



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

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

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

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

Part I: Distance Learning Implementation Plan

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

Instructions for Public Charter LEAs

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

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

Instructional Continuity

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

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

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

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

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

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

Monitoring Student Participation & Progress

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

6. Please elaborate on how you are assessing student participation in distance learning.

- a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
- b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

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

Supporting Special Populations

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

- a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
- b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

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

- a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?

- b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?
- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

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

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

The LEA assures to the statements above.

Student Grades

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

We have informed families that all students who have consistent attendance in the virtual space (nearly 100% of our students) and regularly submit the assignments that are given will to transition to the next grade. Their assignments are being reviewed and will be evaluated pass/fail based on completion. In light of the fact that 100% of Statesmen scholars students have the tools necessary to gain access and engage, students who struggle with attendance in the virtual space and basic assignment submission will have family teleconferences with the academic leadership team and advised of next steps including support, change in program and the possibility of retention.

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

Since the beginning of the closure, our leadership team has hosted numerous Town Hall meetings with our families. The purpose of these meetings is to provide updates regarding the pandemic, assist in access to resources and alert families of next steps. These meetings started in the first week of Distance Learning (each day) and are currently hosted twice a week. We alerted our families of DCPS's decision to close effective May 29th and allowed them to vote and

provide feedback on when they wanted to close the school year. With a unanimous decision from families and clear majority vote from staff, the decision was made to continue online classes until June 12th to ensure our boys experience as little academic loss as possible.

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)?

Right now, Statesmen is experiencing engagement near 100% engagement in Distance Learning. Because we have focused so closely on relationships and mitigating losses to Reading and Math, we are not sure what the total need will be for recovery as the COVID-19 pandemic subsides. That said, we intend to administer NWEA MAP at the end of the school year (June 2020) in small physically distanced groups on site. We will use what we learn from that data to devise an appropriate Loss Recovery Plan to address what we see as significant deficits. That plan may include one or some combination of the following:

- Plan A - Summer Institute I: Administer a 4-6 week full-day summer school program with a focus on relationships and small group ELA and Math intervention groups
- Plan B - Summer Institute II: Administer a 4-6 week half-day summer school program with a focus on relationships and small group ELA and Math intervention groups
- Plan C - Summer Institute III: Administer a 2-4 week extension to the ESY program, half-days with a focus on relationships and small group ELA and Math intervention groups
- Plan D - Summer Institute IV: Administer a 1-3 week extension to the ESY program, half-days with a focus on relationships and small group ELA and Math intervention groups for students with specific and extreme deficits identified by NWEA MAP
- Plan E - Extension Institute: Administer a full-year or half-year extended day program, up to 3 days per week and for as many as 2 hours each day with a focus on 1:1 tutoring as well as some small group ELA and Math intervention groups

We do not have enough information to lock in on any one of these plans right now. We fully expect to have to engage in some level of recovery learning.

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)

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

Each week, we are gathering data on the progression of the program in the following ways:

- Leadership observations of every virtual session
- Daily Staff check-ins on group engagement and program progression
- Daily Office Hour check-ins with students and parents
- Two weekly Town Halls for parents
- A pre and post DL family survey
- Weekly half-day PD sessions
- Platform site engagement data
- Daily assignment submission

We use our weekly half-day PD sessions to discuss the findings from these various data gathering strategies to make necessary adjustments to the program and to divine a program focus for the next week. We are also using these data and anecdotal findings to design how we might continue some portions of the DL program as a part of Loss Recovery and to enhance our academic support offerings to SWDs, 504 plan holders and struggling learners.

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: **180**

• Number of Instructional Days Completed Before March 16, 2020: **118**

• Number of Days of Distance Learning Provided: **58**

• Number of Days Requested to be Waived from 6 hours of learning: **58 days at 5 hours**

• Number of Days Requested to be Waived from providing instruction: **4 days (1 added from holiday recapture – Easter Monday)**

○ Indicate which calendar days being requested for waiver on which instruction was not provided:
6/15/20 to 6/19/20

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: STATESMEN COLLEGE PREPARATORY ACADEMY FOR BOYS PCS

LEA Leader Name: SHAWN HARDNETT

LEA Leader Signature: _____

Date: APRIL 30, 2020



STATESMEN
COLLEGE PREPARATORY ACADEMY FOR BOYS PCS
Build Strong Boys

COVID-19 Instructional Contingency Plan

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. The information below outlines all of the actions that are being taken by Statesmen College Preparatory Academy for Boys PCS to ensure all students are equipped with the tools necessary during this time. As updates are made to our process, this document will reflect those changes.

