



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.).

---

<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 the statements above.

### **Student Grades**

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

We are not basing promotion decisions on work completed during distance learning; we are using data (grades, attendance, formative assessments such as MAP, DIBELS, TRC) from prior to 3/16. The only students that will be considered for retention are those that were flagged during Academic Team Meetings with principals during Quarters 1 and 2.

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

We have communicated grading policies to families throughout the closure; this included information around how work completed during the early weeks of closure impacted Quarter 3 grades. We will not be issuing report cards for Quarter 4, and this will be communicated to families by May 15th. Promotion and retention decisions will be communicated to families by June 10th.

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

We do not have a high school.

### **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)?

Virtual summer school will be offered to our most at-risk and/or vulnerable learners. We are also actively examining our scopes and sequence across all curricular areas to determine where prior grade-level standards can be spiraled into next year's content. Depending on social distancing guidelines, we plan to start the school year on August 10th, which is two weeks earlier than we initially planned. We are also looking at our academic calendar to determine how we can adjust non-student days to add additional instructional time to the school year.

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA)
- DIBELS/Acadience Reading
- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP
- Reading Inventory (RI)
- Renaissance Learning's STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify): Aimsweb, TRC, Edmentum Exact Path diagnostic tests for reading and math, Every Child Ready
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)

All students in K-8 will take NWEA-MAP in reading and math at the beginning of the year. Students in 2-8 will also take diagnostic assessments on Edmentum Exact Path in reading and math. Students in K-3 will also be assessed using DIBELS/TRC. This data will allow us to diagnose student learning gaps and the impact of our closure on foundational knowledge. We regularly use this data to inform our RTI processes and will continue to do so next year.

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

Throughout the closure, we continue to meet biweekly with our entire leadership team (including senior leaders, principals and APs) to assess distance learning implementation. We have been able to troubleshoot problems as they arise and have been actively tracking family participation and feedback. Since the start of distance learning, we have made modifications to programming, such as passing out

Chromebooks and mifi hotspots to our students in grades 5-8 so that they may interact more consistently with their teachers. In order to better track access to technology, we have added a question to our enrollment paperwork regarding access to both the internet and a computer. This will help us to target families that need this assistance should we have to continue distance learning for an extended period of time in the fall. Teachers continue to meet in their PLC's virtually every other week to share best practices with each other and with Central Office staff. The Curriculum and Student Support Services teams work closely with teachers to design virtual experiences for students. This will continue to inform our approach to distance learning in the future.

## Part II: School Calendar Waiver

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

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

### OPTION 1:

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

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

### OPTION 2:

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

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

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

### OPTION 3:

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

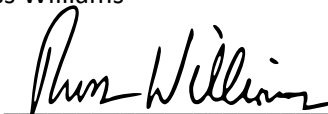
The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. Additionally, there are some days during the COVID-19 emergency for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

- Number of Instructional Days in 2019-20 school year Calendar: **180**
- Number of Instructional Days Completed Before March 16, 2020: **118**
- Number of Days of Distance Learning Provided: **47**
- Number of Days Requested to be Waived from 6 hours of learning: **47**
- Number of Days Requested to be Waived from providing instruction: **15**
  - Indicate which calendar days being requested for waiver on which instruction was not provided: **6/1 - 6/19**

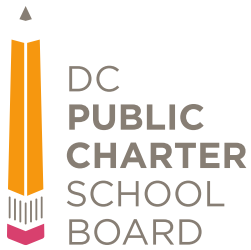
By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: Center City Public Charter Schools

LEA Leader Name: Russ Williams

LEA Leader Signature: 

Date: May 14, 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.).**

We cannot guarantee that our students have access to the Internet. Therefore, we are requiring that all teachers in PreK through 8<sup>th</sup> grade provide materials to students that can be completed at home without the use of technology. Our teachers are spending Monday, March 16<sup>th</sup> prepping these materials.

