks. We are currently enlisting stakeholder input on the current program being utilized and analyzing

data on engagement. We will also be developing procedures and processes for more consistent delivery of materials and are assessing different ways to include adapted materials that provide accommodations for students to complete lessons taught in a virtual/video format.

Policies will also include engagement expectations from the school, students, and parents during periods of closure that will require distance learning.

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.

St. Coletta Special Education PCS serves students ages 3-22 with intellectual disabilities, autism, and multiple disabilities. The school curriculum focuses on functional life skills, with all activities involving hands on approaches to teaching with embedded accommodations, such as physical objects, sensory materials, adapted books, manipulatives, and real life experiences such as cooking, personal care, and community based voc skills. Around 2/3 of our students are non-verbal and require other modes of communication to participate in activities. Many of our students also require a high level of 1:1 support to use a computer or any instructional materials. They are unable to use a keyboard given fine motor deficits and/or cognitive disabilities; do not understand cause/effect, are non-readers, and have difficulties attending to an activity without the presence of an adult to support the implementation of a behavior plan and physical guidance to complete an activity. While we have provided a distance learning program that supports many of their needs, providing visual instructions in work packets, adapted video lessons, and video conferencing for 1:1 sessions, instruction is not able to be provided for the minimum 6 hrs per day.

- Number of Instructional Days in 2019-20 school year Calendar: 183
- Number of Instructional Days Completed Before March 16, 2020: 125
- Number of Days of Distance Learning Provided: 48
- Number of Days Requested to be Waived from 6 hours of learning: 48
- 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: June 1- June 12

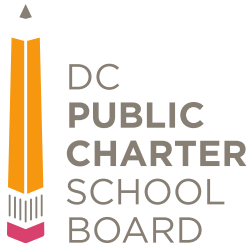
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: St. Coletta Special Education PCS

LEA Leader Name: Christie Mandeville

LEA Leader Signature: Christie Mandeville

Date: 5.14.2020



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.).

Additional Work packets were prepared which include IEP goal sheets for each student, our curriculum with the appropriate age group scope & sequence, accompanying lesson plans for each area of the curriculum along with the paper materials for that lesson. This accompanies the data sheet, daily behavior data sheets, tips from teachers about working on functional life skills taken from our FLS curriculum, and tips from therapists on how to incorporate therapy related skills in activities at home that was previously sent. For specific students, educational websites that are used for instruction are being provided. Materials will also be posted on our website in a Distance Learning section.

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.

Work packets are being sent home via mail on Friday, March 27 by priority mail. Teachers will reach out to parents 3x per week to provide further guidance and video consultation, as well as direct them to video lessons and demonstrations for classroom activities, and demonstrations by specials teachers and therapists. They will be available for parents to email during typical instruction hours, 9am-3pm, Mon-Fri. School leaders will be available via phone and email. All contact information has been provided in the student work packets.

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.

All work has been designed so that if students do not have access to internet they are still able to engage with teacher led consultation.



DC Public Charter School Instructional Contingency Plan

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.

All work sent home is based on our FLS curriculum and student IEP goals. Once we return to school, we will assess students in the same way we do after all extended breaks to determine recoupment of skills and/or regression. Typically we assess no later than 4 weeks after returning to instruction. Next steps for students identified as having regressed will be determined through the IEP process.

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.

School leaders will have regular outreach sessions with teachers for video lesson implementation and teachers will be available via email and video conferencing to provide support during a long time closure.

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.

We provided IEP goal materials, functional life skills activities, and theme-based activities in student work packets. Therapists will be available via email to support with therapy related activities and telehelp sessions as feasible.



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?

Additional Work packets were prepared which include IEP goal sheets for each student, our curriculum with the appropriate age group scope & sequence, accompanying lesson plans for each area of the curriculum along with the paper materials for that lesson. This accompanies the data sheet, daily behavior data sheets, tips from teachers about working on functional life skills taken from our FLS curriculum, and tips from therapists on how to incorporate therapy related skills in activities at home that was previously sent. For specific students, educational websites that are used for instruction are being provided. Materials will also be posted on our website in a Distance Learning section.

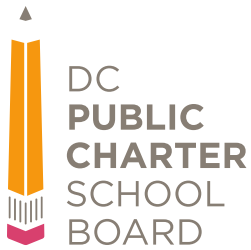
Supplemental resources are also being provided, such as the Unique Learning System, which is an online curriculum our teachers use to enhance our own curriculum. This learning system generates more individualized lesson plans depending on the level of each student. Parents will have additional lesson plans emailed or mailed to them each week.

- 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.

Data sheets aligned to student IEP objectives were sent home in the work packet. Through teacher conferences/consultation/video teaching, they will work on IEP goals with the student and/or consult with the teacher on how the student is performing on the IEP goal. For any student with a behavior plan and/or behavior goals on their IEP, a daily behavior data sheet was also provided. Behavior specialists will consult with parents weekly to consult and provide tips/strategies for any challenging behaviors the student may be engaging in at home. The behavior therapists will also be providing video demonstrations on specific behavior strategies.

In addition, the Unique Learning System creates student accounts and can track engagement and progress on lessons completed, which can be aligned closely to their IEP goals. Teachers document each contact they have with students.

While online lessons e.g. computer based learning activities or web-based educational programs are not a required element of our distance learning plans, we have provided families resources for educational sites and apps. Many of our students are unable to use a computer independently, so that method of instruction has never been a required part of our curriculum.



Therapists are providing sessions to the best of their ability and using their expertise to determine which services can be delivered via telehelp. They are continuing to complete service trackers on services delivered.

- 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.

Teachers are tracking each contact with students and providing that data to supervisors weekly. At this time there is only 1 student we have not reached. For any student that we are unable to reach for scheduled meetings, or if there has been no response to check-ins, we use emergency contact information to try and reach them. Social workers are contacted as well so that they may follow up with families on difficulties they are having participating in learning activities and troubleshoot barriers to a student's ability to participate.

- 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.
 - i. See above description of our Distance Learning Plan as all of our students have IEPs
 - How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
 - i. We are continuing to hold IEP meetings within timelines via video or telephone conferencing.
 - ii. Therapists are creating contracts with parents delineating what they are able to reasonably address through distance learning.
 - What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
 - i. Once we return to school, we will work closely first with students who were identified as not engaging or if parents expressed that they were unable to complete activities with them. As is the process after all extended breaks, we will assess any regression of skills or the inability to recoup skills in a reasonable amount of time, not to exceed 4 weeks. We will analyze data to determine if compensatory ed is needed given the circumstances.
 - 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.
 - i. We provide online support and guidance to assess what level of support they may need.



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.

All of our instructional materials include visuals as our students with EL also are classified with other disabilities such as autism or intellectual disability in which their access to learning is equally or more significantly impacted by their disability. Visuals can be labeled in both English and Spanish. The language line is used for phone conferences, and written instructions are provided to families in Spanish. Teachers will use the language line to review the Distance Learning Plan in other languages.

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?

- St. Coletta will be following DCPS when making decisions to return to school.
- If schools resume for the end of the 2019-2020 SY, a decision would be made within a 2 week period if we were to extend through the summer for all students.
- If school does not resume this school year, determination on extended learning time would be made through individual student IEPs upon return from school.