- 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.).**

Statesmen serves a population of students that are already bearing disproportional and negative impact from COVID-19 and the accompanying shutdown of citywide services and schools. As we understand that instructional loss to them will likely exacerbate the already recalcitrant achievement gap, we are trying to mitigate significantly. Before the break, we created paper-based work packets for each scholar consisting of materials from each of their 4 content areas. This is a regular part of the work sent home for each long break. Since we classified this first week as Spring Break, the work that they received looks like what they would normally receive on a break. Additionally, we included instructions and logins for our Reading Plus program which is to be engaged for 30 minutes each. As is always the case, these packets will be graded and entered at the value of an assessment grade.

We are in the process of using this week as an opportunity to study the plans of organizations locally and across the country as we come to understand all of the ways that distance learning can be executed and the best practices for demographics of students that may struggle to be successful without immediate support.

As of today, the following represents to foundation of our programming:

RELATIONSHIPS:

- Daily Open Teleconference - we will host a daily conference call for families to participate in to provide updates, answer questions, support parents in supporting their child in accessing online materials and troubleshoot as we see problems arise

- Morning Meetings (number TBD) - we will engage in a series of schoolwide webinars and discussions:
 - Engage in community-building and relationship-building games and activities
 - Celebrate and reward engagement in distance learning and accomplishment of academic and non-academic milestones
 - Showcase high-quality work
- Cohort Gatherings/Daily Advisory - smaller gatherings of classes and groups that will do specific work:
 - Academic agenda for the day
 - Grade level meetings
 - Reading and Math focused groups
 - Intervention groups
 - Social groups
- Contact Calls (5-10 minutes 1 to 2 times a day)
 - Family support check-in, connecting family to services
 - Check-in on program participation and work completion
 - Set up tutoring and support
 - Short cycle tutoring
 - Feedback on graded work
 - Teachers will submit notes to highlight the content of each call
- Office Hours - published opportunities for students and families to call in and get academic or non-academic support from their teachers and school leaders

RIGOR

- Technology - We surveyed our families to come to know
 - what level of technology access that students will have at home,
 - who has a computer that the child can use at any time,
 - who has internet access that a child can access at any time,
 - what resources may be needed to support the child using technology for academics
 - As a 1to1 technology school, we have the ability to send a fully functional Chromebook home with each student and to guarantee (TBD) that each child has access to high-quality wi-fi services. Students needing a device will start picking them up on Tuesday, March 24th
- Instruction
 - Students will receive a daily schedule of academic activities that will include 2 to 2.5 hours of academic engagement
 - The focus of this engagement will be Reading first and Math second
 - Students may engage in activities related to other subject areas, but the larger focus will be mitigating against instructional losses as it relates to ELA and Math
 - Some teacher lessons will be video-recorded and shared for students to view
 - Teachers will also engage an online platform (TBD) to provide live instruction
 - Teacher will design a playlist of video, audio, website engagement and group-chat engagement that students will complete to accomplish an assigned educational objective
 - Teachers are expected to engage Google Classroom (or another public platform - TBD) where scholars can receive immediate instructional feedback and communicate through discussion. Teachers will use student email

accounts to provide individualized assignments, feedback and grading

- Reading Focus;
 - Teachers will focus on specific reading text with students
 - Grade Level Appropriate Text - Teachers will close read a grade level text with students in whole groups, small groups and individually
 - Independent Reading Level Text - Teacher will question students on an independently selected reading that they are doing.
 - Questions
 - Look back across the chapter/section/page. What is it mostly about? What is the main idea of the passage that we just read?
 - What does this make you think? Why?
 - Which details support the idea that [main idea]?
 - Why does [event] happen?
 - What are some problems the character is having?
 - How has [character] changed?
 - Describe the relationship between [character] and [character].
 - What lesson does [character] learn by the end of the story?
 - What is the most important idea you learned from reading this whole book?
 - Response to Literature
 - Students will be asked to provide a written response to one of the questions above. This will be graded.
- Math Focus - Students will receive a series of Math questions each day.
 - Fluencies - problems specifically designed to support basic mathematical operations and functioning.
 - Problem Sets - a series of critical thinking and problem-solving items that will require that students use fluencies to apply Math.

- 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.**

Prior to the break, we compiled assignments for our students and sent them home on the last day of operation. These will serve as our Spring Break packets and are used towards Q3 grades. Students are expected to return these if/when we return on April 6.

