



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.^{1,2}

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

Instructions for Public Charter LEAs

Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

Instructional Continuity

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

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

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

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

4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

6. Please elaborate on how you are assessing student participation in distance learning.

a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.

b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

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

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:

a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.

b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

9. Please elaborate on the following areas of support for students/families with disabilities:

a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?

- b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?
- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an [FAQ document](#) on this topic on March 25, 2020. The LEA should review that guidance document in its entirety and provide the following assurances:

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities, including making an individualized determination as to whether or not compensatory education services are needed; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

The LEA assures to the statements above.

Student Grades

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

Promotion will be based on student performance as of March 13, 2020. For students on the cusp of being promoted, work turned in during the closure will be used to demonstrate proficiency.

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

Grading policy is posted on the school's website as well as CMI's schoolwork page that families access for distance learning. We also shared the information during a Family Zoom presentation.

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

Supporting Students After the Emergency

The purpose of this section is to inform city-wide planning for recovery. OSSE understands that LEAs may be in the planning phase when examining these questions. LEAs should outline their preliminary thoughts to these questions.

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g., summer school or planning for next school year)?

We are currently planning for different scenarios (e.g., a traditional reopening for fall, a fall reopening with social distancing guidelines, a fall reopening with distance learning, and even providing ESY (extended school year) this summer. At this time, the plans are tentative due to many uncertainties, including the Mayor's next announcement on May 15. Until a clearer picture of the Public Health Emergency is elucidated, specific details are unavailable.

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) EasyCBM

NWEA-MAP provides data that provides insight on students' strengths and knowledge gaps at the sub-skill level. It also provides insight about what students know and what they are ready to learn. MAP Growth will be given three times a year to monitor the big picture of where students are at, while MAP Skills will be given to see if interventions on specific skills are effective. We plan to use the data provided by MAP Growth and MAP Skills to develop a learning plan to target instructions so that students meet their growth goals and evaluate that instruction is effective. We will also utilize I-Ready. The I-Ready assessment pinpoints strengths and knowledge gaps at the sub skill level. This will help the team spot trends across student groups. We will plan to administer this three times a year. We will also use EasyCBM for our students with IEPs. EasyCBM is a curriculum-based measurement system that allows teachers to benchmark and progress monitor student mastery of skills and knowledge at grades K through 8. Progress monitoring will take place every 3-4 weeks.

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

The Instructional Leadership Team will continue to meet weekly to review policies, processes and systems to improve the implementation of distance. During those conversations we will bring in learning and knowledge from community of practice webinars, DME calls, OSSE updates, and PD on effective remote teaching best practice. We will reflect on what we are doing and determine what adjustments or changes need to be made.

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: 120
- Number of Days of Distance Learning Provided: 46
- Number of Days Requested to be Waived from 6 hours of learning: 46
- Number of Days Requested to be Waived from providing instruction: 14

- o Indicate which calendar days being requested for waiver on which instruction was not provided: June 2 - June 19, 2020 (as per Mayor's announcement)

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: Creative Minds International PCS

LEA Leader Name: _____ Charles Jackson

LEA Leader Signature: *Charles W. Jackson*

Date: 5/1/2020



This document is a **FINALIZED** sign request

From **Heather Hesslink**
 <heather.hesslink@creativemindspcs.org>

File Owner **Heather Hesslink**

Signing Order **1 - chuck.jackson@creativemindspcs.org**
2 - Heather Hesslink
 <heather.hesslink@creativemindspcs.org>

Initialized **May 1, 2020 @ 5:55 PM EDT** **5fe0a175**

Finalized **May 1, 2020 @ 6:02 PM EDT** **08bc1997**

Unique Url <https://dochub.com/heather-hesslink/eBW3OkW/covid-19-school-calendar-waivers>

Page Count **6**

Signers



chuck.jackson@creativemindspcs.org **FINALIZED**

Signer #1 - chuck-jackson

- Verified Email
- Verified IP: 172.58.187.162
- Verified consent to Esign
- Verified location: 38°58'49"N 77°1'43"W (65.0 m)



