



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.

Eagle Academy Public Charter School students are able to access Eagle's educational programs for core content classes and all support via the internet. Every student at Eagle had their own iPad in the regular classrooms. When school closed, iPads were given to parents for their students to learn at home, along with Links for ZOOM and direct access to Online Learning Matrix. Of the 830 students, approximately 420 requested iPads for home use. The others students had technology at home and did not need the school's iPads.

Every Eagle classroom teacher is required to submit lesson plans for review by their Principal or Vice Principal. All of the instruction cited below is from well-organized, responsive instruction by the teacher.

Instructions has been facilitated in two formats; Students engage in direct literacy and math instruction via zoom classes for three hours. In addition, Interventionist also provides direct instructions to tier 3 students in both literacy and math, with multiple groups. Each group will be engaged for one hour daily, with each interventionist supporting at least three direct instruction groups daily.

Once each group has completed the scheduled block of direct instructions, they will work independently from a matrix which has embedded: online books, a reading response questions and general comprehension questions for literacy; videos and problems to solve for math. The matrix is designed for students to work independently at their own pace and at their individual reading levels. Students are required to complete the daily assigned activities while being supported by an Advisor. Two hours of online educational program engagement is required every day -- one-hour math and one-hour literacy. The data is fed back in a report to teachers, who will use the data to determine next learning steps for students. The third hour is supervised by a support staff instructor where students are working on differentiated tasks that have been assigned by the lead teacher according to student's performance levels.

Teachers daily lessons will be recorded and made available to students who missed the class, as well as, made available for students to review or reference during their independent work time.

Students are also being provided with instructional packages as supplemental instructions to the virtual lessons and online activities.

Included on the schedule are one-hour sessions with the Enrichment team to provide Art, Steam, Spanish, Library and PE. These lessons are designed to promote critical thinking skills. The lessons include discussion prompts and questions and answer sessions.

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.

Each family in need received either an ipad, hot spot or both, so as to be able to engage in daily virtual classes. distributed ipads and hotspots. In addition, packets of work are made available for parents to pick up at the school or is delivered to families who are unable to pick up needed resources. Work packets can then be returned by direct drop-off at the school for grading. New work can be retrieved from each campus bi-weekly or from the online.

Active communication is maintained through emails, class dojo and office hours established by each teacher during which calls are made to families or families are able to call in for support. In addition, bi-weekly parent Town Hall meetings are held by each principal, for upper and lower schools.

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.

Eagle Academy PCS conducted a parent survey requesting parents to indicate whether or not a device is needed for student learning at home, as well as if they have access to the internet. In addition, each lead teacher called each student and asked again, if they had a device for themselves. Students without a personal device were given an iPad and hot spots as needed. iPads and hot spots are continuously being distributed on an ongoing basis, as families request the iPads and hot spots.

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.

Virtual professional development sessions have been conducted for staff members that provided training on how to facilitate virtual lessons. In addition, Eagle's education consultants work collaboratively with the staff to design high quality online platforms for students' independent practice. Weekly meetings are conducted with staff to review data, problem solve issues as well as identify additional supports as needed.

Teachers have facilitated sessions on training parents how to access our online matrix as well as logging into zoom classes and the expectations. After review, an additional structure has been implemented where each class has been assigned an Advisor who provides students with online support during independent practice, therefore allowing teachers time to facilitate direct instructions uninterrupted.

Additional Professional development opportunities are currently being explored.

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.

The types of assignments students complete and the coursework assigned by the instructional staff is aligned to Eagle's educational program as described in the in section 7. The coursework is tailored to students by the teacher and includes engaging the interventionists and related instructional specialists to support children's learning, particularly in small groups and at student's reading levels.

Eagle's special education department has worked collaboratively with the principals and teachers to ensure the needs of classified students are being met as much as possible through the distance learning. The students in self-contained classroom are receiving lessons from their special education teachers and

licensed aides. Parents have been engaged to provide support as well. All efforts are made to support our students who require physical therapy, occupational therapy or speech. They are also receiving virtual support.

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.

