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.

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

Instructional Continuity

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

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[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 re engage 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.

X **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 school conducted family conferences during the second week of March. In addition to sharing overall student progress with families, "promotion in doubt" information was also shared with a set of families whose student's progress did not indicate they would be ready to advance to the next grade level.   That set of students will be the only set considered for retention. No additional students will be added for consideration during the course of remote learning. Those students' progress will be monitored during remote learning and the final set of retention decisions will be made by June 12th. No student will be retained without the agreement of their family that retention is in their best interest.

Separate but related, the school is planning to address broad learning gaps as part of our 20-21 planning (regardless of retention decisions). Despite a relatively strong remote learning program, we have not been able to do a comparable amount of intervention with students as would have been possible in a regular school environment.

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

We are still in the process of finalizing what we will communicate in our EOY report card. Typically our report cards share the following with families:

- **Independent Reading Level**
- **Most recent Math and Reading IA scores (ANet)**
- **Student Attendance**
- **Bi-weekly quiz average (varies by grade level)**

As our remote learning plan does not allow for us to assess across all of these same measures, we are considering an EOY report card that shares the following with families:
- **Participation data**
- **Work completion data**
- **Retention/Promotion Decisions**

We will plan to send out this information following the last day of school (June 12th).

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

Not applicable.

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)?

Summer:

- **The school will host a virtual ESY program for all students that have this in their IEP. We will also expand our virtual summer academic program to include an additional small set of students who are the lowest performers in the grade (funded separately from ESY).**

Next Year:

- **All schedules will include an intervention block of at least one day per week for every student. This block will be used for individualized and small group intervention to address gaps surfaced in the current year and missed skills from the prior year.**
- **We will also consider whole class reteaching of standards from the prior year when large numbers of students demonstrate a gap in the standard.**

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.

X **Achievement Network (ANet) - We would use this if possible. ANet will need to open the window.**
☐ Affirm
☐ Developmental Reading Assessment (DRA)

☐ DIBELS/Acadience Reading
☐ Great Minds
☐ i-*Ready* – Curriculum Associates
Ⅹ **NWEA-MAP - Math and ELA**
- ● **5th-7th**
- ● **K- 1st**
- ● **2nd-4th (if we are unable to do ANet)**

☐ Reading Inventory (RI)
Ⅹ **Renaissance Learning's STAR Reading/STAR Math**
- ● **5th-7th (reading only)**

☐ Scholastic Reading/Math Inventory (SRI/SMI)
☐ Other Vendor Created Non-Summative Assessment (please specify)
☐ Other LEA- or School-Developed Non-Summative Assessment (please specify)
Ⅹ **Other Practice (please specify)**
- ● **F&P (1st-4th)**
- ● **STEP (K)**

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

The school is in the process of planning toward three types of school for the 20-21 school year:
1. **All Virtual - in the event that we need to launch the school year remotely or need to shift to a virtual learning environment at some point in the school year.**
2. **Hybrid - Some in person learning and some virtual learning. Likely needed to ensure proper social distancing and other health and safety requirements.**
3. **In School - most like pre March 2020 closure, but also to include intervention noted in #14 above.**

In planning for these 3 scenarios, we will be reviewing the following systems:
- **Grading**
- **Attendance**
- **Digital tools/SW**
- **Other Student Supports (e.g. related services)**
- **other operational systems (e.g. food service, visitor policies, arrival procedures)**

This planning is ongoing as new information is still becoming available. Plans should be largely finalized based on available information by the end of June. .

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: **181**
- Number of Instructional Days Completed Before March 16, 2020: **125**
- Number of Days of when Distance Learning was provided at less than 6 hours per day: **56**
- Number of Days Requested to be Waived from 6 hours of learning: **56**

OPTION 3:

In the instance where an LEA has provided some distance learning but also is <u>not</u> 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. <u>Additionally</u>, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person <u>or</u> distance learning. The LEA also 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 Distance Learning Provided: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____
- Number of Days Requested to be Waived from providing instruction: _____
    - o   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: **Ingenuity Prep Public Charter School**

LEA Leader Name: Jennifer LIndsay

LEA Leader Signature:

Date: 5.4.20

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.).*

SCHOOL RESPONSE:

Ingenuity Prep has developed robust plans for distance learning differentiated by academy level. They include a mix of methods of delivery, including both digital and paper-based materials. Please see the links below for each academy level's plan.