Depending on how we move forward with our distance learning program, we will designate a day for all parents to come and retrieve chromebooks for students. Statesmen operates on a one-to-one chromebook process, so all students have designated chromebooks. Prior to the system leaving the building, parents will sign a waiver to confirm they are aware of the price of the system and tips to ensure it stays safe and protected while out of the building.

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.

Prior to the closure of our building, we conducted a survey of our parents to determine who currently has internet WIFI access in home. We were happy to find that the majority of our families have access. For the ones that do not have access, resources that have been shared throughout the city were shared with them as well. They are all informed of the options they have to retrieve access in a timely fashion. In the event resources are scarce with these vendors and we determine distance learning will in fact require internet access, we will work with these families one on one to determine the best solution.

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.

Before the break, each student received a work packet that contained instruction from all 4 core content classes. For Math and ELA, all work is practice of the skills that the scholars have been learning and aligned directly to the standards for PARCC. In addition, each Friday, all scholars will take specific parts of the PARCC on-line practice assessments and track their scores.

For scholars with disabilities, our SPED teachers and SPED coordinator have outlined a contact program where each SPED teacher individually connects with their cohort of scholars each day to ensure appropriate support occurs throughout the duration of this process.

When learning becomes technology-based, we will use the work returned to teachers through Google Classroom, e-mail, or another form as a way to grade and assess student learning. Additionally, we will focus on discussion and participation in these assignments to gauge student learning and assist in filling any and all gaps.

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.

We are using the following schedule below for the next two weeks.

- *Monday, March 16 to Monday, March 23- Building closed- Spring Break for scholars and teachers. There will no longer be a Spring Break period in April.*
- *Monday, March 23rd- Teachers and staff will report to school to plan for distance learning. No school for scholars.*

- Tuesday, March 24 to Friday, April 3rd- Building closed- Scholars will participate in distance learning. More information is forthcoming to families.
- Wednesday, April 6th- Schools will resume operation.

With this schedule, we will use Monday, March 23rd to train our staff on distance learning. As of now, we are working to determine the best practice to use for our students. However, this day will be used as professional development to ensure they have everything necessary to teach our students from a distance. This day will also serve as a way for us to plan how we will train and provide technical assistance to our families. We are connecting closely with LEA's and school leaders who convened on Monday March 16th to glean any best practices that they have found are working for their school communities.

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.

Prior to the break along with the work packet, students and parents were also given contact information for our special education staff. Each of those staff members have also reached out to our families of students with disabilities to ensure we are here to support. Our team will have on call hours outside of regular school hours to ensure families have access when they need it most.

In terms of compliance, our team is fully compliant in all of our systems and conducted all meetings through April 2020. We plan to meet on March 23, 2020 to discuss all things distance learning, at this time we will also plan for upcoming meetings and reach out to parents for scheduling.

Prior to the closure we were in contact with our providers and asked that all related services missed be made up upon the scholars return. Our team will work as diligently as possible to ensure our students receive the services missed



Distance Learning for Statesmen Scholars Program Detail

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?

FORMATION: The focus of the Distance Learning program at Statesmen will be three-pronged, *Relationships*, *Rigor in Reading* and *Rigor in Math*. Because of the immense nature of the learning curve for scholars, staff and families, it is critical that we take off a bite that we can chew. Right now, our primary goal is to guarantee that the relationships that we have developed with your sons and our boys stay strong and that we can leverage those relationships to avoid what could be 4-6 months of academic losses. That said, I am learning, my leadership team is learning, my staff is learning, our scholars and you are learning right along with us. We are taking that learning and turning it around as quickly as we get it. Limiting our attention to the 3 things stated above will support the greatest outcomes in the places where we need it the most.

PHASES: The size of this initiative requires we do it in phases. The fact that we are using distance learning (an approach still proving its effectiveness with adults) with 9 to 11-year-old boys means that we will need to be small enough and nimble enough to start something, learn from it and shift on a dime.

Phase I: Relationship Building and Technology Integration (1 week)

- Reconnect with scholars and families
- Establish the forms and frequency of communication
- Build and test relational strategies in the virtual space
- Gauge technical and technology capacity and needs of families
- Distribute materials and close any technical and technology gaps
- Learn and turnkey technical programming and skills
- Establish online norms, protocols, processes, procedures and routines

Phase II: Program Element Initiation and Success Testing (1 to 3 weeks)

- Identify and layer-in the initiation of all aspects of the Distance Learning program
- Success test each element, edit/adjust, increase or replace elements as necessary

WE ARE IN PHASE II NOW



Phase III: Execution with Fidelity and Performance Accountability (until physical school is resumed)

- Identify, assign and engage accountability measures
- Identify and engage metrics to measure program success
- Codify operationalization of adopted elements

PLATFORMS: For distance learning to be effective, two things are necessary - live streaming or a virtual space for instruction and support to take place as well as assignment management or a space for the distribution and collection of assignments (with grading and storage). We are using **Zoom** as the instructional platform and **SeeSaw** as the assignment management platform. All scholars have been assigned email addresses attached to the school for the purpose of engaging both.