Document "after" snapshot: May 1, 2020 @ 6:01 PM EDT **08bc1997**

Assigned Fields

Value	Type	Req.	Page #	Updated
<i>Charles W. Jackson</i>	Signature Field		6	May 1, 2020 @ 6:00 PM EDT



Signer #2 - Heather Hesslink

✓ Verified Email ✓ Verified IP: 71.246.221.198 ✓ Verified consent to Esign

Document "before" snapshot: May 1, 2020 @ 6:01 PM EDT ✓ 08bc1997

Assigned Fields

Value	Type	Req.	Page #	Updated
No signature or initial fields assigned to heather.hesslink@creativemindspcs.org				

Event History

May 1, 2020

5:50 PM	+ Document created	heather.hesslink@creativemindspcs.org created the document
5:52 PM - 5:53 PM	✎ Modified	heather.hesslink@creativemindspcs.org modified the document IP 71.246.221.198, Safari 13, Mac 10.15.4
5:55 PM	📄 Sign request created	heather.hesslink@creativemindspcs.org initialized a sign request with the document Verified snapshot ✓ 5fe0a175 IP 71.246.221.198, Safari 13, Mac 10.15.4
5:55 PM	✉ Email sent	chuck.jackson@creativemindspcs.org was notified by email Email Delivery Status: DELIVERED
5:55 PM	📧 Email read	chuck.jackson@creativemindspcs.org opened the notification email
5:59 PM	👁 Viewed	chuck.jackson@creativemindspcs.org viewed the document IP 172.58.187.162, Safari 13, ios 13
6:00 PM	☑ Consented to esign	chuck.jackson@creativemindspcs.org consented to esign IP 172.58.187.162, Safari 13, ios 13
6:00 PM	📍 Location verified	chuck.jackson@creativemindspcs.org's location was verified 38°58'49"N 77°1'43"W (65.0 m) IP 172.58.187.162, Safari 13, ios 13
6:00 PM	✎ Modified	chuck.jackson@creativemindspcs.org modified the document IP 172.58.187.162, Safari 13, ios 13
6:00 PM	📄 Finalized	chuck.jackson@creativemindspcs.org finalized their changes Verified snapshot ✓ 08bc1997 IP 172.58.187.162, Safari 13, ios 13
6:01 PM	✉ Email sent	heather.hesslink@creativemindspcs.org was notified by email Email Delivery Status: DELIVERED

6:02 PM

Consented to esign

heather.hesslink@creativemindspcs.org consented to esign

IP 71.246.221.198, Safari 13, Mac 10.15.4



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.).

On Friday, paper materials and grade-level reading materials were distributed to students who indicated that these resources were limited at home. Most content will be delivered online through a website for our students and staff to use. Staff were trained on how to use the website last week. Students were taught how to access the website on Friday. Families were notified about the website via paper copies and classroom teacher emails.

The website is already populated with online learning materials and resources for the initial closure period. This website is organized by grade. Teachers worked as a grade-level team to update the content.

During the closure, teachers are available by email to assist students. If families do not have internet access and have questions, they can call the main line. On weekdays between 9 AM – 3PM, the phone is manned. If the staff is on another call or a person calls after-hours, they can leave a voicemail.

If the closure extends beyond the initial time, teachers can update the website accordingly. In addition, we are adding features such as using Google classroom to set up “read with the teacher” story time for lower grades. Moreover, for students without reliable internet access, we will coordinate a pick up day from the school keeping in mind the social distancing guidelines.



DC Public Charter School Instructional Contingency Plan

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.

Material distribution:

As part of our planning, we conducted a survey to assess the situation at home for students.

Paper packets and grade-level books were distributed on Friday as students were dismissed before the school closure, especially for students without proper resources at home. .

Chromebooks and wireless hotspots will be issued the week of March 24 to students who need them.

If there is an extended closure, we will mail home packets to students who lack the proper resources at home and did not pick up loaner technology.

Communication:

Students can email teachers. Teachers have been instructed on appropriate response times.

Teachers send newsletter via email.

Weekly all school updates sent via email and phone calls (using our SIS).

Main line is open. It is manned M-F from 9-3 or families can leave a voicemail.

We have a plan in place to ensure timely responses to voicemail.



DC Public Charter School Instructional Contingency Plan

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.

