



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.<sup>1,2</sup>

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](mailto: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.).

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<sup>1</sup> 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.

<sup>2</sup> 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.

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### 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.**

Yu Ying is **not** retaining any students as a result of the school closure due to the pandemic. Yu Ying begins retention conversations with families of students in grades pk3 to Kindergarten in January of each year and makes the final decision by May of that year. This year, Yu Ying will follow the same process.

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

Yu Ying sends out weekly information to families in a weekly newsletter. This information was communicated on April 14, 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)?

Yu Ying is holding a 3 week Intersession from June 5-30 that includes an intervention track. Students will participate in small group (less than 5 students in a group) targeted lessons for up to 4 hours daily. We also plan to MAP test students in ELA and Math the first week of school to help document loss in ELA and Math.

#### 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) Literably, Master Track**
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify) **Brigance**

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

Yu Ying's data analyst is compiling information on hours spent on all learning platforms that we are using over the closure. (Google classroom, SeeSaw, Zoom, JoyReader, Chinese Reader, Epic!, Khan Academy). We are hoping to determine the effectiveness of each application. We will also use data to determine learning loss and compare it to this information. Yu Ying receives feedback from parents and staff weekly via survey and online meetings. All of the information shared is used to help our distance learning practice evolve.

### 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: 121
- Number of Days of Distance Learning Provided: 45
- Number of Days Requested to be Waived from 6 hours of learning: 14
- 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-June 23

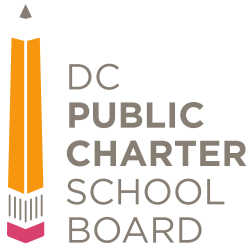
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: Washington Yu Ying PCS \_\_\_\_\_

LEA Leader Name: Maquita Alexander

LEA Leader Signature:  \_\_\_\_\_

Date: 5/1/2020\_



## 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.).

Between 3.3-3.12 – we analyzed which families were not accessing our digital apps, surveyed for home technology and wifi access and organized for chromebook loaners for students. 3.13 – Chromebook loaners sent home with students, Grades K-2 paper learning packets sent home with students 3.17, 3.18 – Learning materials packet available for pick up for families 3.19-3.27 – Grades PreK 3 and PreK 4: online daily activities using platforms seesaw and managebac. Grades K-1: online daily activities in math, Ela, Cla, science and social studies using platforms seesaw and managebac. Grades 2-5: online daily activities activities in math, Ela, Cla, science and social studies using platforms seesaw and managebac. activities in math, Ela, Cla, science and social studies using platforms google classroom, seesaw and managebac.

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.

We have set up a 2 day window for parent pick up of packets, with no more than 15 picking up at a time in order to minimize gathering number. Chromebook loaners were disinfected and sent home with families on 3.13, last day of classes on campus. Teachers are expected to set up daily interactions with students through online forums (i.e. zoom, google hangouts, etc.) to maintain active communication. Families will receive regular communication through our online weekly newsletter as well as constant contact notices during the closure.

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

Prior to school closure, Yu Ying reached out to families who had not participated in apps already being used for learning and communication. After identifying these families, we are able to ascertain what type of access they do have, i.e smartphones. In addition, we have been able to send information about Comcast access to wifi during these school closures.



## 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.

Daily lessons online through seesaw, google classroom and/or managebac, including reading, writing prompts, worksheets, written responses to problems, research, movement, read alouds and interactive community circles. Lessons will be within the current units of inquiry (science and social studies) and ccss being taught. In addition, lessons will be geared towards student development of application of understanding through real world applications in their homes. Each week, grade levels from K-5 will offer 2 ELA and 2 CLA (inclusive of reading and writing) activities, 2 English language (EL) and 2 Chinese language (CL) Math activities, 2 EL and 2 CL unit of inquiry activities for students. Teachers will monitor student work, offering feedback and new challenges during their 4 hours per day of office hours. Students and parents will have opportunities for individual check in; through chat, text, email and google hangouts.

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.

