



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.

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.

Student grades will be determined by the first semester and first half of the second semester prior to school closure due to the COVID pandemic. During Blended learning, students were assessed using formative and summative assessment. Students were given Progress Reports for the third advisory, which averaged preCovid grade and in addition, provided a percentage for student work assignments completed. The end year report card will average 1st, 2nd, and 3rd, grade average. Students are highly recommended for our Summer Session.

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

Parents were provided information via our parent newsletter, Zoom meetings, and comments on progress reports.

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

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 have prepared summer school for all students (PreK3 - Gr. 8) who are enrolled in Mary McLeod Bethune Day Academy PCS by June 15, 2020

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) - Edulastic, Teaching Strategies Gold

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

- MMBDA has weekly All-Staff meetings to discuss the monitoring and status activities for the entire school staff and faculty
- Administrators and instructional coach are assigned to visit all classroom meetings to assess teaching/learning and engagement
- All learning platforms and programs must be approved by administration prior to teacher/student use
- The school continues to implement CC standard instruction
- All staff are highly encouraged to participate in OSSE, PCSB, and other webinars to increase proficiency/capacity to provide high-quality distance learning
- The school has established a Technology Working Group Committee to review all distance learning platforms recommended by staff and administration to determine best practice, usability, and academic rigor for Summer School and Fall learning.

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: 130
- Number of Days Requested to be Waived from 6 hours of learning: 40
- Number of Days Requested to be Waived from providing instruction: 10
 - Indicate which calendar days being requested for waiver on which instruction was not provided: May 30 - June 14, 2020

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: __Mary McLeod BEthune Day Academy PCS__

LEA Leader Name: __Linda McKay

LEA Leader Signature: __*Linda McKay*__

Date: __05/04/2020__

**Mary McLeod Bethune Day Academy Blended Learning
Instructional Contingency Plan
(updated March 13, 2020)**

Instructions: As part of our emergency response planning, DCPCSB requests that schools develop and submit a plan for continuing student learning in the event of 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 closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).**

MMBDA's Blended Learning Plan was developed to ensure that students will be able to access high quality educational learning opportunities for all of its students. MMBDA's Blended Learning Plan combines face to face instruction and distance education to ensure that students have a seamless educational experience for the purpose of promoting student achievement and preventing learning loss. We will use our MMBDA website (www.mmbethune.org) that includes a teacher webpage that can be accessed by teachers, students and parents. Assignments and instructions can be shared, as well as notes to parents. In addition, the school has assisted all teachers in creating a Google Voice telephone number to provide access to all parents and students.

Students will receive standards based instruction from teachers and staff members who will be working remotely. All teachers, including special subjects such as Art, Health & P.E., Music, Latin, Spanish, and Environmental Science are required to submit continued education plans for their students. These plans are submitted to Google Classroom (www.classroom.google.com). Teachers will send the lesson(s) to students via their personal MMBDA email address for all assignments that are not paper based. Weekly messages with the information, goals, keywords, and material for each week are included in plans.

PROCESS

Student Work Packets

Teachers have developed student work packets and assigned work books that will go home with them on Friday, March 13th. If students are not in school on that day, parents will receive communication by email, text message and via the classroom teacher that they can pick up the work packet on Monday, March 16th.

Work packets have been developed to continue standards based instruction that has been taught by the classroom teacher in the content areas. Teachers will be available to assist students with directions, skill building, and understanding through the mechanisms of:

- Google Classroom
- Teacher:student check-in via Google phone, text and email
- Class Dojo and Remind App
- Edmodo

Students will submit completed work by taking a photo of the completed assignment and sending it to the teacher via telephone as well as uploading files into the Google classroom environment. (A survey was sent to parents showed that all students have capability at home to send photos to teachers.)

Student Workbooks

Students are provided ELA, Math and Spanish workbooks to support the continue acquisition of standards based skills, understanding and performance. Students will submit evidence of their completed work by taking a photo of the completed assignment and sending it to the teacher via telephone. (A survey sent to parents showed that all students have capability at home to send photos to teachers.)

