



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 will not be retaining any student that was not a candidate for retention prior to moving to remote learning in mid-March. We have revisited the students at risk for retention and will be connecting with parents as well as reviewing any progress made over the last two months to make final determinations.

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

We have previously communicated with families that we will not be giving official grades during this period due to the inequities that exist with access to support at home. However, we have communicated with families that they can expect students to receive feedback on any assignments that are given. For our 8th graders, they will be receiving an end of course assessment in math to determine whether or not they should receive Algebra and/or Geometry credit for high school.

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)?

We are planning to offer summer school to more students than in previous years in order to try to reduce the impact of learning loss during the school year.

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) – mClass and mClass circle
- 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?

We will be stepping back at the end of the year to assess our remote learning plan from this semester as well as using summer school to further refine and test out strategies and resources that we can implement in the upcoming school year. We are also reviewing our HR and operational procedures so that we can be prepared for the ongoing need for distance learning.

Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know that schools may have challenges in meeting the requirements for 180 instructional days this school year.

The LEA must select **ONE** of the following options by highlighting the text and providing additional information as relevant (for options 2 and 3):

OPTION 1:

In the instance where an LEA believes that its distance learning is equivalent to the 6 hours of instruction per day requirement, select Option 1, by highlighting the text below.

The LEA **IS NOT** seeking a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency sufficient to meet the 180 days of 6 hours of instruction per day requirement with its distance learning plan, as described above.

OPTION 2:

In the instance where an LEA is providing 180 days of instruction, however, it needs a waiver from the requirement that it provide instruction equivalent to the 6 hours per day, select Option 2, by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: ____
- Number of Instructional Days Completed Before March 16, 2020: ____
- Number of Days of when Distance Learning was provided at less than 6 hours per day: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____

OPTION 3:

In the instance where an LEA has provided some distance learning but also is not providing 180 days of instruction (for reasons such as substituting PD days for some instructional days during the transition to distance learning or changing the calendar to end the school year early), select Option 3 by highlighting the text below and providing the additional information requested.


The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. Additionally, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person or distance learning. The LEA also seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: 180
- Number of Instructional Days Completed Before March 16, 2020: 117
- Number of Days of Distance Learning Provided: 57
- Number of Days Requested to be Waived from 6 hours of learning: 57
- Number of Days Requested to be Waived from providing instruction: 6
 - Indicate which calendar days being requested for waiver on which instruction was not provided: 3/31, 6/15-6/19

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

LEA Name: __Two Rivers PCS

LEA Leader Name: __Kenneth McCants-Pearsall

LEA Leader Signature: _____

Date: __5/6/2020



DC Public Charter School Instructional Contingency Plan

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

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

Elementary

Elementary students were provided a packet containing learning activities in reading, math, expedition, and specials. For older grades, the majority of the work can be done independently; lower grades require some guidance from an adult. We also sent home students' login information for some of the web-based programs we use at school so that they can continue working on skills specific to their needs. Additionally, if a student is receiving special education services, they have received modified instructional material based on their individual goals. We encouraged families to work with students and their teachers to pace out the content in each packet.

While we are implementing remote learning, students will receive weekly touchpoints from the child's teachers, as well as daily virtual office hours, where families can reach out with questions about assignments. Teachers will send information about how to get in touch with them in the coming days.

Middle School

All middle school instructional material has been loaded onto Google Classroom, a virtual learning platform your child is already using during the day. They will be expected to log on and work through assignments on a daily basis. In addition to this self-paced learning, teachers will continue meetings with their crews from 9:00-9:30am each morning using the Zoom teleconferencing platform. (Students spent time today learning how to use this software.) Additionally, reading intervention and labs will take place virtually on the schedule which will be provided to families and students. Our expectation is that students will be online during these 2-3 periods. Teachers will be taking attendance for crew, lab, and reading intervention and leaders will use this information to reach out to students and families who are not attending remote learning sessions to see if any supports are needed. Teachers will also be holding office hours each day in case students have questions about their work. These schedules will be provided by Tuesday, March 17th.



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In addition to the academic plan outlined above, if a student is receiving other services (speech, occupational therapy, counseling, etc.), we will be working with families and our providers to coordinate these services virtually.

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

Work packets were sent home in backpacks prior to closure and mailed in some cases to ensure students had access to printouts where needed.

We surveyed Two Rivers families to ensure that all households had access to at least one computer (we also collected info about other smart devices). To ensure we reached all families, our teachers called families that did not respond to the initial survey, which was published in our weekly newsletter and sent through School Messenger. We identified families in need of a device and distributed those devices (Chromebooks) to families on Friday, 3/13 and Monday, 3/16 upon signing a loaner agreement. Teachers will let us know if additional families are without computers.

Families and students will receive regular (weekly) contact from their crew teacher. As a network, we are regularly using School Messenger to provide updates.