PEDAGOGY: We will engage in some combination of the following assembled based on the needs of each scholar

- **Direct Whole Group Instruction** by a teacher to the whole scholar body in Zoom
- **Indirect Whole Group Instruction** by a teacher or a video of instruction assigned for view to the whole scholar body
- **Small Group Instruction** to heterogeneous or homogeneous groups as appropriate to the assignment or the need
- **Individual Instruction** in Zoom or by phone
- **Independent Work** will be assigned throughout the course of the day for scholars to engage
- When appropriate, we will offer and engage **In-Person Onsite Small Group Tutorial** and instruction for both ELA and Math (we will practice all physical distancing protocols)

RELATIONSHIPS: At Statesmen Academy for Boys, our primary core value is Relationships – *“I am my brother’s keeper.”* and as such we refuse to engage in Social Distancing. We will however practice physical distancing as we engage the work of building, maintaining and leveraging relationships to impact outcomes for the young male scholars that we serve.

- The staff engaged in a series of activities to determine which of our boys was most bonded to which teachers. Each scholar has been placed in a **North Star Advisory**, a group of 5 or less scholars that is assigned to the teacher that is most connected to that scholar. The leadership team is doubling down on scholars and groups that would benefit from additional support.
 - Each scholar will have 2 personal contacts each day for their North Star Advisor
 - Between 1 and 2 contacts will be with the entire group of 4 to 6 scholars and the advisor to support their need for emotional connectedness and to solidify their work engagement for the day



- One contact will be a 1on1 contact with the advisor. These will all happen in Zoom (by phone only if necessary)
- Each parent was contacted to get permission to proceed with contact
- We continue to host a series of virtual town hall meetings for all scholars and families to provide updates on the progression of the program, instructions on how to engage and support the online learning of your scholar and to set and practice the norms of online virtual interaction and learning
- We start each day with a Virtual Morning Meeting before classes start
- Scholars engage their North Star Advisory immediately before the Virtual Morning Meeting and again after lunch to structure their day and experience small group interaction
- Scholars will engage in a Virtual Lunch where the Zoom Room will be open to them to connect and share as they have lunch
- Scholars will close their day with a Virtual Sunset Meeting to celebrate the success of the day
- We have posted and will engage a set of Open Office Hours each day rotating each staff member including administrators so that scholars and families can Zoom conference when they choose

RIGOR IN READING AND MATH:

- Scholars will have 60 to 90 minutes of direct, indirect, whole group, small group and individual instruction in both ELA and Math
- Refer to Pedagogy section above for additional context
- Scholars will not spend the entire block in front of the teachers and may have periods of time after group instruction to engage in the Independent Work assigned by the teacher and distributed through the Seesaw assignment management platform.



SCHOOL SCHEDULE

Instructional Week

Monday

9:45am - 10:00am - North Star Advisory Group Check-in
10:00am - 10:15 am - Morning Meeting
10:15am - 11:45am - ELA Block
 10:15 - 10:45 - Whole Group Lavinia Read Aloud
 10:45 - 11:15 - Small Group Close Read and Q&A
 11:15 - 11:45 - Seesaw IP assignments and Reading Plus Fluency Practice
11:45am - 12:45pm - Virtual Lunch
12:45pm - 1:00pm - North Star Advisory Group Check-in
1:00pm - 2:30pm - Math Block
 1:00 - 1:30 - Whole Group Demonstration
 1:30 - 2:00 - Small Group Guided Practice
 2:00 - 2:30 - Seesaw IP and ST Math Fluency and Critical Thinking Practice
2:30pm - 2:45pm - Sunset Meeting - Whole Group Check-Out
2:45pm - 3:30pm - Office Hours

2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

We continue to want to assess the degree to which students are growing and making the college tracked progress that we originally designed. As such, we have decided to attempt NWEA Map at the close of the year. We know that we are not obligated to conduct end-of-year testing as is customary, but we still believe that growth is a significant indicator of our DL plan success.

