



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.

Response: We have created an online dashboard to provide information and assignments for students on Google Docs – bit.ly/tcgdcspring2020. To communicate the adjusted program, we have updated our website header with the link and our teachers have sent messages to our families through class dojo in which they have included links for access to iReady accounts to extend learning. Additionally, in the parent letter communicated through our social media and posted to the dashboard, we communicated to families that the school building will be open from 10 am to 12 noon on 3/16 and 3/17 in order for families to pick up printed copies of work. Understanding that not all families are able to make it to the building at this time, we deliver work to students the remainder of the week: 3/18, 3/19, and 3/20.

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.

Response: Our teachers have communicated with parents through Class Dojo and email, as well as made phone calls to ensure we remain connected to our families. We have also updated our website and created a live Google Dashboard to keep families informed. Our plan for work and technology distribution consists of personal delivers to those most in need or upon request on 3/18, 3/19, and 3/20, utilizing school vans and personnel. Staff will have access to the building to make weekly phone calls to families to and ensure they have what they need for students to complete their assignments.

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.

Response: For students who do not have access to internet, we are providing hard copies of all work packets in order for students to remain connected to their classroom instruction. Teachers will be in contact with their students' families, reporting to their grade level administrators with individual student needs for access to the assignments. Staff will also utilize Google Voice on their cell phones to connect with parents, who may not be connected through any other platform. This will also connect teachers to students to assist with instructional support on assignments.

From our initial submissions, we have enhanced technology distribution to students and families, including delivering devices. To date we have distributed over 160 devices, as well as supported families in registering for internet essentials, as they qualify. Additional distribution dates including 4/1, 4/2, 4/7, 4/8, 4/14, 4/15 and 4/21. More dates are projected, as we continue to understand specific student's needs. We have the capacity to offer one to one devices for all students who attend our school and will continue to offer weekly distribution days until all of our students have access to a device and Hot spot as needed.

Our instructional cycles are every two weeks, not including the week of March 16-20, which we updated as our spring break. On that timeline, we have begun mailing packets for the period of 4/6-4/17. Mailings follow instructional periods by 1-2 weeks given the infrastructure necessary for distribution. If a student's family requested packets in lieu of a Chromebook, then packets will be mailed within the academic two-week cycle with the teacher checking-in weekly, as well as providing support during daily office hours. Teachers, teacher assistants, social workers, behavior support team members, and the school-based leadership team continue to facilitate low technology and paper based work for students and families that are not as comfortable yet with the distance learning platforms and work better with

paper and pencil. We have created a print and mailing system with the support of our IT department to get this work to families that make the request.

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.

Response: Grade level administrators will hold virtual meetings with their teachers to ensure they are provided with exemplar samples of expected work and learning outcomes for students while remote learning remains in place. Staff will utilize a Google Dashboard, Google Voice, iReady, and Class Dojo to communicate with families. Training on these platforms will be provided as needed for staff, as well. Support for families will be provided as needed, based upon contacts with families.

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.

Response: Throughout the closure students are completing a variety of assignments aligned with Common Core State standards and the established curricula of the school – Eureka Math (math) and Wit & Wisdom (ELA). Each assignment ranges from skill building with passages and writing in ELA to graphing and concept practice in math. Classroom work for students receiving instruction in inclusive environments can be found on our online dashboard at bit.ly/tcgdcspring2020. Additionally, students in self-contained settings will receive individualized packets prepared by their teacher and delivered to their home. To compliment the work assignments highlighted above, all students have access to their individualized learning pathway and teacher assigned pathway on iReady, which calibrates from a beginning-of-year diagnostic and adjusts based upon the mid-year diagnostic, which students completed in January.

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.

Response: To ensure that we accommodate students in every instance – Online Synchronous, Online Asynchronous, and Offline/paper – we are tracking attendance in the following ways:

- Online Synchronous – Teachers are tracking “attendance” to class by those who attend the live class.
- Online Asynchronous – Teachers are tracking “attendance” based upon virtual exit tickets and completion of iReady lessons.
- Offline/paper – Teachers are tracking “attendance” based upon weekly check-in calls/texts/e-mails with families.