Internet Assisted Learning

Presently MMBDA uses several blended learning tools that include: Edulastic, I-Ready for Reading and Math, Teaching Strategies Gold (early childhood) Powerpoint presentations, links, and apps to present new topics/ themes if needed are presented to students via email and text. Kindergarten through second grade classrooms will use Class Dojo to communicate with parents and students about their progress.

Parents and students will be able to communicate with teachers beginning Tuesday, March 17th via our Website (<http://www.mmbethune.org>) on their dedicated teacher staff page. Depending on the grade level, teachers will also communicate with parents using the following websites:

- www.classroom.google.com
- <http://www.remind.com>

- www.classdojo.com
- www.edmodo.com

These websites are also applications that parents/students can download to their phone and tablet. Each classroom teacher will share times for Google classroom hangout meetings, telephone numbers, lessons, and other pertinent information on their MMBDA website staff page at <http://www.mmbethune.org>. They will check in with students on their progress twice each week. You can monitor your students' progress by using <https://mmbethune.powerschool.com/public/>. Teachers will update grades on a weekly basis. Students have received their PowerSchool logins.

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

Faculty members will have Google voice telephone numbers and will be accessible to both students, families, and administrators between the hours of 9:00am and 6:00pm. Faculty members will have office hours and students will log in to Google Classroom at least three times per week. Since Faculty Members are working remotely, they will be engaged in staff meetings, professional development, parent meetings and student meetings.

Current telephone and email contact with students and families have been collected. We plan to use multiple methods of communication to ensure that students and families have a seamless educational experience. Daily contact between staff and students will occur via telephone, email, and other tools in the Google classroom.

A parent contact log will be maintained by all faculty members documenting their interactions with students and families. Google classroom contacts are time and date stamped that provides evidence of interactions and contact with parents. The School Administration Team will be monitoring the instructional delivery and providing feedback to teachers regarding how to enhance the quality of instruction provided.

Meals will be available for students every weekday at our designated meal distribution site at our Brookland campus. Meal pick-up is between 9:00 a.m. and 12 o'clock noon. Any child under 18 years of age can receive a bag breakfast/lunch. In addition, meals will be available for students every weekday at sites across the district. For more information, please visit <https://dcps.dc.gov/coronavirus>.

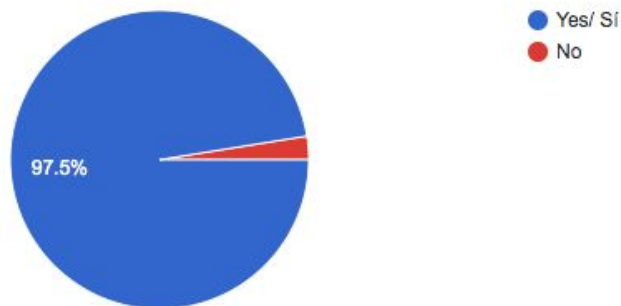
We plan to distribute food to our students and families. The Food Bank will still occur on March 24, 2020. The Capital Area Food Bank will prepackage food and provide bags to families as they arrive.

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

A Technology Survey was administered to parents, and the results were as follows: Students who do not have access to the internet will be provided Chrome books and This data was used to inform the planning for our Blended Learning Plan.

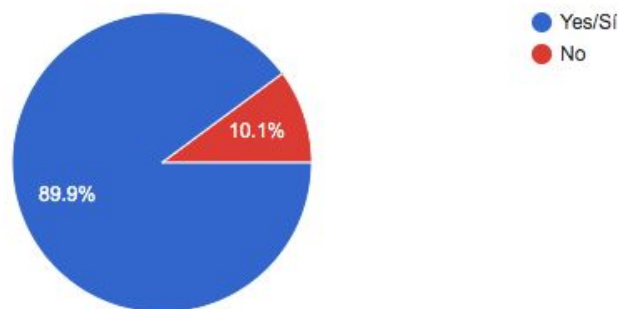
Do you have access to high speed internet at your home? Tiene usted acceso a buen internet en casa?

