



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 *Please see the answers for 1 – 9 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.).

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

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

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

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

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

Monitoring Student Participation & Progress

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

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

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

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

Supporting Special Populations

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

- a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
- b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

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

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

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

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

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

The LEA assures to the statements above.

Student Grades

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

[Monument Academy will promote and retain students based on their academic performances beginning August 12, 2019 and ending June 18, 2020. MAPCS has consistently provided parents for specifications relative to promotion and retention of students. Thus, the leadership team will continue to hold all scholars accountable for their efforts. Outlined below are the steps Monument Academy has taken to ensure all stakeholders are informed of the school's practices and expectations.](#)

- [Students attended an assembly on the second day \(August 13, 2019\) of school and received information pertaining to promotion and retention.](#)
- [Starting Q1, Monument Academy identified students in jeopardy of being retained based on the following criteria, D and F in more than one class, 5 or more absences in the 1st Quarter, and/or 20 or more cumulative absences.](#)
- [Head of School Dr. Grant held a meeting with students in jeopardy of being retained on October 25th and with the parents of these students on October 31st. To keep parents aware of these students' progress, weekly retention letters were sent out from November to the current date.](#)

- On December 2, 2019, a Scholars' Progress meeting with students was held to share expectations and strategies for academic success.
- On January 7, 2020, a Scholars' Reset meeting was held to share the priority foci and the best practices for the students' success.
- For Quarter 2, Dr. Grant held a follow-up meeting for parents of students in jeopardy of being retained on February 13, 2020. Additionally, Dr. Grant and Dr. DeCruise held individual meetings with all students to discuss the specifications students needed to address their grades and/or absences. These individual meetings were held February 22nd - March 5th.
- Quarter 3 was marked by students meeting in person for 35/45 marking days. Due to the institution of the Distance Learning program, the end of Q3 was moved from April 1st to April 10th. To determine students at risk for Q3 grades for Q3 grade were averaged with the Q1 and Q2 grades to ensure equal weight was given to each quarter. To account for the changes to students' learning setup, Dr. Grant held a meeting on April 22nd to remind students of the expectations for attending classes and completing schoolwork. Students were then given an extension until April 25th to complete and turn in all missing assignments for Q3 that were given during the Distance Learning program.
- Teachers will update their gradebooks by May 1st so that updated report cards can be disseminated to parents and students by May 8th. Dr. Grant held a parent meeting on April 25th to remind parents of the expectations of Distance Learning.
- Additionally, Dr. Grant sends out a weekly Parent Support document to share the expectations of the online format.
- The grading scale for Q4 was changed to the following in an effort to increase students' attendance of classes and the completion of homework, the following grade breakdown will go into effect for Quarter 4:
 - HW: 20%
 - Classwork: 30%
 - Tests: 25%
 - Work Habits: 5%
 - Quizzes: 20%

Individual online meetings will be scheduled and held with parents of students that are still in jeopardy of being retained in order to provide support and information of the steps necessary for addressing this concern.

12. Describe how the LEA has communicated or will communicate grading policies and promotion decisions to families and on what timeline. **Please see 11, the response was inclusive.**

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)?

- Monument Academy plans to complete this school year as originally planned. We distributed student iPads to each of the students, have supported in their gaining or increasing internet access, and/or have provided hotspots as needed. Students who missed instruction due to lack of technology were given paper packets and the Monument team worked to ensure that all students have the same level of access to WiFi and technology.
- Monument is in the process of planning for distance learning summer school and on-site summer school. We currently plan to begin our next school year August 17th and will continue with our LEA goals using MAP scores to show the growth of our students from Fall through Spring.

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?

-Monument Academy will continue to plan for the improvement of the implementation of distance learning through a focus on student data, feedback from stakeholders, and content specific collaborative planning sessions. To date, Monument Academy holds weekly data driven meetings to address the trends relating to student attendance, completion of work, and progress. These meetings provide teachers with a forum with best practices for distance learning, updates regarding concerns of student progress, and an ability to engage in content specific planning to ensure implementation of rigorous instruction. Through surveys disseminated through the Family Engagement team, leadership reflects on parental feedback regarding distance learning to structure it in a format that is adaptable to each family's needs. Furthermore, the leadership team solicits feedback from Board members to address any areas of concern that have not been highlighted in weekly meetings. Finally, all teachers and related service providers engage in

content specific collaborative planning. These sessions are utilized to analyze weekly data to address any standards of weakness for further reteaching. Furthermore, the Director of Systems is a part of these sessions to inform teachers of the latest technological advancements of Google to enhance online lessons and the security of such.