Eagle has detailed a number of steps to be followed in tracking student's attendance and participation. These steps include; daily attendance of students who have logged into the live lessons via zoom, daily attendance of students who viewed recorded lessons and daily attendance of students who accessed the online matrix. Any student who did not engage with any of the learning platforms, will receive a call, a message via class dojo, or an email from their teacher. Attendance spreadsheets will be emailed to administrators on a weekly basis, who will also reach out to families.

Once a student has missed three consecutive days and teachers have reached out to the parents via all communication preferences to no avail, the attendance officers will then intervene and make calls to anyone listed on the student's registration cards as emergency contacts. Continuing failure to reach a family or to gain information regarding their well-being and where-about, will result in the attendance officers reaching out to CFSA to request a wellness check on the family and or to advise next steps. Once we are able to connect with students, teachers or interventionist engage them in small group lessons to review skills they missed.

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.

Student learning is being measured in multiple ways. Teachers are assigning independent tasks and exit tickets during their virtual lessons as a means of checking for understanding. A support staff supervises students in a break-out room as they complete tasks checking for understanding. Data is then collected by the lead teacher.

In addition, the online matrix generates a daily report for each teacher, providing students' responses to the assigned activities. Teachers utilize this data to plan reteach lessons and adjust the activities as needed.

Weekly data review meetings are convened on Fridays to review, plan and evaluate the student's learning. Teachers provide feedback to parents by suggesting activities to be done at home, which target student's areas of weakness.

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?

The LEA does not currently have students needing these accommodations.

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?

Students who are deemed eligible to receive an Individual Education Plan (IEP) with specialized instruction will be allowed the opportunity to receive individualized instruction via various technology platforms (e.g. google classroom, Zoom). The individual goals and learning style of each student will be utilized when developing lesson plans. Students that require intense support, as indicated by their IEP, will receive individualized instruction at different points during the instructional day. Students will also be given homework to address IEP goals.

In addition, students who receive related services will continue to receive the documented services via teletherapy. Teletherapy sessions will utilize online therapeutic strategies to address the student's individual goals. Individualized instruction as well as related services, instructional time will align with the students IEP documentation.

- b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?

Close attention is given to current students annual and amended IEP compliance dates. MDT/IEP meetings are scheduled and conducted via telephone conference call. Students that were evaluated prior to school closing due to CONVID-19; eligibility meetings are also scheduled to be conducted via telephone.

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

During the period of distance learning, the following areas are closely monitored and will assist in determining the need for compensatory service delivery:

Attendance

Bi-Weekly progress report

IEP goal progress

In addition, specialized instruction and related services hours are tracked in SEDS to help determine how much compensatory services is warranted

- 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?

In an attempt to provide access for family members with disabilities, we are making every attempt to communicate with parents by TTY, visual packets, interpreter with strategies to support the students. When warranted, information will be provided to parent in Braille.

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.

The LEA utilized student's performance data for the period January 27th through March 13th to grade students and for report cards. This same data was used as to regroup students for virtual learning, as well as intervention and tutoring support.

During distance learning, the LEA will adopt the proposal of DCPS, where students who have consistently attended classes at least twice per week or have completed at least 50% of weekly work packets (if this is their preferred option for distant learning), will receive a passing grade (P). Students who were unable to attend consistently or complete packets, will not be graded (NG). Students will not receive a final letter grade.

All students will be promoted to the next grade level unless a parental request to retain is honored. However, students will be assessed at the start of the 20-21 school year and provisional support will be put in place for students whose data yields significant deficits in the pre-requisite skills.

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

The LEA sent a letter to parents regarding report cards for quarter 3. The same will be done for quarter 4 where a letter will accompany a simplified progress report for literacy and numeracy, detailing the grading criteria for the quarter. That is, students who have consistently attended classes at least twice per week or have completed at least 50% of weekly work packets (if this is their preferred option for distant learning), will receive a passing grade (P). Students who were unable to attend consistently or complete packets, will not be graded (NG). Students will not receive a final grade.

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)?