Students who have yet to engage with distance learning are being tracked through a two-pronged system to arrive at the root cause – 1) logging family communication and 2) LEA-level trackers of non-engagement. The importance of discussing communications logs is to measure the number of and content of contacts to determine if the barrier is contact with the family or something more. With tracking student non-engagement, we are able to compare the two systems to identify the most appropriate approach to supporting students, including home visits or check-ins from support personnel.

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.

Response: Throughout the extended closure, we are tracking student progress through three major metrics to accommodate our three pathways of engagement – Online Synchronous Learning, Online Asynchronous Learning, and Offline/paper-based learning. For both online pathways, student progress is being measured through virtual assessments – exit tickets and iReady lessons. Since iReady allows for both teacher assigned, and program assigned lessons – based upon diagnostic performance – teachers are able to leverage the program to carry out student practice and chart achievement based upon performance.

For offline/paper-based learners, the task become more challenging, since the collecting of materials from families can expose both families and staff to risk due to the ongoing COVID-19 pandemic. Teachers are communicating with families and checking student work over the phone.

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?

Response: Our current student population is comprised of 6 students, who are identified as ELLs. Of those, all families consist of at least one English speaking parent, who is able to support students with their work. All identified students are conversational in English to conduct phone and video learning with their teacher.

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?

Response: Since our current closure began on March 16, 2020, we have continued to support families and students with accessing the general education curriculum, providing technology, providing behavior support, and holding IEP meetings.

TCGDC is providing a trauma informed multi-tiered system of supports to meet the needs of students with disabilities. All students have access to the general education curriculum in Google Classroom and Zoom platforms. Students who experience difficulty accessing the content in this way are identified through daily exit tickets and formative assessment data. These students are invited to join a teacher, or teacher asst in a Google hangout for reteach, or the provision of accommodations and modifications according to individual student IEP's. Students who are unable to demonstrate mastery of skills in this environment are required to participate in teacher office hours for individualized instruction with their special education teacher. Additionally, teachers are extending learning opportunities for families requiring additional educational support, by offering a parent zoom meeting/call to answer questions and provide additional resources around student distance learning plans and work expectations. The special education teachers and related service providers of Children's Guild DC Public Charter School, in accordance with IDEA and FAPE, are continuing to progress monitor student's IEP goals on a weekly basis, to collect data to support the individual needs of all students and inform instructional practice moving forward. This monitoring strategy is one tool that staff use to collect data and determine the level of progress/no progress/regression students have made toward goals and objectives of their Individualized Education Plan. The Children's Guild DC will utilize a multi-tiered approach to determine whether compensatory services are required based on documented academic regression, data collection tools including weekly progress monitoring, formative assessment data, feedback from parents/community workers, iReady growth monitoring metrics, informal assessment data, and beginning of the year outcomes on iReady, once we return to brick-and-mortar.

The Children's Guild DC has continued to hold and schedule annual review meetings and any determination meeting for students whose assessment was able to be completed prior to the school closure. Parents have also been provided a copy of the child's drafts IEP five days before the annual review meeting, as well as all supporting documents via email. Parents are also notified during the IEP discussion that students will receive a 30 - 45-day review meeting upon their return to school to assess the need for any compensatory services. During the meeting, the student's progress during the school closure due to COVID-19, will be reviewed and assessed to determine whether compensatory services are required and how they will be delivered. Parents will be provided a PWN detailing the meeting.

The Related Services Team recently learned that the platform we are using, Zoom, may not be as secure as initially believed, therefore we are researching and training on Microsoft Teams, that meets all HIPAA and Business Associate Agreement criteria for ethical practice. Additionally, we have continued our efforts to contact parents who have not yet signed and submitted consent forms for their child. As always, the team will continue to research and use the most current and up to date best practices in providing telehealth for our students.

Current successes: The Related Services Team of TCGDC has been on the move over the past few weeks reaching out to parents and students, initially making welfare calls to assess immediate needs of our students and their families. The team immediately initiated research and training around ethical best practices for implementing Telehealth services with our students. We contacted over 150 families and provided consent forms. To date we have received a little more than 50% of the signed consent forms from parents and are working on reaching the remainder of parents to respond by signing and submitting consent forms. The Related Services Team has attended and participated in IEP and AED meetings, created schedules and hold tele sessions with students. Additionally, we are meeting the requirements for services by “pushing in” and joining distance learning classes to assess students’ attendance, level of engagement and behavior during the class. Data is then used to inform work in individual sessions and collaboration with teachers and parents to improve student outcomes. Likewise, student groups have been introduced and well received by those in attendance. Group topics touch upon common concerns such as, grief and loss as well as social skills and anxiety exacerbated by the current global health concerns.

