



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.

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:

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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.

- 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.

*A: BASIS DC is committed to its existing promotion and retention policies as outlined in the BASIS Parent/Student Handbook and charter. However, given the current health crisis, we have established an additional “do no harm” academic exception for the final academic term affected by the health crisis and subsequent distance learning. This procedure modifies two aspects of our regular promotion requirements. First, it provides that the final marking period for all students can not harm a student’s overall grade. If the final grading period grade is lower than the pre-COVID-19 closure year-to-date average, the student’s year-to-date average will replace the final marking period grade. Second, the traditional end of year exams that students participate in, which normally dictate promotion/earned credit, will not prevent promotion/credit earned.*

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

*A: BASIS DC has taken multiple proactive approaches to inform families of our final grade calculation adjustments. We have provided a guidance document outlining the adjustments that has been sent to families on multiple occasions and through multiple different channels to ensure equal opportunities for access. In addition, BASIS DC has held two virtual town halls to help inform families, and during the town halls we covered the final grade calculation adjustments. In addition, all families in our school receive weekly individual calls to offer an opportunity to provide support and an avenue for questions and answers.*

*Regarding promotion, families will be actively informed around any conversations about failure to achieve promotional status as outlined by our school handbook, and/or as modified by our grade calculation adjustments.*

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

*A: Students who signed up at the start of the year for BASIS DC’s program that awards credit for elective courses in sports or fine arts activities completed while enrolled at BASIS DC but outside of the regular academic program, will still be awarded credit even if they do not meet the required 120 hours. They will*

*still be required to demonstrate completion of hours earned prior to the school closure. There have been no other changes to our credit awarding policies.*

### **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)?

*A: BASIS DC actively audits all of our classes, and will be making decisions about how to cover any missed material, course by course, after the conclusion of our distance learning. That said, we do not anticipate finding any significant deficits in coverage of our curriculum since BASIS DC had already begun planning for a potential shutdown prior to the onset of the COVID-19 outbreak in DC and, therefore, was able to stand up distance learning and ensure access to all of our students almost immediately when the crisis began. BASIS DC is not ready to make decisions about extended time for next year, but we are planning for multiple different contingencies depending on multiple different circumstances. Beyond addressing any limited material that was not covered at all, BASIS DC is not making plans to provide school wide review of work. Individual teachers will provide necessary review as part of their normal classes next year and teachers and administrators will deploy our robust system of existing academic support processes to work with students who are experiencing residual struggles and their parents, as appropriate, to position them for success in the 2020-2021 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)
- ☒ Other LEA- or School-Developed Non-Summative Assessment (please specify)
- ☒ Other Practice (please specify)

*A: BASIS DC does grade-level reading, math, and behavioral health screening three times a year using FASTBRIDGE <https://www.fastbridge.org/>. In addition, we conduct both formative and summative assessments that are unique to the BASIS.ed proprietary curriculum.*

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

*A: BASIS DC is receiving feedback through multiple modalities both anecdotal and quantitative around the implementation of our distance learning. Including but not limited to: parent/student/staff surveys, verbal feedback, as well as review of our formative and summative assessments. Feedback and evaluation is actively being solicited from all stakeholders.*

## **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.**

*A: BASIS DC believes we will have covered the hours requirements for a normal school year. A typical 180 day, 6-hour day school year includes 1080 hours of instruction. However, BASIS DC's pre-closure school day exceeded 6 hours. As such, assuming that we remain closed for the remainder of the 2019-2020 school year, BASIS DC will have had 121 full instructional days prior to any COVID-19 closure equaling 877 hours plus four early release days for a total of 21 hours (8:45 AM – 2:00 PM). If we account for each distance learning day as only 3.5 hours (or half of a normal BASIS DC school day), we will have had 1086 content instructional hours; with 51 distance learning days. Our anticipated last day of instruction being June 5<sup>th</sup>, 2020. Moreover, we strongly believe each distance learning day accounts for more like five hours, as represented in our preliminary attendance, survey, and online platform usage data. We are providing the math for the 3.5 hour day simply as a conservative estimate. Similarly, we believe that our students surpass the required 120 hours needed for the Carnegie unit threshold.*