As part of our pandemic contingency planning, we conducted a Home Survey (via email and calling families who did not respond) to assess the situation.

We sent home paper materials and grade-level books on Friday for students whose families self-identified as needing extra support due to limited internet access or grade-level books at home.

Beginning the week of 3/24, we plan to offer technology resources for families who need them. This will include loaner chromebooks and T-mobile wireless hotspots.

If school closures extend beyond April 1, then we will plan to mail additional paper resources to families that request it.



DC Public Charter School Instructional Contingency Plan

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 assigned grade level, standards based assignments. We use IReady for ELA and Math. Teachers will be able to monitor progress for students who complete I-Ready lessons online. They will be able to determine how students are making progress. Teachers are also available by email to answer questions about the assignments. We checked with families to ensure that they had grade level books at home. We sent books home with those families that did not have books at home. Special education teachers and staff have been required to provide differentiated materials that allow students to access the learning materials created for all students. Special education teachers are making contact with families at least twice a week during the two-week closure to ensure they have access to learning materials and to make sure students and families have the opportunity to ask any questions they have while supporting their students in completing assigned work. These conversations with family are our current method for assessing student learning. The EL teacher is coordinating with classroom teachers to ensure that students have access to materials that support language development.



DC Public Charter School Instructional Contingency Plan

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.

In general:

We are using a Clever website, which is used as part of everyday instruction. Students and staff are already familiar with how to use.

Staff training:

To train staff on higher-level or new uses, our Dir. of IT shares instructional videos on how to use features. In addition, our Dir. of IT has been preparing and providing instructions and training on features of Google classroom.

Families:

We have created a website for distance learning. The website information was shared with students and families prior to closing in Friday. Students have been using this format all year. It is one stop site with information about academics and meal service available in the city. There is a tab for each grade level. For families, the content will be delivered in a consistent manner.



DC Public Charter School Instructional Contingency Plan

5. 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 a long-term closure, CMIPCS will make every effort to meet student needs. If the school closure lasts longer than two weeks, the team is prepared to potentially amend IEPs to indicate a change in placement to homebound instruction and will adjust service hours to match the new placement. Students will receive their academic and therapeutic services virtually, to the extent possible. During ESY (running concurrently) CMI also plans to provide compensatory education to students who miss services due to the closure associated with 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 made adjustments to our home learning plan after our initial submission. See below for our updated plans for Early Childhood (Preschool- Pre Kindergarten, Elementary (K-4th), and Middle School (5th- 8th).

Early Childhood

IEYC

Provide 3 unit based activities that end with a drawn/written response

Reading

3 links to books on Epic and YouTube (related to IEYC unit)

3 suggested literacy center activities (related to IEYC unit)

Read with someone at home for 20 minutes per day

Math

3 suggested math center activities (related to IEYC unit)

Supplemental & Enrichment Materials

All additional materials will be kept in one folder for each subject area on the website

When selecting materials, please consider the wide range of family situations & parents' ability to be involved during this difficult time. There are many great resources available right now, but posting too much can be overwhelming for students and families. Please select resources that are relevant and related to the other work you are assigning.

Teachers will conduct weekly check in with all students once/ week via phone/ google meet/ zoom. These can be done individually, in small groups, or in a whole group "office hours" (or Show and Share). If they do office hours they offer two 60 minute sessions per week.



Kindergarten- 4th grade

Reading
3 read alouds or passages per week with a reading response (drawn or written, as appropriate)
Independent reading 20-30 minutes per day (books at home or suggestions on Epic/PebbleGo)
1-2 iReady lessons daily as supplemental support (in packet or online)
Math
Daily Eureka lesson online
1-2 iReady lessons daily as supplemental support (in packet or online)
IPC & Writing
Provide 3 unit based activities that end with a drawn/written response

Supplemental & Enrichment Materials
All additional materials will be kept in one folder for each subject area on the website
When selecting materials, please consider the wide range of family situations & parents' ability to be involved during this difficult time. There are many great resources available right now, but posting too much can be overwhelming for students and families. Please select resources that are relevant and related to the other work you are assigning.

Teachers will conduct weekly check ins with all students once per week via phone, google meet, or zoom. These can be done individually, small groups, or in a whole group "office hour" (or Show and Share). If you do office hours you should offer two 60 minute sessions per week.

