



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.<sup>1,2</sup>

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](mailto: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.).

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<sup>1</sup> 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.

<sup>2</sup> 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.

Although each student at Washington Global was offered technology to access distance learning, Washington Global understands that students have differing circumstances that impact their ability to perform during the school closure/ distance learning. Washington Global will make student promotion decisions for this school year based on the following criteria:

*Work Prior to March 13<sup>th</sup> School Closure:* Washington Global will take student performance (grades) prior to the school closure emergency into consideration when making student promotion decisions according to the school's current policy in the *Washington Global Student Family Handbook*.

*Work During Distance Learning Period (March 24<sup>th</sup>- May 29<sup>th</sup>)-* Washington Global will not use student work completion during this period to retain a student. However, Washington Global will take the work that students complete during this timeline into consideration for student promotion if the student's performance during this time period positively impacts his or her prior grade performance.

All students at risk for retention will be invited to attend Washington Global's Distance Learning Summer Session I (June 2<sup>nd</sup>- June 18<sup>th</sup>). The school also hopes to offer a small-group, in-person summer



school session in July if health regulations permit that would help students at risk of being retained to make up missed work.

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

Washington Global communicates at least weekly during distance learning beginning March 24<sup>th</sup>. Grading and promotion policies have been part of this communication. They are communicated via email and on push notifications. Global has also posted its Distance Learning resources to its website and is in the process of adding its grading and promotion policies to the website.

For the school's Quarter 3 grades, Washington Global ended the grading period early (March 13<sup>th</sup>) so that Quarter 3 grades did not include any distance learning assignments. This was done so that students who did not have access to technology were not put at a disadvantage.

Regarding Quarter 4 grades, which include Distance Learning, the LEA will adopt a pass/fail grading scale based on student completion of assignments (make up assignments permitted at any time). However, as noted, the LEA will not retain any students based on Distance Learning performance. The school has offered Chromebooks and technology to all students at the LEA, but understands that student circumstances are different. Therefore, the LEA will not use the Distance Learning period to retain a student. Rather, if the Distance Learning period benefits a student for promotion that data will be included. Washington Global is also hoping to offer a July summer program of small groups if health guidelines permit to support students who were at risk of being retained and for students who missed learning time during distance learning.

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

N/A

#### **Supporting Students After the Emergency**

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

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

Washington Global is offering a Distance Learning Summer Session I program (June 2<sup>nd</sup>-June 18<sup>th</sup>), which will be offered virtually and that will focus on reading and math. The summer session will include research-based intervention programs offered through a blended learning model. Programs that will be offered will include: Lexia for reading, i-Ready for reading and math and IXL for math. Students will also attend video conferencing sessions with their teachers.

Additionally, if health guidelines permit, Washington Global hopes to offer a July summer school program that focuses on reading and math. The program would include small-groupings of students (5-8 students) so that students could maintain appropriate social distance. The program would prioritize



students who lost learning time during Distance Learning, students with special needs, and students who are at risk of being retained due to academic performance prior to distance learning.

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? Yes. If yes, please select any that apply and describe how you are considering using these options.

☒ Achievement Network (ANet)- Washington Global partners with ANet each year. ANet is a norm-referenced, standards-based, PARCC prep assessment. Washington Global will utilize students' ANet scores in ELA and Math to assess students' understanding of the Common Core State Standards (CCSS) three times during next school year (Fall, Winter and Spring). This will provide the school with standards-based data regarding student performance and any standards-based learning gaps that students possess when they begin the 2020-2021 school year. This information will allow teachers to administer the appropriate interventions to students.

☐ Affirm

☐ Developmental Reading Assessment (DRA)

☐ DIBELS/Acadience Reading

☐ Great Minds

☒ i-Ready – Curriculum Associates- i-Ready is a research-based intervention online program that focuses on student performance in math and ELA. I-Ready provides teachers with academic data regarding students' learning gaps and then allows teachers to assign lessons to remediate those gaps. Students will take an i-Ready diagnostic in August 2020, during the winter, and the spring. This data will be critical in ascertaining student academic performance when they enter the school and their progression during the course of the school year. Students will use i-Ready in ELA and math class at least 45-minutes per week. Additionally, i-Ready creates a learning plan for students that will assist school administration and teachers in identifying student levels and remedying student skill gaps.

☒ NWEA-MAP- All students with special needs take NWEA-MAP assessment at least twice during the course of the school year. MAP provides the special education team with information regarding student performance in math and reading and allows the teams to identify student skill gaps.