3.3-3.13 -Curriculum coordinators met with each grade level team to go over expectations and begin to develop the ways in which to deliver remote learning.

3.16 – Ed leadership will facilitate a full day professional development on remote learning, expectations and with opportunities for teams to develop lesson plans for the upcoming weeks.

3.11 and 3.17 – Families received an outline of what to expect for remote learning on 3.11, and a more detailed outline of the remote learning per grade level on 3.17

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.

Each special education teacher will send students with IEP's and 504 plans on their caseload daily learning activities to meet learning goals in addition to or in collaboration with the classroom teachers. In addition, they will set up daily check in times with each student, where they will offer mini-lessons, help with work, and support for learning.





## 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?

**Whole school** - a [whole school suggested schedule](#), broken down by grade level has been sent to families, with the links to live meetings and with suggested times for uploaded activities and where to find them for the school day.

### **Expectations by Grade Band-**

#### **PreK 3 and PreK 4:**

- Oral language development and Social/emotional skills - Zoom live interactions:
  - Daily whole class meetings
  - 1-2/week small group meetings for language development and social/emotional skills
- Other subjects: Math, Unit of Inquiry (Science/Social Studies), language arts (Reading), Specials (Garden Arts, Performing Arts, P.E.) - seesaw activity uploads by class and by individual
  - Daily learning activities
  - Recordings of read alouds and mini-lessons

#### **Kindergarten through Grade 2:**

- Oral language development, Social/emotional skills, Language Arts - Mandarin Reading and Writing, English Reading and Writing - Zoom live interactions:
  - Daily whole class meetings
  - Weekly small group meetings for reading and writing groups
  - Individual writing meetings as needed for feedback and check-in
  - Students share responses, finished work through seesaw
- Math, Unit of Inquiry (Science/Social Studies), Specials (Garden Arts, Performing Arts, P.E.) - Seesaw activity uploads by class and by individual
  - Daily learning activities in each subject
  - Recordings of read alouds and mini-lessons
  - Suggested extension activities
  - Individual and small group live meetings as needed
  - Students share responses, finished work through seesaw

#### **Grade 3 through Grade 5:**

- Oral language development, Organizational skills, Language Arts - Mandarin Reading and Writing, English Reading and Writing - Zoom live interactions:
  - Daily whole class meetings
  - Weekly small group meetings for reading and writing groups
  - Individual writing meetings as needed for feedback and check-in
  - Students share responses through google classroom for English and through google classroom and seesaw for Chinese



- Math, Unit of Inquiry (Science/Social Studies), Specials (Garden Arts, Performing Arts, P.E.) - Google Classroom assignments by class and by individual
  - Daily learning activities in each subject
  - Recordings of read alouds and mini-lessons
  - Suggested extension activities
  - Individual and small group live meetings as check-ins as needed
  - Students share finished work and receive feedback through google classroom for English and through seesaw and google classroom for Chinese and Specials

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.

Students are responding to learning activities through a variety of medium.

- Recording understanding of learning through seesaw videos then uploaded into their account for teacher view and feedback.
- Sending pictures of work completed via seesaw for teacher view and feedback
- Turning in assigned work via google classroom for teacher view and feedback
- During small group or 1:1 live zoom meetings for teacher feedback and mini-lessons

Teachers are utilizing all learning activities assigned to monitor student learning: writing assignments, response to reading questions, math assignments, project recordings, recordings of information understanding, challenge questions, observation during live class meetings, small group and individual live meetings to measure student learning during this time, as formative assessments. Teachers are giving individual feedback to students on their submissions in order to maintain student learning and develop academic progress.

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.

Attendance is taken during each live class meeting and small group meeting.

A record of student response through submission of student work through seesaw or google classroom is also maintained by each teacher.

Parents of students who have not attended the live class meeting and/or small group and individual meetings for 2 days in a row and or have not submitted any student work over a 2 day period are contacted.