Here are the guidelines we provided to our teachers:

*In preparing work for your students, the following criteria must be met:*

- Provide **two weeks** worth of paper/pencil-based work.
  - This work should cover **review and/or foundational standards**. Do not send work that would be considered new content.
  - This work should be **data-informed**. Use DIBELS, TRC, Edmentum, iReady, and Illuminate data to determine areas of focus.
  - Work should be differentiated, within reason, based on student needs. **You should be working closely with your inclusion teachers in developing packets for students with disabilities and English-language learners.**
  - **All materials needed to complete the work must be provided** (such as rulers, graph paper, workbooks, texts, etc.)
  - You should follow the guidance set by your Curriculum and Instruction Specialist, which will be covered in greater detail during virtual PLC's on Monday.
- Include a **cover sheet** that describes the work provided and a timeline or checklist for completion (sample attached).
- **You cannot require the use of technology**, given that we can't guarantee Internet access. **However, you must provide a list of online platforms that students can use**, should they have access to Internet (for example, Lexia, Edmentum, Reading A to Z, IXL, Newsela, Brain Pop, Khan Academy)
  - You will need to provide login information for all students. These applications are accessible via Clever's single sign-on: Edmentum, Lexia, IXL, Newsela). Here are directions for logging into Clever outside of Center City:
    - Access the portal here: <https://clever.com/in/centercitypcs>

## DC Public Charter School Instructional Contingency Plan

- Using Clever portal: <https://drive.google.com/file/d/1ljtOcPg9Q2LjEutpif1lCwnYu8ri69Q/view>
  - Assessing & printing G Suite student logins: <https://docs.google.com/document/d/1AgFpsYBNIR1zMklrNDuYYNaswJZxtelUSvszZsFrOqU/edit?usp=sharing>
    - For applications that require a separate login (Reading A to Z, Illuminate, Brain Pop, Khan Academy, Zearn) please provide access directions for students.
    - Feel free to utilize any of these [remote learning options](#).
  - If you want to grade any of this work upon completion as a means to hold students accountable, please note that these grades should be coded as **classwork**.
  - With your grade-level team, make a plan for contacting students throughout the closure. **Every student should receive at least 2 touch points from a teacher per week while we are closed.** This can be via text, email, DOJO, phone call, etc.
  - **Your principal must approve any work that you send home. He/she will be checking that the criteria above has been met.**
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.**

Materials will be distributed to families on Tuesday, March 17<sup>th</sup>. Families have been instructed to pick up materials from their campuses between 10:30am and 1:30pm. During this window, the Principal, Assistant Principal, and a Central Office Director will be present to distribute materials. This information was communicated to families via Blackboard, and principals followed up through a combination of ClassDojo and letters home to families on Friday, before schools were closed. Principals and teachers will maintain contact with families throughout the closure by using Class Dojo, phone calls, and email. Each campus and teacher is required to offer virtual office hours throughout 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.**

We have asked our teachers to provide paper-pencil work, with a list of Internet resources that are available, should students have access. This is described in #1 above.





## 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.**

Teachers have been provided with a list of potential resources to include in their academic plans; however, our ability to assess student learning is limited, given that most of our families do not have consistent access to technology. We have asked all teachers and leaders to maintain consistent check points with their families and to provide office hours at certain points throughout the closure. Additionally, per the guideline given to teachers in #1 above, our general education teachers are required to provide differentiated work to students in collaboration with our ESL and Special Education teachers.

These are some of the resources we have provided to our teachers:

- A district-created independent reading project for each grade level
- Text-set book bags
- Engage NY practice tests for ELA and Math
- Printed assignments from Newsela, Readworks, Reading A to Z, and Lexia
- Flashcards for math fluency
- Eureka Workbooks for past modules, with printed Homework Helpers
- Student worklogs and journals

- 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.**

In addition to sending out the guidance on Friday (included in #1 above), our team of Curriculum Specialists spent Monday morning meeting virtually with every grade and content PLC to make sure that guidelines for academic work were clear and to share additional resources. Each PLC has a shared Google Drive where all of these resources are stored and where teachers can share academic plans with each other. Our Student Support Services team held virtual office hours with inclusion teachers to provide expectations and instruction around supporting students with disabilities and ELL's during the closure. To support families, principals have been instructed to have check points and office hours throughout the closure at least twice per week.