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: \_\_\_\_\_

### **BASIS DC COVID-19 Action Response Plan**

**BASIS DC PCS** is issuing the following action plan for continued student learning during the COVID-19 school closures, pursuant to the guidance of the DC DOH, OSSE, PCSB, and the DME, and in response to the Mayor's Order Declaring a Public Emergency (Mayor's Order 2020-045). In keeping with the mission to provide academic excellence, BASIS DC PCS plans to offer educational opportunities and instructional support to students through various distance learning methods.

	5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> grade	9 <sup>th</sup> - 11 <sup>th</sup> grade	12 <sup>th</sup> grade
<p>1) Paper/pencil learning</p> <p><u>PCSB Instructional Contingency plan Question 1, 2, and 4</u></p>	<ul style="list-style-type: none"> <li>During the first week of a short or long term closure teachers will provide digitally, and (optionally) printed packets containing one week's worth of instructional materials. These materials may be distributed through one or more of the following three online methods: direct email from every teacher, through our family messaging application (ParentSquare), and through the Microsoft Teams app. Parents will be offered printed, paper copies of the same packets for in-person pick-up as needed.</li> <li>These materials will include review content and multiple different forms of both assessment and formative learning such as multiple choice questions, essay questions, free response questions, literary analysis, document based questions, textbook/chapter novel reading...etc.</li> <li>Hardcopy packets will also be available through a signup service to all students who require them. Parents will receive communication as quickly as possible (see example below) to inform them of the work required and timelines for completion.</li> <li>The school completed a survey of internet, computer, and printer access for every student and will use that information to inform printing, and distribution times to maintain safe social-distancing while also allowing for hard copies of packets to be distributed to families that require them.</li> </ul>			<p>(12<sup>th</sup> graders taking 9-11 credit recovery courses should follow the guidance to the left)</p> <p><u>Senior project students:</u></p> <ul style="list-style-type: none"> <li>Senior project meetings with faculty advisors and the senior project coordinator will be conducted virtually or via telephone.</li> <li>In addition, the senior project coordinator is actively reaching out to all site points of contact to determine the possibility of each individual student's ability to continue meeting their required hours.</li> <li>In lieu of in-person opportunities to continue their internship, students will be able to carry out extensive on-line research to continue to meet their posting requirements for their blog and complete the prerequisite project for graduation with a High Honors Diploma.</li> </ul>

	5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> grade	9 <sup>th</sup> - 11 <sup>th</sup> grade	12 <sup>th</sup> grade
<p>2) Technology/ personalized learning</p> <p><u>PCSB Instructional Contingency plan Question 1, and 4</u></p>	<ul style="list-style-type: none"> <li>During longer closures BASIS DC will utilize Microsoft Teams for both asynchronous and synchronous learning. This is a unified communication and collaboration platform that all students, teachers, and staff will have access to (5-12). On this platform teachers will provide work, direct instruction (online videos, recorded Powerpoints, or live-streamed videos), and formative assessments. Instruction will primarily take the form of recorded video lessons, however some live video lessons may also be provided/required. In addition, all teachers will provide live drop in hours for students to ask and receive answers to questions they have from the recorded lesson or associated work.</li> <li>Teachers may additionally assign daily work to include both assessment and formative learning such as multiple choice questions, essay questions, free response questions, literary analysis, document based questions, textbook/chapter novel reading...etc.</li> <li>All materials will be aligned with the BASIS Curriculum Schools instructional goals and targets provided to students in their class syllabi. Teachers will continue to provide updates to the school instructional leaders who will audit the teachers classroom instruction to ensure that it is on track to meet the BASIS.ed required learning objectives</li> </ul>		<ul style="list-style-type: none"> <li>Teachers will provide all of the information to the left. In addition, AP teachers will host live-classroom virtual meetings providing direct daily instruction for AP students.</li> </ul>	<p>(12<sup>th</sup> graders taking 9-11 classes should follow the guidance to the left)</p> <p>Senior project students should follow the guidance in box #1 above.</p>