Teachers will use each Friday as we originally intended, as an opportunity for students to have extended exposure to grade level independent practice without little or no support from teachers. On each Friday of DL, students will receive an extended playlist of IP activities, including online assessments, that will allow that they engage grade level activities that will be used to assess learning and direct instructional practice. Teachers will grade the assignments and use them for data analysis.

Additionally, teachers use Seesaw to assign specific activities that will also be used to evaluate student growth and performance.



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.

It is our expectation that 100% of our students participate in 100% of the DL offerings. See relational engagements above for an outline of contact.

Engagement: 96% Daily Attendance

- Students have between 2 and 5 touchpoints each day with adults from the school
- Attendance is registered at the first touchpoint and checked throughout the day
- Students are considered in attendance if they have been present for check-ins and their academic classes
- Student with chronic non-engagement have had 1-5 daily outreach attempts and higher for several students that we are focusing on
- We had 100% of our families with regular contact (2 – 3 contacts to parents each week), 5 students with chronic absenteeism (not in the sessions more than 2 each week) and that number is down to 2 students with 1 student having maintained less than 5 days of online digital presence
- Each day, the contact of students and families is registered, several recorded
- Parents regularly participate in classes and are invited to

Academics:

- Students are given a playlist of assignments each day that are connected to the lesson objectives assigned by the teacher and those assignments are reviewed by the teachers and used to inform further instruction
- Students receive grades based on their assignment submission: 50% for assessments, 30% for classwork/projects, 10% for class participation and 10% for homework completion

Chronic Non-engagement:

- We have no students for whom we have had no contact (100% student and parent contact, 100% have picked up computers, been observed in online instruction, and had 2-5 phone contacts each week)
- There is now only 1 student who has less than 5 days of engagement
 - We speak to mom (who is not home when he gets online for classes) 3 to 5 times each week
 - We speak with the scholar 3 to 5 times each week
 - We have stopped at the home to set up technical support
 - We are now reaching out to CFSA for support



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.**



STUDENT WITH DISABILITIES: While the guidance from the federal government is that schools are expected to make a good faith effort to provide/meet the requirements of IEPs or 504s while school closure is in place, we have designed our approach to Distance Learning with all of our scholars in mind. We have not reduced staff in any way so we will be provided specific support to our scholars over and beyond what they would get in classes as most will have their phone and computer going at the same time to get support. The plan as it exists will far exceed what most special learners will receive with the truncated school program requirements. We are also engaging Related Service Providers to structure virtual engagement where that engagement is appropriate and can further support their IEP and 504 identified learning objectives. More than anything, the nature of acute intervention as it will be engaged through this plan will support all learners, but particularly SWDs, struggling students and even high performers.

- The Special Education Coordinator and the Lead Student Support Specialist are maintaining the regular schedule of meetings (by phone) with parents to continue the services, meet standard timelines, document services and monitor and adjust support
- Related Services are being provided where appropriate and viable to videoconferencing with registry of services provided
- Service hours will continue to be monitored and tracked so that recovery and/or compensatory services can be designed to address service hours that could not be provided in a virtual environment
- SWDs with instructional support hours are receiving some portion of those hours that is appropriate to the reduced hours that students are engaged in core academic instruction every day
- Students rotate through whole group, small group and 1on1 instruction
- Students with Dedicated Aides will find their DA in the virtual space for every class that they attend (several will additionally be on the phone directing students in the virtual classroom
- When students are engaged in the independent portion of the work, the DA, IA or Student Support Specialist will conduct small groups to guide and support SWDs in completing their assignments
- The Coordinator and Lead Specialist speak to the parents of every SWD 1 to 2 times each week to update them on program progression and to get their support and feedback on their scholar's experience



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.**

There are currently no students at Statesmen for whom limited English services are necessary or being provided.

6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?

- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.**



We fully expect that the impact of COVID-19 will be greater for the families that we serve than for many other families across the city. We have designed a program that is both focused and effectual to our goal to not widen the gap under our watch. That said, we expect that significant recovery may be necessary. No finalized plan for recovery has been completed. What we have done is the following:

We have socialized the fact that “recovery” programming will be necessary for our students after school closure is lifted. We have stated that recovery may include one or more of the following activities:

- Full-day summer school for all or select students
- Saturday classes for all or select students
- Continuation of appropriate elements of virtual learning:
 - For all missed days of school
 - For extended day activities
 - Standards-based learning targets
- 1:1 Tutorial services
- Online tutorial and academic programs for recovery
- Credit based classes
- Community-based credit recovery projects