



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.

YES 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.

YES 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.

Students will complete remote learning modules throughout the remainder of the school year. Students will not be able to fail the school year due to the remote fourth Interim, but students will receive letter grades for the fourth interim. WLA convened a Grading Taskforce of general education and special education teachers to make policy recommendations.

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

WLA communicated expectations for policies with all families via email. During the last few weeks of the school year, WLA school leaders will communicate with all students and families about potential promotion status. WLA always communicates with families in writing and requires families for whom promotion will not happen to return acknowledgement documentation.

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

Credits will be awarded for graduation to students who 1) finish the year with an average grade more than or equal to 60% (given the remote learning circumstances, students who fail Interim 4 will be able

to pass the course in accordance with our remote grading policy); or 2) satisfy credit recovery for a previously failed course in alignment with our LEA's credit recovery policy and processes.

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)?

Summer school will be used for credit recovery across the board. WLA's school year starts earlier than DCPS every year regularly. WLA assumes we will continue to start at this early date, and that DCPS may end up aligned with the WLA date. At the start of the next school year, WLA will dedicate approximately 4-6 weeks for dedicated time for students to make up lost academic time. A task force of WLA's best teachers will work on this plan.

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

YES **NWEA-MAP**

- Reading Inventory (RI)
- Renaissance Learning's STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)

YES Other Vendor Created Non-Summative Assessment (please specify)

- **CommonLit**

YES Other LEA- or School-Developed Non-Summative Assessment (please specify)

- **Other Math Diagnostic**
- **Other LEA-created assessments for different subject areas**

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?

WLA is constantly working to improve our policies and systems during this remote learning time. WLA had a strong launch because so many WLA systems are already tech/computer-based. WLA will continue to improve these systems and structures over the next six weeks of remote learning. WLA implemented a survey to gather input from students, staff and families and used the data to improve processes. WLA will continue to collect data from students, staff and families. WLA is also planning for short- and long-term distance learning in the 20-21 school year as part of our summer project plan.

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: 185
- Number of Instructional Days Completed Before March 16, 2020: 125
- Number of Days of Distance Learning Provided: 46

- Number of Days Requested to be Waived from 6 hours of learning: 46
- Number of Days Requested to be Waived from providing instruction: 14
 - Indicate which calendar days being requested for waiver on which instruction was not provided: June 1, 2020 - June 18, 2020.

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: Washington Leadership Academy

LEA Leader Name: Stacy Kane

LEA Leader Signature:  _____

Date: 4/30/2020



WLA Covid-19 Remote Learning Staff FAQ's and Resources

This is a living / growing document. If you have questions that are not answered or see info that needs to be changed, please reach out to Stacy, Eric, and/or Natalie.

****OTHER SCHOOLS / COLLEAGUES - PLEASE FEEL FREE TO REACH OUT IF YOU WANT ANY MORE DETAIL/ DOCS ABOUT ANY OF THIS - skane@wlapcs.org or 513-476-1780****

STAYING CONNECTED TO OUR STUDENTS AND FAMILIES

[What are my responsibilities as an advisor?](#)

[What if I haven't heard anything from a student / family for 3 days in a row?](#)

ACADEMICS

[What are my responsibilities as a teacher?](#)

[Academic Contingency Plan Overview Deck](#)

[What are my responsibilities as a SpEd Case Manager?](#)

TECHNOLOGY & INTERNET

[Tech resources for teaching remotely from Deegan](#)

[What if students have tech-related issues? \(Computer doesn't work, they need a charger, etc.\)?:](#)

[What if students are having internet problems?](#)

FOOD & UTILITIES & MENTAL HEALTH & OTHER

[What if students are experiencing food insecurity or have questions about food pickup?](#)

[What if families have health related questions and they cannot find answers?](#)

[What if families are having challenges accessing food or water at home due to lack of payments to utilities or other reasons?](#)

STUDENT OR STAFF ILLNESS

[What if one of my advisees is sick or someone in their family is sick?](#)

[What if I \(staff member\) get sick?](#)

[What if a family member that you take care of gets sick?](#)

STAFF HR-RELATED COVID-19 POLICIES

OTHER

[Credit recovery is still happening](#)



STAYING CONNECTED TO OUR STUDENTS AND FAMILIES

What are my responsibilities as an advisor?

- **Advisor - Advisee Contact and Info Sheet**
 - Use for collecting all critical info
- **As an advisor, you are WLA's primary contact with a student and family (and vice versa)**
- You are expected to check in with your student **and** their family via phone at least two times per week. These are the essential questions we need asked in each check in:
 - 1. Is the student sick?
 - 2. Is anyone in the household sick?
 - 3. Has anyone in your house been diagnosed with coronavirus?
 - 4. Are you still living at the address we have on file (what you supplied via survey the week of 3/9)?
 - 5. Are you worried about not having enough food to eat?
 - 6. Are you able to access the assignments on Canvas?
 - 7. Are you able to stream videos for your assignments at home?
 - 8. Do you have any other concerns that WLA might be able to help with?

What if I haven't heard anything from a student / family for 3 days in a row?

- Notify XXXX - xxx@wlapcs.org via email.

ACADEMICS

What are my responsibilities as a teacher?