79 responses



Do you have a computer or tablet for your child to use at home? Tiene una computadora o tablet para su hijx en casa?

79 responses



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.

Students in grades K-8 will be completing authentic learning tasks aligned with the Engage NY Curriculum that would require them to do the same tasks they would be completing in face to face classrooms. Students will be engaged in learning tasks including: individual and group discussions; analysis, review, and critiques; summarize and describe; create and post.

Student learning will be assessed through regular and consistent formative assessments. Quizzes will be assigned in the Google Classroom. The iReady Growth monitor will be administered upon our return and such data will be used to determine whether any learning loss occurred. IReady, Edulastic, and Classroom formative assessment data will be analyzed by grade level, by class, and by student to determine the extent to which there may be learning loss. An action plan to address any available learning loss will be developed should the need arise.

The IReady Growth Monitor will be administered upon the students' return to support the data collection and analysis that will measure and track student's mastery of standards. This assessment can also be used to determine whether any learning loss has occurred.

Students will be receiving instruction that is aligned with the Engage NY Curriculum.

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.

Distance Learning Training will be embedded in the Professional Development Plan. Distance Learning Training for faculty will occur in face to face professional development workshops on Monday, March 16th. The IT Administrator will also be providing Professional Development and Training using our Google Classroom for Teachers. Team meetings have been held to address some critical issues in distance education, while staff has been provided resources on best practices in online instruction. The School Administrative Team will be creating a Professional Learning Community on Web Based Learning to ensure that high quality instruction is being provided to students. Support to teachers will be provided on an ongoing basis.

Parent's will be able to log into the Google Classroom as a view only. They will receive robo call reminders and videos to support them in being able to help them to support their children in learning. The School Administrative Team will reach out to communicate with parents, thereby providing proactive support and troubleshooting for any issues they or their students may be experiencing. Parental outreach will be via email and phone using Google Voice.

In addition to providing proactive parent outreach, MMBDA has a dedicated administrator available between the hours of 9:00 - 4:00 daily to provide targeted technology or educational support. Any issues reported that the administrator is not able to resolve will be assigned to the appropriate administrator for resolution. Any issues reported will be tracked and will be followed-up in a timely fashion.

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.

MMBDA will comply with the Individuals with Disabilities Education Act and Section 504 by ensuring that all eligible students receive their appropriate services. Every grade level at MMBDA has a case manager who is responsible for ensuring implementation of the student's IEP. The designated grade case manager serves as the second teacher in the classroom and co-plans with the teacher of record to ensure that student work is modified to meet the student's needs. Designated case managers will also serve as Reading Content Experts and Math Content Experts and would be available to support students who have 504 and IEP Plans.

Related service providers will have Google Voice Telephone Numbers and will make contact with students and families on their caseload. If needed, additional service hours can be addressed and delivered when students return to school.

Students receiving special education services will receive access to electronic books through bookshare. They will also have access to iReady for instruction which provides a personalized approach to student's strengths and weaknesses.

Additional academic supports will be provided to students upon their return. Academic tutoring in Reading and Math will be provided during school and after school.

Accommodations and Modifications will continue to be provided through direct resources and tools, online calculators, and virtual manipulatives. Students have received training in utilizing online calculators, equation editors, and virtual manipulatives. Rewordify.com will continue to be used as a resource to simplify text for students who have simplified language as an accommodation.

Our Tiered Multi-System of Supports will still occur. Student Support Meetings will be held using online tools. Teachers will still be available to refer students who are experiencing difficulties to the School Support Team. Students who are referred to the special education and 504 Process will still be able to occur. We can occur virtual team meetings and any students who have been identified will still be able to be referred for evaluations. Related service providers are flexible in their ability to coordinate with parents to designate off site locations for evaluations, where necessary. Eligibility and IEP Meetings will still be able to be held virtually.



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?

Our contingency plan has not changed since our March 17th submission.