Eagle has embarked on planning an intensive and rigorous summer program which will be offered to all students, but specifically targeting students whose data during distance learning and prior to distance learning, indicate loss of or of skills or limited grasp of skills taught. Tentative date for the summer program is June 22 – July 31, 2020.

Planning for the 20-21 school year have not been finalized as this will be primarily influenced by whether or not we are offering remote learning, on site learning or a combination of both. However, the format of the program, groupings, resources and schedules will be identified based on an initial screening of all students using NWEA and IRLA.

We will however continue to design our instructional practices utilizing the MTSS approach.

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)

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

The LEA is establishing a task force which continue to review our practices and platforms used during distant learning and their effectiveness in meeting the needs of our students. In addition, members of the team currently view webinars and review publications regarding distant learning. The LEA is also researching professional development sessions for our staff to be able to take distant learning to the next level.

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 days
- Number of Instructional Days Completed Before March 16, 2020: 122 days
- Number of Days of Distance Learning Provided: 58
- Number of Days Requested to be Waived from 6 hours of learning: 9
- Number of Days Requested to be Waived from providing instruction: 0
 - Indicate which calendar days being requested for waiver on which instruction was not provided: ____

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: ----Eagle Academy Public Charter School

LEA Leader Name: ---Dr. Joe Smith

LEA Leader Signature: _____



Date: ---May 4, 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.).

Eagle Academy's Instructional team has developed it's first week of Distant Learning plan to incorporate both paper and online. The plan covers 120 minutes of Literacy activities and 90 minutes of numeracy activities. Packages include a number of leveled readers, Comprehension activities and a journal. Similarly, numeracy activities include modeled items and Eureka workbooks.

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.

Parents have been informed to pick up instructional book bags for each student on Monday March 16th between 1:00pm-3:00pm. Parents who are unable to pick up at the designated time, are able to pick up on Tuesday March 17 between 9:00-10:00. Also, we will have packages mailed to student's home. In addition, modified lessons will be available via Eagle's website, by grade levels.

Teachers have scheduled two blocks of time daily to check in with students and offer instructional and emotional support. Teachers have also shared a google voice number with parents.

In addition, Eagle will send weekly emails to our parent body and post updates on the website. Teachers will also post updates on class Dojo.

Related service providers will make weekly contacts with students while Resource Teachers will do once daily check in with students.

3. 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.

The Distant Learning plan does include additional resources which are available via the internet. However, these are extension activities and not the core lesson for each day.

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.

The learning activities are differentiated based on student's instructional levels as informed by NWEA data. Each daily lesson is accompanied by an explanation and a detailed step by step example being modeled by the teacher.

In addition, our intervention team simplified assignments for tier 3 students so that they would be able to maintain growth. Their learning packets also included teacher's demonstration items for reference. Students will return packages on April 1, which will be graded. Upon our return to school, students will be progress monitored to determine their current instructional level and instruction planned around improving on student's performance.

Students in Special Education, will receive specific targeted activities based on their IEP goals for both academics and related services.

Students in non-public placement will be provided hard copies of academic materials to include materials for speech and language, as well as occupational therapy. This student will receive telephone check-ins from their service providers, to offer support as needed.

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 the event of a long-term closure, staff will report to work on April 1 to engage in a PD around video recording mini demonstration lessons for literacy and math. A suitable platform for delivering to all students will be identified and implemented by then. Under consideration is also the possibility of two-hour windows for parents to come on campus and receive training on how to access the platform with their students. Updated packages will also be prepared to align with the mini demonstration lessons.

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.

In the event of long term closure, eagle will ensure compliance by through the following; using the Tele-therapy platform for related services to address IEP and 504 goals. In addition, the department will develop a compensatory education plan to address services missed and how to meet their needs through extended school year.



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?

Eagle Academy instructional team has reviewed and updated its Contingency Plan effective April 1st. Instructions will now be facilitated in two formats; Students will engage in direct literacy and math instruction via zoom. Direct instructions will last for three hours daily.