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: 182
- 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: 57
- Number of Days Requested to be Waived from 6 hours of learning: 57

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: _____
- 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: _____
 - 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: Monument Academy

LEA Leader Name: Keisha Morris

LEA Leader Signature: Keisha Morris

Date: 5/4/2020

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?
 - All students were provided an iPad and we followed up to ensure that all students had access to the Internet. We are more intentional about addressing all communication with

parents regarding our Distance Learning program. Teachers are to make and document (in SEDS and GoogleDoc) three modes of communication for students presenting with attendance and behavioral issues. Additionally, Dr. Grant sends out a weekly parent support letter to parents regarding updates to the Distance Learning process. Our counselors now attend the live sessions that are offered and provide related services based on a given schedule. Finally, we moved the end of Q3 from April 1st to April 10th as we made March 16th-20th Spring break.

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

- Teachers are holding live sessions during their designated time and/or develop lessons to be completed during this time block. Elective teachers will attend the content classes per usual protocol. All assignments are shared with students in their respective Google classrooms. These assignments are graded and given feedback per usual protocol. Students are given homework and assessments. Students complete weekly assessments on Friday in MobyMax and lessons on standards of weakness. Collaborative planning sessions are held on Fridays to review student academic progress and address any concerns as a whole group. We are using the following websites to assign homework: Google Classroom, Khan Academy, BrainPOP, NEWSELA and Commonlit. Our Friday assessments are administered using MobyMax and teacher-created assignments in Google classroom. All assignments are still denoted a specified amount of points and put into the gradebook accordingly.

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.

- All teachers are required to take attendance during each instructional block in their gradebooks. Additionally, all teachers send an email to leadership regarding students that are absent for the day. Furthermore, case managers and/or gen. ed teachers reach out to parents via phone calls and emails to inform parents that students are missing from live sessions. For students that have multiple absences, Ms. Fuller, our Manager of FE, reaches out to the parents of these students via phone calls, text messages, and/or emails to attempt to determine the reason for excessive absences. Finally, our Director of IT, has configured a table of absent students that we review, to determine the best ways to support students with multiple absences. To date, we only have 6 students that have multiple absences.

3. 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.
- All students who receive services through an Individual Education Program (IEP) will continue to receive services. Service providers will contact parents to share the scheduled time for services. We are implementing student IEPs and 504 plans by ensuring the students are logging onto their virtual co taught classes Monday through Thursday. Each virtual class (Google Classroom) has a general education teacher and a special education teacher. The special education teachers are modifying the assignments with students with IEPs and working in small groups as needed. Dedicated Aides are also working one on one with their assigned students to help complete all assignments. The students are utilizing our supplementary program MobyMax on Fridays. Within MobyMax, the teacher assigns the students instructional level assignments that are aligned with the grade level curriculum. Accommodations are put into place on MobyMax. Special education teachers are doing daily check in with the students and parents before and after class to assist with technology questions and questions about assignments. When students do not log into class, the parent is called during class to troubleshoot if necessary. Attendance is daily during every class period, if s student misses class the teacher calls after class.
 - Related service providers are implementing teleservices weekly to ensure IEP service hours are implemented. All related service providers are logging teleservices in SEDS whichs helps us keep track of compensatory hours. The IEP meetings and Eligibility Meetings are being held virtually and by phone. All documents are sent electronically.
 - To support our family members with disabilities to ensure they can access content to support their student's learning, they are linked with our Family Engagement department. For the parents who have (community support workers) CSW, we communicate with them often and keep them abreast of the happenings. We build tutorials and provide separate materials that are on their level. We provide one-on-one task analysis with parents on how to support their students and perform extra modeling with the students.

4. 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.

- N/A. All of our students are native English speakers.

5. 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 have not made a final decision regarding in-person opportunities. There has been a conversation regarding the use of summer school, however, with the new litigation of schools not reopening on April 27th, we wonder if schools will be able to offer summer school opportunities. As such, we plan to have a finalized plan by April 30th.