## DC Public Charter School Instructional Contingency Plan

**6. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.**

During the extended school closure, Center City will continue to comply with all mandated timelines for IEPs, referrals, and eligibilities to the best of our ability. Parents and school teams will hold meetings via conference call. Center City will not require providers or families to be available for in-person evaluations per CDC guidance on social distancing, so some students' evaluations may be delayed should they fall within the extended closure. In the case of delays, parents will be notified via PWN and phone/email; the evaluation process will be completed as soon as possible when schools reopen.

Students with IEPs who require specialized instruction will be provided with the same paper-based curriculum materials as their general education peers; however, each students' materials will be differentiated based on individual student needs as outlined on their IEP. Materials may include outlines, manipulatives, guided notes, graphic organizers, and study guides. Students with IEPs will also receive individualized instructional plans and materials that address each academic IEP goal in addition to leveled books. Parents will receive an outline/calendar to help pace student work during the closure. Students with high-speed internet and tablets/computers may further be offered lessons or instructional resources via google classroom, Lexia, Edmentum/ExactPath, NewsELA, iReady, and Zearn.

Special education teachers will be contacting families at least twice per week to check in on student progress and to provide additional supports if necessary; parents are also encouraged to reach out to teachers who are also available during school hours via Dojo or email for academic support and questions.

All students with related services on their IEP will receive activities for home practice and parents will be encouraged to reach out to therapists via Dojo or email during the school closure. Therapists will check in with families each week to check progress on activities and/or offer any requested support. Some service providers may be able to offer remote sessions depending upon specific student needs, licensing requirements, and student availability. Students with 504s will receive educational materials that reflect any academic accommodations and any with related services will receive the supports described above.

At the point of reopening, students will receive updated progress monitoring to determine what academic supports, including compensatory education, may be required. All students with missed related services will receive make up services during the remainder of the school year and/or during ESY.



### 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.

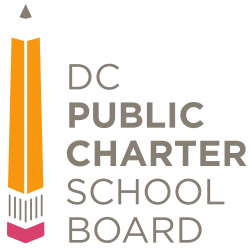
- 1) What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

On March 17, we provided students with enough paper-based work for two weeks. When the extended closure was announced, we moved our spring break from 4/13-4/17 to 3/30-4/3. This afforded us more time to compile additional work for students. With input from our teachers, our Curriculum Team has created paper-based work for students for an additional three weeks (4/6-4/24). These packets include every resource that students will need to complete the work – including anchor charts, teacher notes, annotated texts, and templates. The materials cover review standards that were chosen based on student performance data. All of these materials can be found on the Coronavirus Hub of our website: <https://centercitypcs.org/coronavirus/>. We are also providing printed copies to our families, which will be distributed at campuses on Wednesday, 4/8.

We are also in the process of taking inventory of our chrome books, with a goal of distributing them to our 7th and 8th grade students by May 1st. We are doing additional outreach to families to determine needs around Internet access. We hope that the city will provide additional wifi hotspots in neighborhoods, but we know that we can't rely on this. We are therefore exploring the added expense and feasibility of purchasing and distributing hotspots to our students in the upper grades.

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

Teachers are expected to have a minimum of three checkpoints with students each week. These checkpoints can take the form of video conferencing, phone calls, and text exchanges. During the check-ins, teachers are expected to provide tutoring or support to students and to check in on students' progress. Each teacher has designated "checkpoints" within the academic packets in which students are to either send a picture of the work they have completed or attend a check-in with the teacher. Communication with students is being documented and monitored at the campus level.



- 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.

Each of our teachers are expected to have a minimum of three touchpoints with students each week. These touchpoints include phone calls, text messages, Dojo messages, office hours, and virtual meetings (for those students who have access to the Internet). Each teacher is also responsible for creating “check-in” points within the academic packets, at which points students are to send pictures of their work to their teachers. Each campus is documenting teacher-student contact using a tracker (via Excel, Google Sheets, and running logs). Campus leaders and counselors are following up with families they have not had contact with each week.

- 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.

Center City is providing specialized instruction and related services in a few different ways, depending on student IEPs and current access to computers/internet (as we determine whether we have the capacity to provide technology to all families).

All students are receiving a paper-based learning packet in math and Humanities. Scaffolds are built into the learning packet to address needs and accommodations/modifications outlined in IEPs. Students with 504s are being provided with any required accommodations embedded into their learning packet.