☐ 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) **IXL**- IXL is used in Washington Global's math classrooms to assess student math skills across grade levels. The program is online and standards-aligned, so that math teachers and math coaches will be able to assess any learning gaps that students possess when students enter school. The information will be used by the math team to create student intervention plans.

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

Washington Global constantly reviews and makes improvements to its current distance learning program. Washington Global's leaders review policies at least weekly during its leadership team meeting. The school is updating and improving its distance learning plan continuously. For example, in addition to the plan that Washington Global submitted to the DC PCSB, the school conducts daily



supplemental Google Meets classes for small groups of students. Students attend one class per day “live” on Google Meets. The students also have access to all teachers’ office hours on Google Meets. The school also provides professional development to teachers on Google Classroom, Google Meets and works to continuously improve the quality of instruction that is provided the school’s students. The school also plans to survey parents about their distance learning experience and use that information to improve its distance learning plan.

## 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.

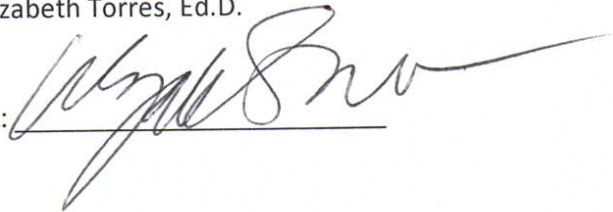
- Number of Instructional Days in 2019-20 school year Calendar: 182
- Number of Instructional Days Completed Before March 16, 2020: 119
- Number of Days of Distance Learning Provided: 48 (March 24<sup>th</sup>-May 29<sup>th</sup>. Note: LEA moved spring break from April 13-17<sup>th</sup> to March 17<sup>th</sup>- 23<sup>rd</sup>; April 16<sup>th</sup> Emancipation Holiday).
- Number of Days Requested to be Waived from 6 hours of learning: 0
- Number of Days Requested to be Waived from providing instruction: 15
  - Indicate which calendar days being requested for waiver on which instruction was not provided: (April 16, 2020 and June 2, 2020- June 19, 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: Washington Global PCS

LEA Leader Name: Elizabeth Torres, Ed.D.

LEA Leader Signature:

A handwritten signature in black ink, appearing to read 'Elizabeth Torres', written over a horizontal line.

Date: May 1, 2020



## **Washington Global PCS Distance-Learning Policy**

Due to the COVID-19 pandemic, Washington Global will follow DCPS's schedule (unless otherwise noted) and provide a comprehensive Distance Learning program beginning March 24, following the school's March 16-March 23 spring break. During the remote/ distance learning segment of the school's COVID-19 school closure, Washington Global will take the following measures to ensure that all students experience a continuity of education:

### **Overview**

- Washington Global's staff, teachers, and administrators are still employees of the school and must continue to provide operational and educational services from a distance to students daily.
- Students will have access to all of their Washington Global courses (MTRF schedule and Wednesday schedule).
- Washington Global will use the school's Washington Global App (available through App Store and Google Play Store) to provide distance learning to all students. ***The app can be used on a tablet or cellphone and therefore can be used without WIFI if needed. Global polled our students and each student has access to either WIFI or data on their cell phone.*** Additionally, students can log into Google Classroom from computers at home if they are available (this is not necessary because of the app's capabilities, but is an option). Parents who would like internet were made aware of the free Comcast internet.
- Paper materials will not be distributed to students by Washington Global. Everything students need is on the app. Students who needed a tablet were provided the item the week of 3/24/20.

### **Course Instructor Distance Learning Requirements**

Instructors must post a daily lesson to Google Classroom (MTRF and W) for each of their classes by 8:00pm the evening before students are expected to access the lesson (ex. A lesson that should be accessed by students on a Monday ***must*** be posted by the prior Sunday at 8:00pm). Subject area, special education co-teachers and paraprofessionals must collaborate and all contribute to the lesson and grade school work.

### **Detailed Lesson Requirements Include:**

- Lesson plans and posting Homework on Common Curriculum will continue to be a requirement. Lesson plans must have a SMART objective.
- All students will complete the same Do Now through Google Classroom each day. ***Student attendance will be tracked by each student's completion of the Do Now.***





- A daily instructional video must be uploaded to Google Classroom. Teachers must use a self-recorded video (*not* a premade video ex. YouTube) *at least* two times a week. Videos must be at least 20 minutes long and be aligned to the lesson's SMART objective.
- Lessons must require students to complete coursework and turn in a deliverable.
- Each lesson must have a Google Survey assessment exit ticket that is accessible by smartphone/ tablet (to accommodate students without computers). To accommodate students who have to share electronic devices, coursework will be accepted within 24 hours of that day's lesson.
- Teachers must continue to record grades in PowerSchool weekly.