- Pre-K
- K-5th
- 6th

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.*

SCHOOL RESPONSE:

Materials/Assignments Distribution:
Across academies information and materials are being made available to students and families via a combination of the following:
- Pre-recorded lessons uploaded to youtube, google classroom and instagram
- Digital materials available via google drive
- Zoom Meeting for discussion of material and/or support completing assignments (6th only)
- Learning kits for Pre-K (sent home on the last day school was in session)
- Paper-packets with comparable assignments for families that the school is still working with to get computer or internet access. Packets are available for daily pick-up (8am-2pm M-F)

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- Chromebooks for students who need computer access will become available for pick-up starting 3.19 (8am-2pm M-F)
- We are also working with families to support getting to 100% internet access by sharing information on Comcast options and distributing T-mobile hotspots. We expect a select number of hotspots to be available for pick-up the week of 3.23 during the hours of 8am-2pm M-F.

Family Communication:
- Each academy has set specific expectations for teacher communication with students/families. Details can be found in the plans linked above.
- School wide communication plans include regular updates via SignalKit and the creation of a School Closure Info page on our website (www.ingenuityprep.org/coronavirus). We will also staff the answering of our main telephone line from 8am-2pm on weekdays.

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.*

SCHOOL RESPONSE:

- We are actively working toward ensuring that we can get 100% internet access, but will continue to produce a paper-based or other non-digital alternatives for families. These are available pick-up from 8am-2pm M-F in a designated area outside on school grounds.
- To identify which students will require assistance with either a computer or internet access, we are working to complete a school wide tracker with these details on each student. Academy level teams are conducting individualized outreach to capture this information from families and subsequently completing the centralized tracker.
    - Information from the tracker will be used to determine the final set of computers needed for distribution. Our Ops Team will subsequently prep the appropriate number of chromebooks and set up a distribution table outside school where we are also distributing meals and paper-based instructional materials.
    - Information from the tracker will also help us to troubleshoot internet access - either by connecting directly with the family to share resources on low cost options (Comcast) or to distribute a hotspot to the family. We currently do not believe we have the ability to secure hotspots for

all families, so we will be working on ways to maximize the reach of their distribution.

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.*

SCHOOL RESPONSE:

Please see the links below for each academy level's plan. These plans will be re-assessed on an ongoing basis and adjusted based on emerging learnings and needs.

- Pre-K
- K-5th
- 6th

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.*

SCHOOL RESPONSE:

Please see the links below for each academy level's initial plan. These plans will be re-assessed on an ongoing basis and adjusted based on emerging learnings and needs.

- Pre-K
- K-5th
- 6th

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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.*

*S*CHOOL RESPONSE:

Students Receiving Related Services:
- If a service provider, in their best clinical judgment, believes IEP related services can be provided via telephone or video (via Zoom) in a manner that effectively addresses the student's IEP goals, those services will be provided remotely at the duration and frequency stated in the student's IEP.
- If, in the provider's clinical judgment, the service cannot effectively be delivered remotely, providers will do their best to make up any missed hours in the time frame possible once school's are reopened.
- All students with related services will receive outreach from their service provider to provide consultation and/or psychoeducation to parents

Students with 504s:
In our best efforts to provide meaningful, accessible learning opportunities during this time, we will be implementing the following 504 accommodations during distance learning opportunities:
- All accommodations that can reasonably be provided through a distance model (such as extended time) will remain in place.
- Families can schedule a call with their student's Special Education Vice Principal/Coordinator to discuss any difficulties with access to distance learning materials that may require additional accommodations.

Students with a 504 that includes Related Services:
- If a service provider, in their best clinical judgment, believes related services can be provided via telephone or video (via Zoom) in a manner that effectively addresses the student's goals, those services will be provided remotely at the duration and frequency stated in the student's 504.

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- If, in the provider's clinical judgment, the service cannot effectively be delivered remotely, providers will do their best to make up any missed hours in the time frame possible once school's are reopened.

Additional details on related service provider expectations can be found [here](#).