- 1st- through email by the classroom teacher
- 2nd -through a phone call, either by the classroom teacher or by our school receptionist



o In both modes, parents are asked how the school/teacher can support the student access to the learning materials and especially to the live sessions throughout each day. Further communications on an every day, 2-3x, or weekly basis for support are then developed based on the parent preference for their situation and their student.

Parents are encouraged on a weekly basis, via the school newsletter, to contact the Director of Teaching and Learning, with any questions, needs or concerns.

- 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.

For students that require specialized instruction, they work closely with their special education teacher (aka case manager).

Case managers work in conjunction with the general education teachers to:

- differentiate literacy and math materials
- differentiate materials focused on individual student goals.
- provide services via email with parents and zoom calls with students and or whole group class lessons
- google chats/zoom/prerecorded video to students and or parents weekly ( depending on material),
- provide accommodations/modifications per student IEPs when possible via screen time ( zoom/google chat), phone, to a small group or for 1:1 instruction ( especially for students with high service hours). They also
- participate in 30-minute ( at minimum) video/phone instructional meetings with each individual student & parent to provide support with learning activities and or to provide check-ins.

Related services are provided via teletherapy and or therapy via a screen ( zoom)for the designated time per IEP/ 504 plan ( primarily Speech and Langage and ABA). Related services that require hand over hand and or direct contact with the RSP's professional judgment that the service cannot effectively be delivered remotely, any missed services will be made up within a reasonable time frame once the schools are reopened.

Resources have been sent home for the parents to practice with the student.

A log is being kept for missed services.

- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.

For students that are undergoing the evaluation process, the evaluators are conducting any services that they can do via telephone and or screen.

For the portions of the evaluation that require face to face contact, they will have to be concluded once school resumes.

- They will be conducted in the order in which the referral was submitted.
- A timeline requirement will be calculated from the day schools closed due to the pandemic and extended for not more than 45-school days after regular school year in-person instruction has resumed.



For evaluations that were concluded during the time of the pandemic, eligibility meetings will be conducted via conference call.

WYY is also holding annual IEP meetings prior to the expiration date via phone conference or via Zoom.

- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.

Special education teachers and related service providers are keeping detailed documentation of services they are providing during the pandemic and monitoring IEP progress as well.

They have collected a baseline of where the student was when the school closed, continually collecting data, tracking IEP goals and will analyze the data once school is back in session. We are trying to provide what is on the students' IEP to the greatest extent possible.

- 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.

WYY keeps on constant communication with the parents ( administration, classroom teachers, special education teachers, and related service providers). We have conducted multiple surveys to ask what support is needed and special education teachers have 1:1 contact with the parents to assist with their needs.

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.

EL Teachers check in via phone, email, WhatsApp, Zoom or Seesaw:

- with families on a weekly basis or more depending on individual needs
  - to provide tech and resource support
  - to provide individualized daily schedules that are geared towards individual EL student needs to complete daily general classroom assignments
  - to provide additional small group Zoom meetings specifically for ELs.

#### Individual and small group Zoom meetings for all ELs

- Groupings and instruction provided during Zoom meetings are based on each EL's annual goals and service plan across all 4 domains - listening, speaking, reading, and writing.
- These are based on collaboration with lead classroom teachers to provide additional academic support for ELs by scaffolding and tailoring their assignments based on their academic needs.
- What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

For those families that need language assistance, EL teachers have used in-house translators as well as contractors to help us translate documents. Yu Ying uses a language line that provides translation support via phone. We are also trying [Talking Points](#) to text families in their home language.

- 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.

Yu Ying is looking at the following possibilities based on timing and the instructional impact of the closure. We are still in planning and discussion, with some expectations established.

These include:

- Summer learning:
  - for all students with IEPs
  - for all identified Tier 3 Intervention students
  - for newly identified intervention students
  - for all ELL students

Planning still in consideration includes:

- Timing
  - 3 or 4 weeks of summer learning
  - Earlier start to SY 20-21 than previously projected
  - Started school with a differentiated class model for example (kids will start in last years classes for a few weeks then shift)
  - Longer school day for some students depending on the amount of instructional loss.

Further decisions will be made after assessment of students are possible.