- 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 measured by the submission of class assignments, quizzes, student participation in class discussions, and an IB summative assessment that will be submitted at the end of the schoolyear. Student work is graded and submitted into Powerschool. On April 9th, teachers participated in Recordkeeping Day in which teachers developed Student Progress report based on school-work completed in school (average) and an average from the point student began participating in online learning. Teachers were asked not to give quizzes for the first two weeks so that students could get acclimated to the distance learning platform.

- 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 use Google Classroom, Edmodo or Class dojo. Each of the platforms provide a recordkeeping portal for student assignments, engagement and assignment submissions. Students report on Zoom for class instruction and discussion. The school takes into consideration that a majority of our students have siblings and most students share computer, telephone, or tablets with their siblings, therefore, there is an



expectancy that students will meet with teachers following their classroom “Week at a Glance” for required meetings and other meetings.

Administrators review student log-ins in all classes, including “Specials”- Art, music, foreign language, environmental science, etc. It is expected that teachers collaborate on meetings and or assignments. Teachers keep a Communication Log to document parent communication when students do not log-in. In addition, administrators and support staff call and text parents when students have not reported.

- 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.
- 5) MMBDA will comply with the Individuals with Disabilities Education Act and Section 504 by ensuring that all eligible students have equal access to distance education and a continuity of service has been provided. Prior Written Notices for students receiving special education services have been generated.

Every grade level at MMBDA has a case manager who is responsible for ensuring implementation of the student’s IEP/504 Plan. Specialized instruction is being provided through case managers. The designated grade level case manager serves as the second teacher in the classroom and co-plans with the other instructional staff in the classroom to ensure that each student is receiving services in accordance with the student’s IEP. Grade level collaborative planning meetings have occurred to ensure that standards based instruction is being planned, implemented and delivered. Student mastery of instructional content is being assessed and progress reports are being issued to report on students’ progress towards IEP goals and objectives.

Related service providers have Google Voice Telephone Numbers and have created Virtual Classrooms in Google Classroom to provide individual and small group support to students and their families. Related service providers have made contact with students and families on their caseload through email, text, phone



calls, Zoom, Google Hangouts, etc. will make contact with students and families on their caseload. If needed, additional service hours can be addressed and delivered when students return to school.

Students receiving special education services receive access to electronic books through Bookshare. They also have access to iReady for instruction which provides a personalized approach to student's strengths and weaknesses. Students with dedicated Aides will continue to receive those services so that the student can receive the additional support noted in their IEP. Academic tutoring in Reading and Math will be provided during school and after school.

Accommodations and Modifications will continue to be provided through direct resources and tools, online calculators, and virtual manipulatives. Students have received training in utilizing online calculators, equation editors, and virtual manipulatives. Rewordify.com will continue to be used as a resource to simplify text for students who have simplified language as an accommodation.

Our Tiered Multi-System of Supports continues. Student Support Meetings are held using online tools. Teachers will still be available to refer students who are experiencing difficulties to the School Support Team. Students who are referred to the special education and 504 Process will continue to receive the additional support through differentiation, 1:1 student:teacher discussions, and modifications to work. The school has held virtual MDT team meetings and any students who have been identified will still be able to be referred for evaluations. Related service providers are flexible in their ability to coordinate with parents to designate off site locations for evaluations, where necessary. Eligibility and IEP Meetings will still be able to be held virtually.

6) 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.



In grades PreK – grade 3, all classrooms have a second language teacher in the distant learning classroom. Instruction is taught in both English and Spanish

In grades 4 – 8, the ELL Coordinator meets in the classrooms with the classroom teacher. The ELL Coordinator, and a teacher of other languages assist all classrooms in meeting with ELL students to support their instruction.

The ELL Coordinator and the Academy Director have made contact one on one, to discuss internet access capability, food needs, and any distant learning constraint. The ELL coordinator has met at the school with parents (during meal distribution) to assist with receiving computers. There are at least 3 ELL staff or related staff to call parents to maintain communication.

All written communications are translated in Spanish.

- 7) 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.

We are discussing the opportunities for extended learning time now. Originally, we expected to institute summer school and, using student assessments design differentiated learning opportunities for students. ESY for Sped students will continue during the summer.