	5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> grade	9 <sup>th</sup> - 11 <sup>th</sup> grade	12 <sup>th</sup> grade
<p>3) Feedback and check-ins</p> <p><a href="#">PCSB Instructional Contingency plan Question 5</a></p>	<ul style="list-style-type: none"> <li>Specific teachers will provide calls to check in on students as needed.</li> <li>Regular classroom teachers will provide feedback on grades by assigning work both multiple choice and rubric, through the Microsoft Teams app.</li> </ul>		<ul style="list-style-type: none"> <li>AP teacher will additionally provide work through College Board AP classroom website</li> </ul>	<ul style="list-style-type: none"> <li>See senior project information in box #1 and box #6.</li> </ul>
<p>4) Professional Development</p> <p><a href="#">PCSB Instructional Contingency plan Question 5</a></p>	<p>All teachers will receive the following professional development on the Microsoft teams app and on the best ways to provide distance learning:</p> <ul style="list-style-type: none"> <li>A specific daylong training on distance learning requirements and the Microsoft Teams platform</li> <li>Collections of training videos created for teachers by BASIS.ed IT, Curriculum, and school-level leadership.</li> <li>Additional training documents were provided to teachers.</li> <li>Regular video conferences or calls with their department leaders to discuss successes and areas of growth in delivering distance learning instruction (Subject-level calls)</li> <li>Regular video conference or calls with their grade level teams to discuss student concerns and how to best cater distance learning to students in their age groups (Grade-level calls)</li> <li>Weekly meetings and trainings with the school's instructional supervisors on how to best utilize the distance learning platform.</li> </ul>			

	5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> grade	9 <sup>th</sup> - 11 <sup>th</sup> grade	12 <sup>th</sup> grade
5) Materials, assessed capacity, and delivery  <u>PCSB Instructional Contingency plan Question 2, and 3</u>	All students will receive both packets and access to Microsoft Teams as described above. Students and families were polled on their capacity for internet, printers, and computers at home and resources will be provided to all students in accordance with the results of those surveys. In addition, families are able to sign up for laptops, and school provided internet hot-spots on a case by case basis by emailing the Head of Operations. Families will be provided with guidance in multiple communications to have access to an internet connection and at least one device that meets the <u>minimum requirements</u> for Microsoft Teams.			
6) Parent and Student Training  <u>PCSB Instructional Contingency plan Question 5</u>	Families will receive multiple communications around our distance learning program including: <ul style="list-style-type: none"><li>• Personalized invitation to the Microsoft Teams application with user-information and log-in provided by the school.</li><li>• A Microsoft Teams user guide.</li><li>• Access to videos and tutorials for the Microsoft Teams application.</li><li>• Guidance from classroom teachers around Microsoft Teams assignments, including recorded training videos and handouts.</li></ul>	High school families will receive all of the same trainings as those to the left, in addition students and families have already been using AP classroom all year.	Seniors will only be using Microsoft Teams if they are in 9 <sup>th</sup> -11 <sup>th</sup> grade credit recovery classes, in which case they should follow the guidance to the left.  Some Seniors will use Microsoft Teams for their meetings with their senior project advisors. These meetings will be the same as phone calls and do not require additional trainings.	
7) Assessment  <u>PCSB Instructional Contingency plan Question 1, and 4</u>	In student's Microsoft Team classes, they will be expected to preform regular closed and open book assessments to the highest extent possible. Teachers will assign timed assessments as they would during the regular school year and according to each teacher's syllabus. School-wide assessments will be communicated to families upon futher guidance from the city and/or after determining the extent of a closure.			