[Academic Contingency Plan Overview Deck](#)

- Teachers will post modules on Canvas by 4:30pm on Sunday.
 - Exception for week 1 (3/16) which teachers will post by COB 3/13 for Monday 3/16 8:30am access)
 - Module includes (Modules should be published on Monday at 8:30am)



- Do Now
 - Instructional Video (15-20 mins)
 - Autograded Practice (or 48 hours graded)
 - Exit Ticket
- Teacher holds office hours during designated times (see frame)
 - Expected communication response time during office hours is within 10-15 minutes
- Expected communication response time is 1 hour, during business/school hours (8:30am - 4:30pm).
- Friday Coach Check-in
 - Check grade status
 - Provide input for upcoming module
 - Monitor response time
 - Co-teachers will report to content leader and will be in co-teaching teams 03s
 - Co-teachers will create various scaffolds and hold small group office hours for students with disabilities
- Grade Level Deans
 - Perform advisory check-ins 2x a week
 - Monitor communication between advisors and advisees
 - Filter concerns brought forth from families/students
- Advisors
 - Check in with students/families 2x a week
 - Update grade level dean if families have needs, students are sick, etc.
 - Log all contact into Deanslist
 - Get most updated contact information
 - Collect and share information
 - Use form to be shared by Deegan
- Communication:
 - XXXX - Ops concerns (i.e- internet access, food, etc.)
 - XXXX - SPED concerns
 - XXXX - Trauma/Safety/At-risk concerns
 - Remember - we are all mandated reporters
 - XXXX - Tech concerns



What are my responsibilities as a SpEd Case Manager?

- Prepare, conduct and finalize all IEP meeting
 - Send calendar invites to all required participants
 - Add Google hangouts with phone number
 - How to use google hangout link
- Prepare, conduct and finalize all eligibility meetings
- Participate and prepare all scaffolds, accomodation, etc for academic classes.
 - Including holding small group office hours
- Participate in 03's with xxxx on Mondays
- More detailed guidance for case managers link

TECHNOLOGY & INTERNET

[Tech resources for teaching remotely](#)

What if students have tech-related issues? (Computer doesn't work, they need a charger, etc.)?:

- **Computers & chargers:** Students can bring their broken computer during a meal distribution day to have their computer swapped and to pick up a charger (assuming WLA has a supply). We'll be communicating a date the week of 3/21 for students to swap out computers as well, as well as sending out links to how students can purchase chargers themselves.
- **Questions:** If a student or family member has questions about how to support, please send XXXX an email with the family copied - XXX [@wlapcs.org](mailto:XXX@wlapcs.org)

What if students are having internet problems?

- We will connect the family to our contact at Internet Essentials and support with troubleshooting the best we can. Advisors should send an email with the family copied to XXX - XXX [@wlapcs.org](mailto:XXX@wlapcs.org)



FOOD & UTILITIES & MENTAL HEALTH & OTHER

What if students are experiencing food insecurity or have questions about food pickup?

- Fill out the form, and flag it to XXX XXX [@wlapcs.org](mailto:XXX.XXX@wlapcs.org)

What if families have health related questions and they cannot find answers?

- Email all of the details and the family's contact information to XXX - XXX [@wlapcs.org](mailto:XXX.XXX@wlapcs.org) - who will liaise with the right city officials to try to find answers for them.

What if families are having challenges accessing food or water at home due to lack of payments to utilities or other reasons?

- Email all of the details and the family's contact information to XXX - XXXX [@wlapcs.org](mailto:XXX.XXX@wlapcs.org) - who will liaise with the right city officials to try to find answers for them.

STUDENT OR STAFF ILLNESS

What if one of my advisees is sick or someone in their family is sick?

- Collect information and put it into the advisee form

What if I (staff member) get sick?

- Take care of yourself first and foremost!
- Then notify your coach as soon as possible and work with your coach to come up with a contingency plan.
- Attempt to get appropriate documentation.
- Note your illness in PurelyHR per the temp sick policy.



What if a family member that you take care of gets sick?

- Same as above.

STAFF HR-RELATED COVID-19 POLICIES

- Please refer to this [document](#) for information relating to staff policies while in remote operating status.

OTHER

- **Credit recovery is still happening**
 - Contact xxxx at xxx [@wlapcs.org](mailto:xxx@wlapcs.org)



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?

We are constantly updating and improving our plans. We are assuming that school will be closed for the rest of the school year and that we are operating a remote school.

Our school goals, as updated, are always available [here](#).

Overall academic plans are [here](#), including updates to advisory and live virtual teaching sessions, which have now been added.

Major adjustments:

- We are adding Advisory time.
- We are adding some virtual live sessions with teachers rather than everything being asynchronous.

- 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.

All of these details are available [here](#).

All classes include:

- Do Now's
- Practice Problems
- Exit Tickets
- AP classes are still preparing for their exams
- There are no end-of-quarter exams

- 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.



We are assessing student participation by module completion. Each class has a module to complete each week. We measure how many students complete modules.

All advisors must touch base with their students and families at least twice a week to check on them. We also track this. Teachers also reach out to students who are not participating.

Interventions for students:

- Teachers call/text/email
- Advisors call/text/email
- Deans call/text/email

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.
- We are implementing all IEPs and 504s to the fullest extent we are able to remotely.
- We are conducting all meetings, as scheduled, virtually.
- We are continuing to document all services as we always do.
- We are obtaining extra insurance to cover anticipated Comp Ed claims.
- We can set up read aloud systems, translation lines, and more to make sure that all families are able to understand everything we are doing.

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.



- ELLs are getting personalized attention from our ELL Coordinator who is working with them and their families personally to make sure they can access material.
- 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 don't think physical summer school will be allowed, so we are planning virtual summer school / credit recovery.
 - We are not sure there will be regular school in the fall either, so we are contingency planning for what a combo remote school and socially-distanced school would look like.