5th grade- 8th grade

ELA
Post daily assignments in google classroom or via the home learning site (through Andy)
Assignments can be posted daily or all at once every week
2-3 iReady lessons per week as supplemental support (in packet or online)
Math
Post daily assignments in google classroom or via the home learning site (through Andy)
Assignments can be posted daily or all at once every week
Daily Eureka lesson online - Post the link in google classroom each day as an assignment
2-3 iReady lessons daily as supplemental support (in packet or online)



Science
Post daily assignments in google classroom or via the home learning site (through Andy)
Assignments can be posted daily or all at once every week
Continue to move forward with Amplify lessons as possible
Social Studies
Post daily assignments in google classroom or via the home learning site (through Andy)
Assignments can be posted daily or all at once every week
Other Notes
When selecting materials, please consider the wide range of family situations & parents' ability to be involved during this difficult time. There are many great resources available right now, but posting too much can be overwhelming for students and families. Please select resources that are relevant and related to the other work you are assigning.

Teachers will have contact with each student once per week. To make this easier, we are asking teachers to meet with each class once per week from 10:00 - 11:00 according to the schedule below. Assistants should plan to attend the virtual meeting with leads. Dedicated aides should attend the virtual meeting with their students

Sample Student "Schedule" - 5th /6th grade from 10- 11am

	Monday	Tuesday	Wednesday	Thursday
5A	ELA	Science	Math	SS
5B	SS	ELA	Science	Math
6A	Math	SS	ELA	Science
6B	Science	Math	SS	ELA

- 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.

During this time we are measuring student learning by evaluating student assignments and exit tickets. We are also including student responses to questions and participation in virtual sessions.



- 3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

Teachers are tracking attendance during virtual sessions.. They are also monitoring I-Ready and google classroom to see what students are working on and submitting. During the weekly grade level meeting teachers review attendance and follow up with students who are not attending on a regular basis, logging in, or showing signs of completing work. For any family that teachers are not successful reaching, a member of our school wellness team or an administrator is reaching out to the family to see what supports are needed to continue learning at home.

- 4) Please elaborate on the following areas of support for students/families with disabilities:
 - How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.
 - How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
 - What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
 - What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.

We are implementing student IEPs to the greatest extent possible. Specialized instruction is being provided to students in 2-5 30-minute Zoom sessions per week that are focused on reviewing student access to general education learning materials and providing instruction on student IEP goals. These sessions are scheduled based on family availability and comfort with online learning. All sessions are documented on internal forms to ensure that we keep track of the amount of access we provide to all of our families. Related services are being implemented per IEP expectations. If a child has a lot of services in the general education setting, therapists have determined how those services can be transitioned to a distance learning format and are providing all or close to all prescribed therapeutic services. If service time needs to be adjusted for any reason, therapists are providing their rationale for reducing services in the distance learning format. Therapists are



documenting service delivery on internal documents as well as in SEDS per their typical practice.

All IEP meetings continue to take place on time. Eligibility meetings that do not require additional assessments can continue on their regular timeline. Initial eligibilities with open evaluations must wait until we are safe to resume in-person contact. Families have been a part of these conversations and understand the necessity to postpone evaluations due to the current guidelines in DC regarding social distancing.

Upon return to school, the team will convene on each student with an IEP, review distance learning notes, and assess the student's maintenance of skills as they relate to the IEP. Student families will be contacted to discuss CMI's recommendation regarding compensatory education. Each case will be individually assessed to determine the amount of compensatory education needed. CMI plans to provide compensatory education services during summer for any students who require it.

Families with language needs or disabilities are provided with accommodations as needed. Family outreach is occurring on a weekly basis to ensure families have access to the tools they need.

- 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.

We will provide an in-house staff member to translate during sessions or provide translation services through Language Line, which is an on-demand phone-based translation service.

- 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.

Teachers are monitoring class assignments and noting student understanding of the concepts. Teachers are tracking this information to determine if students are making progress. Teachers will be sharing this data during grade level team meetings with members of the instructional leadership team. We will determine an intervention plan to address any students who do not seem to be making appropriate progress.