Teachers, Teacher Assts, Administrators, Behavior Support Staff and Related Services staff are strategically engaged with our families to ensure that family members with disabilities are able to access content to support their students’ learning, through strategic case management .

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.

Response: Understanding the gravity of the current situation, we will make holistic promotion decisions based upon Q1 and Q2 grades, as well as work completed in Q3 prior to our last on-site day – March 12, 2020. If a promotion decision is in doubt, then student work completed during the distance learning period will be considered to balance the decision in the student’s favor toward positive academic and social-emotional progress. Should further academic remediation be necessary to secure promotion, families will receive intervention communication by May 15, 2020.

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

Although the promotion policy in question 11 has been described to parents and stakeholders through a variety of media, final written policy will be published to our distance learning portal – bit.ly/tcgdcspring2020, on our school website - tcgdc.org, and through class dojo. Final promotion decision will be communicated to families by Monday, May 25, 2020.

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

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)?

Response: TCGDC plans to host a Q5 program in line with the public health recommendations of the DC Government, which allows for student engagement in academic content to initiate academic recovery. During this time, all students will be eligible to participate, yet students with disabilities and students who displayed regression on the end of year growth monitoring assessment through iReady will be the highest priority learners. Initially we will be assessing student’s social emotional and behavioral health to ensuring that students are ready to learn and that appropriate health and mental health services are delivered to support students as they unpack this most recent trauma in their journey to return to the learning environment. In addition to the Q5 planned, as a ramp up to the school year, the daily schedule for the 20-21 school year is being re-evaluated to provide more time for specific support in intervention and small group learning settings for students based on the most current assessment data. A portion of this time will be provided during regular classroom instruction and some of the time will potentially be provided in the form of afterschool learning opportunities.

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)

Response: Since the school’s inception – fall 2015 – iReady has been used as the triennial diagnostic and formative assessment of choice due to the inclusion of targeted online instruction within the platform. As the 20-21 school year begins, students will participate in the initial diagnostic to establish a baseline of progress. Upon completion of student participation, diagnostic results will be compared with end of year (19-20) growth monitoring results and beginning of year (fall 2019) diagnostic results. Triangulating these results will allow TCGDC to best formulate more specific and appropriate academic interventions and instructional supports.

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

Response: As we advance through the spring 2020 distance learning period, the TCGDC leadership team has begun a review of all procedures and systems, which undergird learning and operations for potential future iterations of both full and partial distance learning situations. In a recent presentation by Instruction Partners, LEAs were advised to be prepared to continue distance learning in one form or another throughout some portion of the 20-21 school year. Although their advice was predicated upon the guidance of local and national health officials, the TCGDC team further understands the need for seamless learning opportunities and operational functions regardless of student setting.

Preparation for the 20-21 school year includes reimagining our school’s framework for learning and participation in the school community. As foundational documents are prepared for the upcoming school year, the school-based leadership team, and subsequent approving bodies, will consider the following in its re-evaluation of existing systems, policies, and procedures:

- Equity for all students
- Impact of distance learning on considered action
- Timeline for action, given distance learning posture
- Structures needed to execute function and track implementation
- Communication avenues needed to ensure optimal information dissemination

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: _____
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of Distance Learning Provided: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____

- Number of Days Requested to be Waived from providing instruction: _____
 - Indicate which calendar days being requested for waiver on which instruction was not provided: _____

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

LEA Name: The Children's Guild DC PCS

LEA Leader Name: Bryan Daniels

LEA Leader Signature: *Bryan Daniels*

Date: May 4, 2020



DC Public Charter School Instructional Contingency Plan

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

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

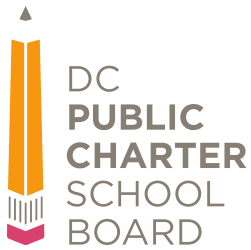
We have created an online dashboard to provide information and assignments for students on Google Docs – bit.ly/tcgdcspring2020. To communicate the adjusted program, we have updated our website header with the link and our teachers have sent messages to our families through class dojo in which they have included links for access to iReady accounts to extend learning. Additionally, in the parent letter communicated through our social media and posted to the dashboard, we communicated to families that the school building will be open from 10 am to 12 noon on 3/16 and 3/17 in order for families to pick up printed copies of work. Understanding that not all families are able to make it to the building at this time, we deliver work to students the remainder of the week: 3/18, 3/19, and 3/20.