### **Curriculum and Assessment Information**

- Though Google Classroom, teachers will deliver rigorous, standards-aligned, academic lessons that contain SMART objectives. The content will reflect what Washington Global students receive during their in-person Washington Global classes. Teacher instructional videos along with supplemental academic resources will be provided to students. Google Classroom allows for teacher and student interaction and also requires students to engage in discussion and rigorous assignments. Additionally, the assignments will be differentiated to meet the needs of Washington Global's students with disabilities (ex. ELA assignment will provide read aloud text).
- Students will be assessed daily through an exit quiz/ ticket using Google Classroom's google survey function. This function is compatible on laptops, smartphones and tablets. Teachers will also create additional tests and quizzes when appropriate.

### **Teacher Training**

- Teachers will receive a full-day Distance Learning PD on Monday March 16th. During this PD, teachers will be trained on Washington Global's distance learning program.
- All Washington Global teachers have already set up Google Classroom accounts and have downloaded the Washington Global app and ensure that their students have downloaded the app.

### **Student/Family Outreach**

- Parents and students receive weekly updates on the distance learning program via email and the Washington Global app push notifications.
- The school created a YouTube Instructional Video for parents and students on how to use the Distance Learning program ([https://www.youtube.com/watch?v=\\_KWa2Ba8IzU](https://www.youtube.com/watch?v=_KWa2Ba8IzU)) and also a PowerPoint that was distributed.
- Parents receive outreach calls by the school's Dean of Students.
- Each grade level has a specific outreach person that they can contact if they have questions about a specific aspect of the distance learning program or need guidance.
- During weekly Friday food distribution sessions at the school the Principal is present providing tech support for parents/students.



## **Office Hours and Meetings**

- Teachers must schedule office hours for students (at least one hour per day) to assist students with questions about the homework and classwork. Office hours must be conducted at a distance and can be telephonic or via a web-based program and take place between 8:00am and 4:00pm. Office hours time must be published on Google Classroom and in the Homework section of Common Curriculum.
- All staff members must attend at least one all-staff conference call per week (number will be provided) to discuss school operations and receive updates.
- All teachers must schedule at least one call per week with their assigned instructional coach.
- At least one operations and academic call will take place per week with those teams.
- At the discretion of the CEO, additional calls and virtual meetings will be scheduled.

## **Students with Disabilities**

- Washington Global has reviewed the guidance that is available from The Department of Education on COVID-19 (<https://www.ed.gov/coronavirus>) and OSSE's recent guidance pertaining to Students with Disabilities.
- All special education teachers and dedicated aides are required to provide support to students with disabilities during distance learning. Therefore, during the distance learning program, special education teachers and dedicated aides must schedule daily office hours with students with disabilities on their caseloads and assist the students in completing their virtual assignments.
- All students who receive related services through the school social worker will receive telephonic support.
- Student IEP and 504 accommodations and modifications (ex. extended time on assignments) must be provided during Distance Learning.
- Washington Global's special education team will continue to hold IEP meetings telephonically when possible during the remote/ distance learning portion.
- All special education students will be offered ESY.
- IEP teams will meet following closure to discuss comp ed for students.

***This document is fluid and flexible to change based on the situation.***





### **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?

Washington Global has made two major adjustments since the initial submission on March 17<sup>th</sup>. 1) The school is using IXL Math and IXL ELA, two online intervention programs that are accessible on computers, phones and tablets by app. On Wednesdays, students engage with this program for at least 90 minutes. 2) The school added a Zoom small-group program for students with special needs. The school was using google classroom and the telephone for these interactions but found that Zoom provides more real-time interaction for students and teachers.

Also, devices have been made available to *all* Washington Global students for pick up from the school. This started the week of March 24<sup>th</sup> when Global started distance learning.