In addition, Interventionist will also be providing direct instructions to tier 3 students in both literacy and math, with multiple groups. Each group will be engaged for one hour daily, with each interventionist supporting at least three groups daily.

Once students have completed the scheduled block of direct instructions, they will work independently from a matrix which has embedded, online books and reading response questions for literacy, videos and problems to solve for math. The matrix is designed for students to work independently at their own pace and at individual reading levels. Students are required to complete daily assigned activities to total a minimum of two hours of engagement. The data is fed back in a report to teachers, who will use the data to determine next steps for students.

Teachers daily lessons will be recorded and made available to students who missed the class, as well as, made available for students to review or reference during their independent work time.

Students are also being provided with packages as supplemental to the virtual lessons and online activities.

Scheduled on student's daily activities, are sessions with the Enrichment team to provide Art, Steam, Spanish, Music and PE.

- 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.

Student learning is being measured in multiple ways. Teachers are assigning independent tasks and exit tickets during their virtual lessons as a means of checking for understanding. In addition, the online matrix generates a daily report for each teacher, providing students responses to the assigned activities. Teachers utilize this data to plan reteach lessons.

Weekly data review meetings will be held on Fridays to review, plan and evaluate the student's learning.

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.

Eagle has detailed a number of steps to be followed in tracking student's attendance and participation. These steps include; daily attendance of students who have logged into the live lessons via zoom, daily attendance of students who viewed recorded lessons and daily attendance of students who accessed the online matrix. Any student who did not engage with any of the learning platforms, will receive a call, a message via class dojo, or an email from their teacher. Attendance spreadsheets will be emailed to administrators on a weekly basis.

Once a student has missed three consecutive days and teachers have reached out to the parents via all communication preferences to no avail, the attendance officers will then intervene and make calls to anyone listed on the student's registration cards as emergency contacts. Failure to still reach a family or to gain information regarding their well-being and where about, will result in the attendance officers reaching out to CFSA to request a wellness check on the family and or to advise next steps.

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.

Student who are deemed eligible to receive an Individual Education Plan (IEP) with specialized instruction will be allowed the opportunity to receive individualized instruction via various technology platforms (e.g. google classroom, Zoom). The individual goals and learning style of each student will be utilized when developing lesson plans. Students that require intense support, as indicated by their IEP, will receive individualized instruction at different points during the instructional day. Students will also be given homework to address IEP goals.

In addition, students who receive related services will continue to receive the documented services via teletherapy. Teletherapy sessions will utilize online therapeutic strategies to address the students individual goals.



Individualized instruction as well as related services, instructional time will align with the students IEP documentation.

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

Close attention is given to current students annual and amended IEP compliance dates. MDT/IEP meetings are scheduled and conducted via telephone conference call. Students that were evaluated prior to school closing due to CONVID-19; eligibility meetings are also scheduled to be conducted via telephone.

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

During the period of distance learning, the following areas are closely monitored and will assist in determining the need for compensatory service delivery:

Attendance

Bi-Weekly progress report

IEP goal progress

In addition, specialized instruction and related services hours are tracked in SEDS to help determine how much compensatory services is warranted

- 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.

In an attempt to provide access for family members with disabilities, we are making very attempt to communicate with parents by TTY, visual packets, interpreter with strategies to support the students. When warranted information will be provide to parent in Braille.

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.

Currently, Eagle does not have any ELL students enrolled. However, the LEA does have a plan detailing how we would service ELL students.

- 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.

Eagle academy is not planning for in-person opportunities to make up for missed learning. Instead, we have embarked on a rigorous distant learning program to maintain consistency and continued academic growth of our students.

Eagle embarked on planning its Summer School program earlier this year. It is currently on the calendar to begin on June 22 and end on July 31. This time frame is fluid and will be adjusted based on the reopening date of school, that is, if schools re-open.

Our current intent is to offer the program to all students, but specifically target students who may be at-risk. In addition, the program will be more intensive and more rigorous than usual, structured to reinforce skills which may have been missed or forgotten during the at home learning phase, as well as, provide a bridge between student's current grade level performance and the pre-requisite skills for the next grade level.