	5 <sup>th</sup> Grade	6 <sup>th</sup> – 8 <sup>th</sup> grade	9 <sup>th</sup> - 11 <sup>th</sup> grade	12 <sup>th</sup> grade
<p>8) Special Education, Section 504, Child Find, and Social-Emotional support services</p> <p><a href="#">PCSB Instructional Contingency plan Question 4, and 6</a></p>	<p>During the provision of instruction to all BASIS DC students through distance learning and online methods the school will continue to make a free appropriate public education (FAPE) available to students with disabilities who have individualized education programs (IEP) or Section 504 plans. Special education and related services under the Individuals with Disabilities Education Act and related aids and services under Section 504 will be made available to the greatest extent possible, although in a modified manner, to allow students with disabilities to access distance learning instruction. Guidance issued by the U.S. Department of Education (USDOE) clarifies that during any school closure, if a school continues to offer general educational opportunities it must also ensure students with disabilities have available the services and supports described in their IEPs and 504 plans <i>"to the greatest extent possible."</i> In accordance with this guidance provided by the USDOE Office of Special Education Programs (OSEP), BASIS DC will work to help students with disabilities access the general curriculum and work toward progress on their goals. In accordance with OSEP guidance offered in a March 13th webinar, BASIS DC will provide this "alternate mode of instructional delivery" without amending most students' IEPs, but will convene IEP teams or amend IEPs in collaboration with parents, as necessary and appropriate to meet individual student's needs. For services that cannot be reasonably provided in a distance learning environment, the school will consider on a case by case basis whether students need compensatory educational services when school resumes.</p> <p>Examples of service delivery and ways students' needs will be accommodated to allow access to distance learning include:</p> <ul style="list-style-type: none"> <li>• Virtual groups in which services can be provided along side the regular instruction</li> <li>• Virtual groups in which counseling services can be provided in one-on-one or small group settings as appropriate to allow students to access the curriculum</li> <li>• Modified and accommodated class assignments as required in the student's IEPs or 504 plans</li> </ul>			

#### A. Behavioral expectations during a short or long term closure

The Code of Conduct outlined in the BASIS Charter Schools Parent/Student Handbook and the BASIS DC Student Guidebook and the BASIS Charter School Policies available online apply to activities during online instruction. Guidance will be provided regarding how BASIS DC will partner with parents regarding internet safety.

#### B. FERPA and records requests

BASIS DC takes its responsibility to protect personally identifiable student information seriously and will follow all FERPA rules and regulations including those outlined in the guidance from the Department of Education. However, requests to inspect and review students educational records may be delayed by reduced building access in response to evolving guidelines regarding COVID-19.



### **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 have not made any adjustments to the plan submitted. We provided all training as outlined and have also included multiple training documents and videos for families.

**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 assign daily work to students, including both assessment and formative learning such as multiple-choice questions, essay questions, free response questions, literary analysis, document-based questions, textbook/chapter novel reading, etc.

All materials are aligned with the BASIS Curriculum Schools' instructional goals and targets provided to students in their class syllabi. School instructional leaders will continue to audit the teachers' classroom instruction and provide support to ensure that our courses are on track to meet the BASIS DC required learning objectives

**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.**

BASIS DC tracks student engagement and participation in the following ways:

- Students are to return completed work each Sunday to be graded. The BASIS DC Student Support team reviews gradebooks weekly and is reaching out to students/families who are not returning work or who submit incomplete work.
- BASIS DC receives Microsoft TEAMS usage reports, which include the number of active uses in each class. This is cross-referenced weekly with the number of expected users for each class. The BASIS DC Student Support team reaches out to students/families listed as engaged in all classes. This information is stored weekly.
- Each parent is assigned one member of staff who calls regularly to check-in and provide support. These calls are done by a member of the staff fluent in the



family's primary language as listed by OSSE where possible (English, Spanish, French, and Mandarin)

The teacher is always the primary source of contact for students who are not engaging. If we find that a student is not engaging, interventions are initialized by the Student Support team to determine the root cause, and if necessary, provide the support to ensure further and continued engagement. Interventions include the weekly calls and, if necessary, wellness checks requested by the school. In addition, the school is making virtual counseling available to families, as appropriate, by the school counselor and school psychologist on as needed basis

**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.**

The school is making specially designed instruction (SDI) and related services available to students with disabilities using virtual platforms in which students can receive individualized or small group instruction and services, as appropriate, to allow students to access the general curriculum.