<u>**Instructional Contingency Plan Update**</u>

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?**

Since the initial start of our distance learning effort we have made the following adjustments and updates for each of our academy levels. The majority of our updates have been to improve the ease of accessibility to content - allowing for families to easily understand what their child should be working on; and to increase the interaction between students and teachers. We have also worked to distribute chromebooks to all students who didn't otherwise have access to technology.

<Pre-K>
Teachers in PreK reach out to families via a call once a week and upload new content to their classroom level google folder daily. Academy leaders send a signal kit every Monday with a Weekly Newsletter. Some specific classrooms have implemented a class Facebook page to increase student to student interaction and sharing of resources amongst families. Our PreK Special Education Teacher/Coordinator has created a Class DoJo account where students log on to see her messages and get personalized learning content tiered to their level of need. Teachers are available for family questions 7:30am - 4:00pm Monday-Friday.

<K-5>
In K-5 teachers reach out to students daily to check-in on students work and ensure students fully understand the assignment. Many teachers use these check-ins to do quick mini-lessons with students and practice key content skills. Teachers are available for family questions from 7:30 - 5:00 p.m. Monday-Friday. Some teachers have been providing support on the weekends, but that is not something the school has normed across all teachers.

<6th>
Advisors reach out to 100% of families via phone call or text four times a week. The academy leader sends a signal kit every Monday with expectations attached as a PDF. Teachers are available for family questions 7:30am - 5:00pm Monday-Friday.

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.**

<K-5>
Student learning is being measured through the work that students submit. In K-5 mathematics, students with computers submit lessons each day through the Zearn learning platform. This platform provides students with in the moment feedback on their problem-solving and skill implementation. Students without computers submit a picture of their work via text to their classroom teacher, who provides feedback. In literacy, students submit work through our Nearpod app, this includes writing and multiple choice answers. Students are given immediate feedback on their multiple choice answers and teachers provide feedback on their writing in the next day's check-in. Students without computers send a picture of their work to their teacher for feedback. Additionally, teachers assess learning during zoom read-alouds in K-2, using oral answers to build a better understanding of students' ability to implement the day's focus skill.

<6th>
6th grade students are continuing to expand their intellectual bandwidth per our curricula scope and sequence. On Mondays and Wednesdays, students see videos posted to Google Classroom sites and to our academy's ELA IG page (@ip_ela_scholars) and our academy's Math IG page (@ip_mathstars). Tuesdays and Thursdays, students participate in Zoom help sessions before completing exit tickets on their Google Classroom site. On Fridays, students complete below-grade level assignments and quizzes on ReadTheory and MobyMax. Finally, every three weeks, students take the STAR assessment to gauge lexile growth.

Special Education students receive 1-hour of services delivered through Zoom in ELA and Math each, weekly.

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.**

<Pre-K>
Teachers talk with families on a weekly basis and can note when families have logged into Clever. When students/families have not been able to be reached, teachers reach out to Academy leaders who call families. There have been no families to date that have been completely unreachable.

<K-5>
Similar to our answer above, our teachers track student work completion at a daily level. This is included in the content assessment that teachers are doing and is tracked daily by 9 a.m. the next morning. Specifically, we use students completion of their Zearn, Lexia, guided reading, and writing assignments to assess their participation. Each day, parents are texted or called with an update from their teachers about their students work completion for the previous day and quick feedback on their work. The principal and VPs check this data each morning and create action plans for students who are not completing their work at an acceptable rate. This threshold is currently set at 75% of assignments completed for the week.

<6th>
6th grade students are continuing to expand their intellectual bandwidth per our curricula scope and sequence. On Mondays and Wednesdays, students see videos posted to Google Classroom sites and to our academy's ELA IG page (@ip_ela_scholars) and our academy's Math IG page (@ip_mathstars). Tuesdays and Thursdays, students participate in Zoom help sessions before completing exit tickets on their Google Classroom site. On Fridays, students complete below-grade level assignments and quizzes on ReadTheory and MobyMax. Finally, every three weeks, students take the STAR assessment to gauge lexile growth.

Attendance is tracked through a Google form that is submitted daily and triangulated with completed exit tickets and completed MobyMax and ReadTheory assignments.

