



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.

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

Instructional Continuity

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

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.

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.

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

9. Please elaborate on the following areas of support for students/families with disabilities:
 - a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?
 - b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?

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

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

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

X The LEA assures to the statements above.

Student Grades

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

- **Course Passage:** Students who have a 70% or higher average based on their Quarter 1- Quarter 3 average, will pass the course. However, work completed during distance learning will go towards improving their overall final grade.
- **Recovery Work Period:** Students with an average between 60-64%, will begin completing recovery assignments Via APEX to earn a credit for the course they failed based on Q1-Q3 average. This does not include elective courses.
- **Mastery Work Period:** Students with an average between 65-99%, will begin completing mastery assignments to improve their course average by a letter grade or more. This will apply for students who have an average of

60%-69% in all elective courses.

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

Families were informed on April 24, 2020 via weekly family newsletter. Families will also be informed of final/current grades during the week of April 27, 2020 via individual emails and phone calls.

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

Thurgood Marshall will maintain its current policy regarding awarding credits towards graduation.

“To receive course credit to meet promotion and graduation requirements, a student may not score lower than a C- for a final grade for a course. Students who receive final grades which are 69% or below do not receive credit for the course in which they have received the grade.”

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)?

At the conclusion of the school year, we will host virtual and in person (if possible) extended learning opportunities as well as credit recovery opportunities for students who missed learning time as a result of the public health emergency.

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): **Students in grades 9-11 will take quarterly interim assessments geared to guide teachers instruction, based on the needs of their students throughout the school year.**

- 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): **Students in grades 9-10 will take the SRI to gauge their reading level. This will ensure that students receive the appropriate reading instruction needed to either support or advance their learning.**
- 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?

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: **122**
- Number of Days of Distance Learning Provided: **48**
- Number of Days Requested to be Waived from 6 hours of learning: **58**
- 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 5, June 8 - 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: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____



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.).

Each of our teachers has developed online distance learning materials for students via Google Classroom that will cover at least 10 full days of instruction, which will be extended if needed for a long-term closure. Each teacher is required to maintain daily virtual office hours which will be posted to their Google classroom sites. During these office hours, students will have the opportunity to receive one-to-one support.

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.

On Friday, March 13th, students who indicated the need for chromebooks and wifi were issued a chromebook and families who are in need of wifi have been instructed to seek out resources for free wifi from the District of Columbia. In addition, we have ordered wifi hotspot cards for families, but they have yet to arrive for distribution. Students who were unable to collect a chromebook on Friday, March 13th will be able to pick up technology throughout the week of the 16th of March from the school between 10am and 2pm.

To maintain active communication with families during this time, Thurgood Marshall Academy faculty and staff members have been assigned 4-6 families to contact each week. We will use a Google form to track parent contact and to identify any needs families may have.



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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.

At this time, we have provided families with the free citywide wifi access information. In addition, as mentioned earlier, we have ordered wifi hotspot cards for families who currently do not have access to the internet in their home. Once they are delivered to the school, we will contact the families who are in need of internet service and distribute the cards to them.

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.

Teachers have created 10 days of lessons aligned to the courses that they teach. The lessons are all available via Google Classroom. Google Classroom is a technology resource that all of our students are familiar with, which is why we decided to use this platform. Each instructional leader has access to all teachers Google Classroom to ensure that the materials are relevant and rigorous. In addition, all of our Special Education and ELL teachers have made modifications to assignments to ensure that their student can access the instructional materials. Teachers have provided their students with rubrics that will be used to assess student learning as they complete assessments for each unit of instruction.

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.

At this time, all of our teachers have been trained on how to use Google Classroom to post their lessons and instructional materials. We have also provided training for all teachers on how to use Google Hangouts so they can host virtual office hours between 10am -1pm daily. In addition, we have provided teachers with on-line resources to assist them with expanding the functionality of their Google Classrooms. Because the majority of our teachers use Google Classroom as a



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instructional tool, all of our students are familiar with how to access their Google Classroom. On the 13th of March, we surveyed all students who were present to verify this fact. All students were able to access their Google Classroom with no assistance. We also sent home information to families to inform them on how they can use Google Classroom to continue with their student's academic instruction.

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.

All students with disabilities have access to the same instructional materials as other students. Our Special Education teachers have modified all resources to ensure that SWD can access the materials. In addition, each Special Education teacher will host office hours through Google hangouts to assist students daily, as needed between the hours of 10am - 1pm. Social Workers will maintain their schedule with students who require behavioral support. Their sessions will be held virtual through the use of Google Hangouts.



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?

Teachers have continued to post distance learning materials via Google Classroom and they continue to host virtual work support during their “office hours” via Google Hangouts. The updates we’ve made are as follows:

- **Streamlined virtual office hours by content area that require each teacher to be available to groups of students for at least 70 minutes, four days per week**
- **Separate office hours for self-contained and co-taught cohorts to ensure that all students have access to a special educator for their courses based on their IEP accommodations**

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

Teachers are providing students with weekly assignments that include some combination of the following: warm ups, classwork, exit tickets, and quizzes. Teachers are providing both constructive feedback on these assignments along with percentage scores. Students are allowed to make corrections and/or revision to their work in order to receive an increased percentage score on all assignments. Our goal is to ensure that students are mastering the concepts.

- 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.

Students who have not participated in distance learning are flagged by teachers who report the information to our administrative team via a Google spreadsheet. Members of the administrative team continue to contact parents to determine any needs family may have that are hindering the student from completing assignments. Once we have



determined the need, we immediately troubleshoot in order to fill the gap.

- 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.

Special Education teachers have dedicated office hours for special education/504 students. During the time, teachers review content with students to ensure understanding and address any misconceptions. Students who miss the office hours have access to review recorded videos of instruction and email teachers with any questions. There are few students who were assigned another staff member to check in and provide additional support outside of the office hours. Students who receive related services have a scheduled time for check-ins or/and direct services through video conference or phone call.

Teachers and related service providers are documenting communication in SEDS communication log. Both are maintaining a log of those who participate in services and what was addressed. Related service providers are documenting consultation and direct services on the service tracker log in SEDS. Parents/guardians and other mandatory IEP members continue to participate in meetings scheduled.

We are keeping track of students who are actively participating in google classroom and measuring their understanding of the work to help us determine compensatory services.

At this time weekly communication and videos are sent to families to support their scholars.

- 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.



EL teacher meets with EL student every day to discuss and support with class assignments and homework. Communication is sent by the EL teacher who speaks the native language of the 1 EL family TMA supports.

- 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 are planning ways to integrate missed instruction from Q4 of the 2019-20 SY into the first quarter of the 2020-21SY. We have not yet developed finalized plans for this integration.