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.

We surveyed Two Rivers families to ensure that all households had access to the internet, specifically wifi access that does not require a smart phone data plan. To ensure we reached all families, our teachers called families that did not respond to the initial survey, which was published in our weekly newsletter and sent through School Messenger. We identified families in need of internet and distributed a limited number of MiFis to families on Monday, 3/16. We additionally communicated with families about Comcast's time-limited free internet offering via School Messenger, but are concerned that the offer still requires more than a week to receive the set up kit. We are in the process of procuring additional MiFis in the event more families in need are identified.

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



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students with disabilities and English learners). Finally, please explain how you will assess student learning.

Students are working on review of content previously taught as well as working ahead in the curriculum (eg. reading assignments that would have normally been completed in class). These assignments are across ELA, math, science, and social studies. Some students are being assigned activities via Google Classroom as well as through live interactions with teachers using Zoom and/or Google Hangouts. Students with special needs received work with accommodations and/or modifications based on their IEP goals in packets that went home with them or were mailed. Additionally, our special education and EL teachers are conducting 1:1 check-ins at least once a week with each student on their caseload to assist in helping them access the general education curriculum. Additionally, related service providers are continuing to provide these services to their students via virtual platforms. Students at the middle school are receiving graded work; students at the elementary level are receiving feedback on their work products and are also receiving scores through platforms such as Dreambox and Read Theory. We are not giving out grades as we believe this would potentially exacerbate existing inequities of access and support at home.

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.

For our middle school where the bulk of remote work is happening, staff was trained on how to use Google Classroom and Zoom. Students were subsequently trained on how to use Zoom and how-to information was shared 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.

During this closure, students with disabilities received modified work specific to their IEP goals. Additionally, our related service providers (counseling, PT, OT, speech) will still be providing students' services virtually. Upon return, we will determine what additional support students will need to ensure that they do not fall further behind.



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?

When we initially closed, our elementary campuses distributed learning packets while our middle school moved immediately to online learning. Now that our elementary campuses have also moved to online learning, we have developed a [plan](#) that outlines expectations for remote learning from PS-5th grade. Since our March 17th submission, we have expanded access to technology to ensure that every family that has expressed need has received a Chromebook, with the goal of 1:1 access in grades 2-8, and 2:1 access in PS-1st grade. Additionally, we are working to create a second round of instructional packets to distribute to families in PS-1st grade. All of our elementary teachers have been given access to Zoom “.edu” accounts in order to facilitate online learning.

- 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 have currently decided not to administer formal grades during this period of closure in an effort to minimize any inequity as it relates to support with remote learning at home. However, teachers are still giving assignments and scoring assignments as well as providing feedback to students (see plan outlined above). This is the same for middle school.

- 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.

Teachers have been instructed to track attendance for all live sessions as well as check-in with students 1-2 times per week. We are using trackers to log this information, and we are leveraging our deans and counselors to connect with families of students who have not been engaging.



- 4) Please elaborate on the following areas of support for students/families with disabilities:
- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.
 - i. Our special education teachers are conducting instructional check-ins with each student on their caseload to ensure that they are able to access the general education curriculum being provided as well as target IEP goals where possible.
 - ii. Related service providers are still conducting sessions with their students, coordinating schedules with special education teachers where possible.
 - How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
 - i. Student support teams are still conducting IEP meetings and trying to adhere to timelines as much as possible. We have created trackers to document both the services that are being provided as well as our communication and outreach efforts to provide services. Related service providers continue to document all attempted and delivered services using the service trackers in SEDS.
 - What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
 - i. We are working with our attorney to determine a process for this. We are documenting delivery of services and will be conducting progress monitoring on IEP goals to determine student progress and will use this data to develop individual plans regarding compensatory education for each student 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.
 - i. Family members are receiving regular check-ins from multiple team members to determine their needs and address any barriers to access. At this time, no family members have indicated that a disability is preventing them from accessing content. All students (and therefore parents) have technology tools available - such as Read and Write - that provide speech-to-text and text-to-speech capabilities. Many accessibility tools are also built into the Google G-Suite programs that we use.
- 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 English Language teacher has reached out to all families of EL students. She has set up Google Classrooms with access to lessons that build on skills in the four language domains. She also has scheduled direct instruction with many of her students (she has attempted to reach all but has not yet been able to connect with every family). In addition, now that all teachers are providing virtual instruction, she will be participating in on-line lessons to support English Learners, and is collaborating with teaching teams to modify instructional materials to ensure they meet the needs of EL students in those classrooms. We have provided all teachers with information about how to access the Language Line if they need to communicate with LEP families. Our EL teachers has checked in with all families to ensure that they are able to access materials.
- 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 currently determining plans for this. Assuming we will be able to open this summer, we are planning to host summer school. We will hopefully have this plan determined by the end of April.