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.

Our teachers have communicated with parents through Class Dojo and email, as well as made phone calls to ensure we remain connected to our families. We have also updated our website and created a live Google Dashboard to keep families informed. Our plan for work and technology distribution consists of personal delivers to those most in need or upon request on 3/18, 3/19, and 3/20, utilizing school vans and personnel. Staff will have access to the building to make weekly phone calls to families to and ensure they have what they need for students to complete their assignments.

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.

For students who do not have access to internet, we are providing hard copies of all work packets in order for students to remain connected to their classroom instruction. Teachers will be in contact with their students' families, reporting to their grade level administrators with individual student needs for access to the assignments. Staff will also utilize Google Voice on their cell phones to connect with parents, who may not be connected through any other platform. This will also connect teachers to students to assist with instructional support on assignments.



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.

Throughout the break students, students are completing a variety of assignments aligned with common core state standards and the established curricula of the school – Eureka Math (math) and Wit & Wisdom (ELA). Each assignment ranges from skill building with passages and writing in ELA to graphing and concept practice in math. Inclusion classroom work can be found on our online dashboard at bit.ly/tcgdcspring2020. Additionally, students in self-contained settings will receive individualized packets prepared by their teacher delivered to their home. To compliment the work assignments highlighted above all students have access to their individualized learning pathway and teacher assigned pathway on iReady, which calibrates from a beginning-of-year diagnostic and adjusts based upon the mid-year diagnostic, which students completed in January.

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.

Grade level administrators will hold virtual meetings with their teachers to ensure they are provided with exemplars samples of expected work samples and learning outcomes for students while remote learning remains in place. Staff will utilize a Google Dashboard, Google Voice, iReady, and Class Dojo to communicate with families. Training on these platforms will be provided as needed for staff, as well. Support for families will be provided as needed, based upon contacts with families.

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.

Individualized work packets of instructionally appropriate assignments have been created for all of our students with special needs ensuring an appropriate level of instructional modification and focus to achieve the learning goals and maintain academic progress. We will deliver these work packets to any family that is unable to pick it up from the school. Our social work team has also assembled a resource consisting of community-based services for families, which they will disseminate to families as they reach out for their individual student well-checks.



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?

From our initial submissions, we have enhanced technology distribution to students and families, including delivering devices. To date we have distributed over 160 devices, as well as supported families in registering for internet essentials, as they qualify. Additional distribution dates including 4/1, 4/2, 4/7, 4/8, 4/14, 4/15 and 4/21. More dates are projected, as we continue to understand specific student's needs.

Our instructional cycles are every two weeks, not including the week of March 16-20, which we updated as our spring break. On that timeline, we have begun mailing packets for the period of 4/6-4/17. If a student's family requested packets in lieu of a Chromebook, then packets will be mailed within the academic two-week cycle with the teacher checking-in weekly, as well as providing support during daily office hours. Teachers and Teacher Assistants continue to provide low technology and paper based work for students and families that are not as comfortable yet with the distance learning platforms and work better with paper and pencil. We have created a print and mailing system with the support of our IT department to get this work to families that make the request.

- 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.

Throughout the extended closure, we are tracking student progress through three major metrics to accommodate our three pathways of engagement – Online Synchronous Learning, Online Asynchronous Learning, and Offline/paper-based learning. For both online pathways, student progress is being measured through virtual assessments – exit tickets and iReady lessons. Since iReady allows for both teacher assigned, and program assigned lessons – based upon diagnostic performance – teachers are able to leverage the program to carry out student practice and chart achievement based upon performance.

For offline/paper-based learners, the task become more challenging, since the collecting of materials from families can expose both families and staff to risk due to the ongoing COVID-19 pandemic. Teachers are communicating with families and checking student work over the phone.



- 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.

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- 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.

Since our current closure began on March 16, 2020, we have continued to support families and students with accessing the general education curriculum, providing technology, providing behavior support, and holding IEP meetings.