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.**

<School Wide>
All related services have continued for any family who is able to engage in tele-services. Every family who has a student with related services is contacted weekly and the service providers attempt to schedule a meeting via Zoom to conduct their "pull out" services. Service providers are able to provide consult services to both parents and teachers in order to help students with academic support to help where traditional "push in" services would take place. Related services providers provide weekly support to families with ways to implement additional strategies in helping parents provide their accomodations at home. All attempts at communication are logged in the SEDS communication log and any services rendered are tracked in the SEDs service tracking system.

We are currently continuing to hold IEP, MDT and Eligibility meetings (if testing is already completed) within their IDEA timeline through conference calls. All documents are being signed through Docusign and uploaded into SEDs. The only exception to meeting deadlines is eligibility meetings where testing still needs to occur. We have temporarily paused the testing process for these students and have documented that in our SEDs communication log.

We are closely tracking the services, communication and progress for students with IEPS. We took quarter three assessment data for students prior to school closures and once students return we will collect academic data to determine the level of learning loss at that time. Students with IEPs will convene to determine if the team believes that compensatory services are necessary based on what the student has received during closure and how they are progressing in regard to their IEP goals upon return.

<Pre-K>
Special education teacher provides differentiated distance learning videos to go alongside daily lessons posted by general education teachers. Every Friday the special education teachers hosts a live virtual experience where each student and family can access checks for understanding of concepts and applicable IEP goals, as well as serve as a time to collaborate with parents to support the facilitation of lessons. Accommodations and supports include the following:

- Visual supports- intentionally chosen gifs, stickers, animations, etc.

- Audio supports- intentionally chosen sound effects, changes in volume, pauses, etc
- TPR= Total Physical Response- a kind of physical movement that corresponds to verbal input. EX: call and
- response, sign language paired w/ a vocabulary concept, etc
- Social and Emotional Supports- positive narration, joy factor, naming emotions, etc

<K-5>
Special education teachers review IEP accommodations and modifications for each individual student on caseload with their family. Supports provided include the following:

- SpED teachers provide a 1-page handout to go along with every lesson for families to help understand and break down the lesson, as well as help scaffold and provide accommodations to students. This 1-pager can also be discussed via daily parent conference.
- SpED teachers call / FaceTime / Zoom students and families on caseload daily to provide ongoing support to students
    - To provide academic support and feedback to students / families
    - To consult with families about appropriate supports
- SpED teachers scaffold / modify general education work for students on caseload to ensure they have access to all content
    - SpED teachers work with grade level and content teams to include additional supports to already existing digital learning platforms / work packets
    - SpED teachers send home specific additional content to families via work packets / digital content to individual families (as necessary)
- SpED teachers also provide additional work packets to address individual student needs within caseload (MobyMax for students with online access)
- SpED teachers upload a video of themselves reading aloud the text, the directions and all multiple choice and open response questions for students with that accommodation to access lesson(s)

<6th>

- Students are receiving 2 hours of SPED intensive one on one service per week via Zoom, scaffolded classwork, content level zooms with special educator support, leveled literacy and math intervention supports which students can access daily, daily check ins with advisors and weekly progress updates.
- Families are contacted through multiple modalities including Zoom, conference calls, Signal Kit, one on one calls with parents logged in dean's list, and packets for students with directions for parent assistance. SpEd teachers consult with families every day via phone call / Facetime / Zoom and provide additional support as necessary.

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 currently only have one student that qualifies as an english language learner. The teachers check in daily with the student's family and ensure that they are clear on the student's distance learning expectations. The student has successfully completed his distance learning work daily and the teacher helps troubleshoot any issues that arise with the family.

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.**

As of now, we've not yet made a determination about in-person opportunities to make up for missed learning time. We are currently discussing solutions including extending this school year, offering a summer school (to either all students or a subset of students), and/or starting SY20-21 earlier than previously planned. We anticipate having clarity on this decision by the end of April or early May.

In addition, we are currently planning for our ESY services for our students with disabilities who have ESY on their IEP. Currently, we are planning on that taking place in-person starting June 24 and running through July 24. That timing is subject to the changing situation in the city around allowing schools to re-open for students. We're also working with IEP teams to discuss whether it is appropriate to review student IEPs and consider adding ESY as a part of that student's IEP.