- 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 performance is being measured/ assessed through a number of measures. These measures include:

- 1) A Daily Exit Ticket: In each class, students complete a daily exit ticket. The exit ticket consists of at least three assessment questions based on the Google Classroom lesson that was provided. This daily check in allows teachers to assess student understanding.
- 2) IXL: Washington Global students utilize IXL in ELA and Math for at least 45 minutes a week. IXL is a research-based, blended learning program that assess student understanding related to the grade level standards. The program then remediates and assists students who need support in a given subject area. It is particularly helpful for teachers to assess performance because it shows what skills individual student are achieving in and struggling in.
- 3) Quizzes: At their discretion, teachers are assessing students through quizzes. Quizzes can be completed through Google Classroom on either a computer or a tablet. Quizzes can be in the form of written responses, or multiple-choice responses.
- 4) Individual Student Interactions: In small-group meetings, which occur daily during teacher office hours, teachers assess student understanding through small-group discussions.
- 5) Classwork: Through Washington Global's Google Classroom platform, students complete daily classwork for each class. The classwork depends on the nature of the course, but can



consist of written assignments, multiple choice answers, fill in the blank, etc. All classwork is graded and grades are entered into the teachers' Power Teacher gradebooks

- 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.

Washington Global is assessing student participation through:

- 1) Completion of a daily "do now" for each class. Students complete this through a Google Survey mechanism, which feeds directly into a spreadsheet and allows the school to track attendance and participation for each student on a whole-school systemic level.
- 2) All students complete graded classwork that is accessed through Google Classroom. which contributes to student class participation.
- 3) All teachers hold daily office hours for students to ask questions about the Google Classroom assignments and receive assistance. Students with special needs are contacted by their case managers at least twice a week and the contact is inputted into a tracking document (outside the small group sessions described below in question #4).
- 4) Missing Assignments Tracker- Teachers and administrators are keeping track of student participation through a missing assignments tracker. The missing assignments tracker can be updated in real-time and tracks what assignments students are missing to assess participation. The school's dean and/or teacher contacts students who are identified as missing assignments based on this tracker. Students who were missing assignments due to technology issues are offered to come to the school and received tech support or swapped out their device for another loaner device.

To date, only 14 students have not engaged in distance learning. All of the 14 students received contact from the school (primarily from the Dean of Students). Of the 14, 9 were identified as technology issues. Of the 9, students 6 have received tablets as of 4/6/20 and 3 are waiting on special tablets from T-Mobile to be shipped to the school. Of the remaining 5 students who have not engaged in distance learning, their families have been contacted, have been offered devices/ help and the school is trying to ensure that the students begin to actively utilize the distance learning platform.

- 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.

Washington Global has worked closely with its special education team and special education legal counsel to ensure that students with disabilities are receiving a quality education during the distance learning portion of the school year.

- 1) Students with disabilities receive specialized instruction from their special education teachers. Specialized instruction consists of small student groups that meet at least once per week for approximately 50 minutes through Zoom. During the small groups, special education teachers provide the students with support relating to their distance learning assignment and their IEP instructional goals. Special education teachers also hold daily open office hours for special education students and reach out to students more frequently as needed. Regarding related services, related service providers conduct related services weekly over Zoom or telephonically (small group or individualized) based on the student's needs. Regarding accommodations and modifications, students with disabilities are being provided all appropriate accommodations and modifications on their IEP/ 504 plan in the distance learning setting. Special education and general education teachers are collaborating regularly to modify assignments,
  - 2) Washington Global's special education team is still holding IEP meetings and Eligibility/ Re-Evaluation meetings (when possible if no updated testing is involved—determined by WG's team and counsel and communicated with families). The special education team is in contact with the families to participate in the meetings and the meetings are conducted telephonically. The documentation for the meetings is distributed to families electronically (via email or text). Washington Global documents all delivered services on a service tracker.
  - 3) Washington Global will be working with the school's special education team, families and counsel to determine compensatory education. The school is hoping that it can offer a comprehensive summer session for students with disabilities if it is deemed safe.
  - 4) Washington Global's CEO is well-versed in Section 508 compliance. We currently do not have parents with a visual disability or who are deaf/ hard of hearing. However, correspondence is 508 compliant.
- 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.



Washington Global only has 1 EL student. The student and her family work closely with Washington Global's staff to ensure that they are fully supported. The student receives extra weekly support in an office hours setting provided by Washington Global's EL specialist, who is also a Spanish teacher. During the office hours, the student is provided support in reading, writing, listening and speaking pursuant to her EL level. The student's parents can access English, but the school provides the parents with translated material as needed.

- 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.

Washington Global is looking to offer a comprehensive summer program (if we are permitted). The program would offer intensive instruction for students in Math and ELA and be open to all students.

However, we are waiting for more direction from the Mayor/ DME on the status of COVID-19 and when/if it would be safe to offer such an opportunity.