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 explanation, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

We have scheduled spring break for 3/16-3/20. Beginning 3/23 – 3/31 we expect students to continue their core classwork. We printed hard copies of packets for each student in each of their subjects. Additionally, the teachers will assign tasks to the students via MobyMax which students can access via cell phone, tablet, or laptop.

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.

The hard copies were sent home with the students today. Any students who were absent, left early, or otherwise didn't receive their packets, we will deliver them by hand next week. All communications with families have gone out through our Family Engagement team, parent portal, text blast, e-blast, and phone calls. We plan to maintain that level of communication over the course of the closure.

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

Access to MobyMax does require WiFi and devices. Any family that requires internet access and/or a device for the student to complete assignments has been asked to let us know and we will provide either or both. We have surveyed our families and know that almost every student has at least a cell phone and most families either have access to WiFi or know where they can obtain free WiFi. We have plans for those who don't.



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.

Students will complete content specific work in the form of electronic learning and paper-based copies. Coursework has been developed aligned with the scope and sequence and based on standards of weakness among grade levels as evidenced by the middle of the year administration. Additionally, data provided by quarterly assessments has been utilized to determine areas of concern and standards of weakness and teacher input. From this triangulation of data, teachers have prepared packets to address the standards accordingly. All work has been tailored according to student's disability as well as their needs as identified by their IEPs. For the electronic assignments, all teachers will disseminate lessons using MobyMax. Moby allows for all teachers to differentiate and tailor lessons to fit the individual needs of all students.

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.

All teachers will be provided with ongoing professional development while the school is on extended leave. The first PD session will be conducted online via email to replace the previously scheduled PD day for March 16th. During this online PD, teachers will be provided with instructions for monitoring student progress for completing assignments, grading assignments, and providing assistance with students for the completion of these assignments. Additionally, Dr. Grant spoke with all classroom teachers and students about the remote setup for access and completion of assignments. In regards to supporting our parents, our Family Engagement team will continue to disseminate information to all parents about updates via electronic communication and, if necessary, phone calls .

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.

To remain compliant with student IEP services, Special Education teachers and Counselors will create and follow a weekly schedule of their daily contact with students. Documentation will be maintained on a Google spreadsheet to track our implementation of services. Furthermore, IEP meetings, including annual reviews, reevaluations, and potential change in placement meetings will continue via telephone conference.



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- All students who receive services through an Individual Education Program (IEP) will continue to receive services. Service providers will contact parents to share the scheduled time for services. We are implementing student IEPs and 504 plans by ensuring the students are logging onto their virtual co taught classes Monday through Thursday. Each virtual class (Google Classroom) has a general education teacher and a special education teacher. The special education teachers are modifying the assignments with students with IEPs and working in small groups as needed. Dedicated Aides are also working one on



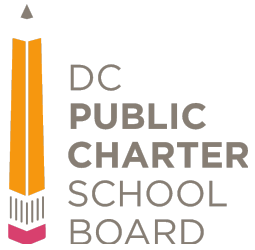
one with their assigned students to help complete all assignments. The students are utilizing our supplementary program MobyMax on Fridays. Within MobyMax, the teacher assigns the students instructional level assignments that are aligned with the grade level curriculum. Accommodations are put into place on MobyMax. Special education teachers are doing daily check in with the students and parents before and after class to assist with technology questions and questions about assignments. When students do not log into class, the parent is called during class to troubleshoot if necessary. Attendance is daily during every class period, if s student misses class the teacher calls after class.

- Related service providers are implementing teleservices weekly to ensure IEP service hours are implemented. All related service providers are logging teleservices in SEDS which helps us keep track of compensatory hours. The IEP meetings and Eligibility Meetings are being held virtually and by phone. All documents are sent electronically.
- To support our family members with disabilities to ensure they can access content to support their student’s learning, they are linked with our Family Engagement department. For the parents who have (community support workers) CSW, we communicate with them often and keep them abreast of the happenings. We build tutorials and provide separate materials that are on their level. We provide one-on-one task analysis with parents on how to support their students and perform extra modeling with the students.

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- What steps you are taking to ensure that non-English speaking family members are able to access content to support their students’ learning.
- N/A. All of our students are native English speakers.

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- 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 have not made a final decision regarding in-person opportunities. There has been a conversation regarding the use of summer school, however, with the new litigation of schools not reopening on April 27th, we wonder if schools will be able to offer summer school opportunities. As such, we plan to have a finalized plan by April 30th.