Each Learning Specialist (special education teacher) has their own private TEAM within our distance learning platform that their students are able to access. These TEAMS are used by the learning specialist to provide SDI, as appropriate. In these TEAMS, Learning Specialists make SDI and other supports available to meet students' individual needs in a variety of ways, just as they would during in-person services, including working with students on understanding academic content, working on annual goals, providing supports and "check-ins," as well as offering support with technological issues. They provide modifications and remediate lessons when needed. Learning specialists also attend their students, virtual "live sessions," and work with the general education teachers so they can provide supports.

Students who have dedicated aide support receive check ins and academic support sessions, as appropriate.

Our related service providers are using ZOOM to provide related services (counseling, OT, and speech). OT's and speech providers have built a schedule that closely resembles the service schedules students received while they were in school, so as to minimize disruption to our students. Our school psychologist continues to provide counseling services, including 1-1 sessions and daily check-ins, as appropriate.



Required timelines are being monitored as always, and special education staff are making arrangements with families to hold meetings and share documentation through virtual means, email, phone calls, etc.

Although the frequency, location, and duration of SDI and related services may look different during remote learning, as described above, the school is working to make these services available to students with disabilities to the greatest extent possible, in accordance with USDOE guidance, and we are maintaining documentation of the frequency and duration of the service availability.

Support staff is in regular communication with family members with disabilities. Our families of students who are hearing impaired receive emails from support services about their children at least twice weekly. During these email conversations we check in with the families and make sure we make available the assistance they need to allow their students access to their services and the general curriculum.

BDC will make compensatory education available, as appropriate. As with any services decision for children with disabilities, whether and to what extent compensatory services are appropriate will be determined on an individual basis based on students' unique needs.

**5) Please elaborate on the following areas of support for students/families with limited English proficiency:**

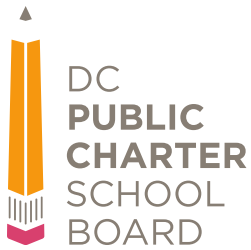
- **How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.**
- **What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.**

Our EL specialist works with our EL students in their general education "classrooms" (TEAMS). They work to modify assignments in needed classes and remediate assignments as needed. Math: EL specialist is using online tools, is in the virtual live session with the student to provide supports, modifies written language in math work when needed, and uses the chat function of our online system to work with students on a regular basis.

Reading: EL specialist attempts to find readings on the students' levels and sets up a time to read through materials with students so things in the reading can be clarified.

Writing: EL specialist modifies writing assignments so they are EL appropriate. This includes chunking larger assignments, providing pictures as a part of the directions, and graphic organizers to help the learner organize his or her thoughts.

To ensure that non-English speaking family members are able to access the content to support their students' learning, we have someone who speaks that student's native language communicate with the family. We have a small ELL population and have a member of staff that speaks each 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.**

BASIS DC is not planning on holding summer school or any other intentional make-up in-person hours for the purposes of making up instructional time. This is primarily because we believe we will have covered the hours requirements for a normal school year. Assuming that we remain closed for the remainder of the 2019-2020 school year, BASIS DC will have had 121 full instructional days prior to any PHE closure (or 877 hours). If we account for each distance learning day as only 3.5 hours (or half of a normal BASIS DC school day), we will have had 1105 content instructional hours. Similarly, we believe that our students hit or surpass the required 120 hours needed for the Carnegie unit threshold.

In addition, BASIS DC still includes in its charter extensive final examinations including AP exams, AP alternative final exams, and comprehensive exams. BASIS DC will still have third party assurance through these exams that students have learned the requisite content to be able to successfully perform at our typical standard of excellence in the next school year.