TCGDC is providing a trauma informed multi-tiered system of supports to meet the needs of students with disabilities. All students have access to the general education curriculum in Google Classroom and Zoom platforms. Students who experience difficulty accessing the content in this way are identified through daily exit tickets and formative assessment



data. These students are invited to join a teacher, or teacher asst in a Google hangout for reteach, or the provision of accommodations and modifications according to individual stet IEP's. Students who are unable to demonstrate mastery of skills in this environment are required to participate in teacher office hours for individualized instruction with their special education teacher. Additionally, teachers are extending learning opportunities for families requiring additional educational support, by offering a parent zoom meeting/call to answer questions and provide additional resources around student distance learning plans and work expectations. The special education teachers and related service providers of Children's Guild DC Public Charter School, in accordance with IDEA and FAPE, are continuing to progress monitor student's IEP goals on a weekly basis, to collect data to support the Individual needs of all students and inform instructional practice moving forward. This monitoring strategy is one tool that staff use to collect data and determine the level of progress/no progress/regression students have made toward goals and objectives of their individualized education plan. The Children's Guild DC will utilize a multi-tiered approach to determine whether compensatory services are required based on documented academic regression, based on data collection tools including weekly progress monitoring, formative assessment data, feedback from parents/community workers, iReady growth monitoring metrics, informal assessment data, and beginning of the year outcomes on iReady once returning to brick-and-mortar.

The Children's Guild DC has continued to hold and schedule annual review meetings and any determination meeting for students whose assessment was able to be completed prior to the school building shut down. Parents have also been provided a copy of the child's drafts IEP five days before the annual review meeting, as well as all supporting documents via email. Parents are also notified during the IEP discussion that students will receive a 30 - 45-day review meeting upon their return to school to assess the need for any compensatory services. During the meeting, the student's progress during the school closure, due to COVID-19, will be reviewed and assessed to determine whether compensatory services are required and how they will be delivered. Parents will be provided a PWN detailing the meeting.

The Related Services Team recently learned that the platform we are using, Zoom, may not be as secure as initially believed and are researching and training on an alternative platform that meets all HIPAA and Business Associate Agreement criteria for ethical practice. Additionally, we have continued our efforts to contact parents who have not yet signed and submitted consent forms for their child. As always, the team will continue to research and use the most current and up to date best practices in providing telehealth for our students.



Current successes: The Related Services Team of TCGDC has been on the move over the past few weeks reaching out to parents and students, initially making welfare calls to assess immediate needs of our students and their families. The team immediately initiated research and training around ethical best practices for implementing Telehealth services with our students. We contacted over 150 families and provided consent forms. To date we have received a little more than 50% of the signed consent forms from parents and are working on reaching the remainder of parents to respond by signing and submitting consent forms.

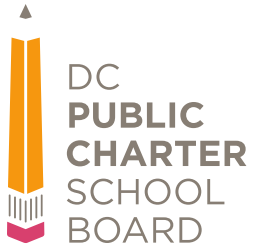
The Related Services Team has attended and participated in IEP and AED meetings, created schedules and began sessions with students. Additionally, we are meeting the requirements for services by “pushing in” and joining distance learning sessions to assess students’ attendance, level of engagement and behavior during the class. Data is then used to inform work in individual sessions and collaboration with teachers and parents to improve student outcomes. Likewise, student groups have been introduced and well received by those in attendance. Group topics touch upon common concerns such as, grief and loss as well as social skills and anxiety exacerbated by the current global health concerns.

Teachers, Teacher Assts, Administrators, Behavior Support Staff and Related Services staff are strategically engaged with our families to ensure **that** family members with disabilities are able to access content to support their students’ learning.

- 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.

Our current student population is comprised of 6 students, who are identified as ELLs. Of those, all families consist of at least one English speaking parent, who is able to support students with their work. All identified students are conversational in English to conduct phone and video learning with their teacher.

- 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.

At present, we are continuing to consider the most appropriate method for providing additional learning opportunities for students to recover from the current extended school closure. Current options include extending the school day, adjusting the intraday schedule, and extending the school year. We anticipate a more formalized decision on our plan by May 1, 2020, with revisions to accommodate for budget implications by June 1, 2020.