Students with IEPs with resource hours and/or goals on standards that cannot be embedded in their accommodated general education packet are being provided with a supplemental learning packet to focus on IEP goals. When possible, students have scheduled sessions (phone/zoom/google hangout) with their special education teacher for direct instruction. Teachers proactively reach out to students at least twice weekly to gauge any learning needs or



support. Teachers are also available by email/phone/dojo to offer support. Teachers are documenting their parent contacts as well as student attendance at any scheduled session.

Service providers are providing teletherapy via phone, tablet, and/or computer as agreed upon between providers and parents. Some therapists have provided families with resource “kits” (flashcards, sensory materials) as determined appropriate by providers. Parents who have not been responsive to outreach efforts to schedule weekly sessions are still getting contacted through email and Dojo that include continued requests for and suggestions for supplemental activities. Therapists are documenting delivered services and parent contacts in SEDS and also in a separate tracker. Teams will determine compensatory education based on the scope of student needs as outlined on the IEP, progress monitoring data, and student availability for services during the closure.

Center City is maintaining IDEA timelines by holding MDT meetings via teleconference and documenting all decisions as required. In any case where Center City is potentially unable to meet IDEA timelines (in the event of an evaluation that requires updated or in-person assessments, for example) parents will be made aware of the challenges to meeting the deadline. In cases of initial evaluations that result in a delayed initial IEP, or reevaluations that result in a delay in providing a new service, the team will discuss the need for compensatory education. Students whose reevaluations are delayed will continue to receive supports as outlined on their IEP. Any delayed timeline will be met as soon as possible upon our reopening.

Campuses are aware of which parents may have previously needed support to access information and they are in touch using the parents’ preferred method of contact.

- 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.

At Center City PCS, all English Learner students receive an English Learner PPlan (ELP) that identifies current progress in the language domains of Listening, Speaking, Reading and Writing. These plans are derived from WIDA’s Can Do Descriptors. The ELP identifies language goals at the proficiency level above the students’ current progress. These plans serve as a roadmap for teachers to incorporate language skills that are aligned to their proficiency in each domain while they design content area instruction. For distance learning, our teachers created supplemental work for all Level 1 and Level 2 English Learner students that specifically targeted the language goals on their ELP. The students received an additional assignment every day that helps them



practice Listening, Speaking, Reading and Writing in English. Teachers are asked to check in multiple times a week with students to practice social and academic language skills and guide the completion of the distance learning work by checking for understanding. Additionally, the curriculum team designed work for the general education population that was modified to incorporate principles of Universal Design for Learning (UDL). This included visual aids to assist with text comprehension, illustrated glossaries for vocabulary development, guided notes for annotations, and writing scaffolds. These best-practice techniques specifically benefit English Learners but are instructional methods that work for all students.

To ensure that non-English speaking families have equitable access to support their students learning, our Language Access Coordinator facilitated the translation of all parent facing materials into the language preferred by the parent. Cover pages, instructions, tables of contents, and any guidance that was family-facing was made available in English, Spanish and Amharic. Additionally, our Language Access Coordinator joins phone calls with teachers to interpret conversations between the teachers and the families. In the case of low-instance languages, Center City uses Language Line to help ensure that language barriers do not impede our families' ability to support student learning.

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.

Our projected timeline for making decisions around lost instructional time depends largely on when the mayor makes an announcement about extending our closure beyond April 27th. We are assuming we will not return to school this year, but we are waiting on moving forward with our plans until we know for sure. However, we are in the process of exploring the option of summer school and determining the appropriate next steps. We would like to offer summer school at each of our six campuses for students who were already academically behind prior to closure. However, given the uncertainty around the timeline of COVID-19's peak, we are waiting to make any firm decisions at this time, knowing that social distancing may extend into the summer. Instead, we are focusing our attention on the 2020-21 academic school year. We are exploring an earlier start time (we are currently slated to start school on 8/24/20), modifications to embedded school breaks, eliminating early-release days, and extending the school year (we are currently slated to end on 6/18/21). This will allow us more flexibility to make up for academic time lost in 2019-20. We plan to modify our scope-and-sequence for every grade level to include additional content from the prior grade level.