



# Addressing Equity in Distance Learning

Spring 2020

# Addressing Equity in Distance Learning

In the chart below you will find descriptions of how Prince George's County Public Schools (PGCPS) is supporting each group of students in this virtual learning environment. In order to support our diverse community, interpreting services have been adapted and are available to support virtual large-scale or one-on-one meetings with families via Google Hangout, Zoom, conference calls, etc. Language access services are available in multiple languages to ensure inclusivity in individual family meetings and virtual school community meetings.

| Population       | Description of Student Population   | Description of how PGCPS is Addressing Equity   |
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| Academic Needs   | Any student, Pre-K-12 who is struggling academically or below grade level                 | <ul style="list-style-type: none"> <li>● Teachers have the ability to address students' instructional needs through the lessons and assignments provided in their online platform.</li> <li>● Students will be able to communicate with teachers to receive additional assistance around instructional areas they are not comfortable with during a teachers virtual office hours.</li> <li>● The PGCPS TV station will provide additional lessons in Reading and Mathematics for students in grades Pre K - grade 5.</li> <li>● Additional Enrichment Packets will be available for students every two weeks on the PGCPS website.</li> </ul>  |
| English Learners | Any student, grades K-12, whose language proficiency classifies them for the ESOL program | <ul style="list-style-type: none"> <li>● English Learners will continue English Language Development (ELD) with specialized online classes provided by their ESOL teachers guided by the distance learning plan set forth by Prince George's County Public Schools. All ESOL teachers have either set up Google Classroom or are assigned as co-teachers on Google Classroom to provide support in scaffolding lessons.</li> <li>● All instructions for online education will be sent to parents in a language they understand, to the extent possible.</li> <li>● Each teacher has provided a schedule for office hours.</li> <li>● ESOL teachers utilize Google Hangouts to virtually meet with students and give them a sense</li> </ul> |

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|                   |  | <p>of continued unity in their grade-level groups.</p> <ul style="list-style-type: none"> <li>• ESOL teachers are connecting with students and families and assisting them with setting up their technology and accessing their distance learning assignments.</li> <li>• For students unable to access technology, enrichment packets are available for pick up at meal sites every two weeks for the courses below: <ul style="list-style-type: none"> <li>○ Elementary School (Kindergarten ESOL, grades 1-2 ESOL, grades 3-5 ESOL, and Newcomer)</li> <li>○ Middle School (Newcomer, Beginner, Intermediate, CABLE Science, and CABLE Social Studies)</li> <li>○ High School (Newcomer, Beginner, Intermediate, Language of Science, Language of Hlstory, and Applications in Algebra)</li> </ul> </li> </ul>  |
| Homeless          | Students who lack a fixed, regular, adequate nighttime address | <ul style="list-style-type: none"> <li>• Professional School Counselors and Pupil Personnel Workers (PPW's) are reaching out to homeless families to ensure: <ul style="list-style-type: none"> <li>• students have what is needed to access the continuity of learning activities,</li> <li>• Parents are knowledgeable of food distribution sites, and</li> <li>• Family needs are assessed and families are connected to community resources</li> </ul> </li> <li>• Pathways Promotors, of Maryland Multicultural Youth Center (MMYC), continues to provide intensive case management services for high school students on their current caseload (Bladensburg HS, Oxon Hill HS, Eleanor Roosevelt HS, Potomac HS, High Point HS).</li> <li>• School Counselors and School Psychologists will provide mental health services to identified students.</li> <li>• Smart trip cards will be provided to identified families and students who lack transportation to get to meal sites.</li> <li>• The McKinney Vento Program office is working in collaboration with the Title I Office and MMYC to see if hotspots can be purchased for families who do not have internet services and do not have the necessary resources to get to schools to access drive up WiFi services.</li> </ul> |
| Special Education | Any student, with an Individualized Education Plan             | <ul style="list-style-type: none"> <li>• An Individualized Continuity of Learning Plan (ICLP) will be developed for all students with an Individualized Education Program (IEP). The ICLP is based on the components of a student's IEP that can be implemented during the COVID-19 school closure as part of Prince George's</li> </ul>   |

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|  |  | <p>County distance learning plan. These IEP components include but are not limited to accommodations, modifications and support and related services. Specialized accommodations such as interpreters for students who are deaf and hard of hearing and hard copy braille materials for students with vision impairments will also be provided.</p> <ul style="list-style-type: none"> <li>● The Infants and Toddlers Program will continue to support families through the implementation of each child’s Individualized Family Service Plan (IFSP) to include specialized instruction, related services, service coordination and community resource needs.</li> <li>● Students enrolled in private and religious schools will continue to receive direct speech and language intervention as indicated in their IEPs. Services are delivered through a video conferencing platform and administered with the same frequency and duration as indicated in the student’s IEP.</li> <li>● Interpreting services are available for IEP and ICLP meetings for non-English speaking families. In addition, IEP and ICLP documents will be translated in a parent’s native language of Spanish and French upon request.</li> <li>● Special education teachers continue to co-plan and co-teach students with IEPs at the secondary level.</li> <li>● All special education teachers in comprehensive programs provide two virtual resource sessions per week to focus on IEP goals/objectives instruction, pre-academic vocabulary review, and social skills learning activities to support the lessons being taught.</li> <li>● Students with disabilities who were receiving an online evidence-based intervention as documented on their IEP or through the Intervention Selection Procedure (ISP) prior to the COVID-19 school closure continue to have access to online interventions.</li> <li>● For students who are unable to access technology, enrichment packets are available to pick up at meal sites for students enrolled in special education preschool programs and programs for students with the most significant disabilities who participate in the alternate instructional framework.</li> <li>● The Department of Special Education Family Support Center is providing support to parents of students with disabilities in the following ways (1) virtual support group for parents of students with challenging behaviors, which includes a session overview on navigating distance learning</li> </ul> |
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|                     |   | <p>for students with disabilities, (2) responding to parent inquiries via email and Zoom as needed, (3) partnering with SECAC-PG to virtual meetings on special education topics (4) providing email and social media updates from the Family Support Center (5) Continuing to provide virtual training on Understanding the IEP/IFSP Process and Becoming a Parent Surrogate. (6) Family Support Center staff is also participating in the Prince George's County Local Care Team Bi-weekly and providing resources for families of students with disabilities who are in crisis.</p>  |
| Section 504         | Students found eligible under Section 504 of the Rehabilitation Act of 1973   | <ul style="list-style-type: none"> <li>Professional School Counselors/504 Case Managers are contacting parents and students to ensure comparable access to the virtual platform. This includes reviewing the needs of the students on their caseloads and linking them to services and resources per their Section 504 Plan and/or current needs given the online platform (as appropriate).</li> <li>Reasonable services (i.e., consultation with teachers and/or families) will be provided by related service providers.</li> </ul>  |
| Talented and Gifted | Any student in grades 2-8 who has been identified as Talented and Gifted per PGCPs policies in alignment with MD COMAR Regulations. | <ul style="list-style-type: none"> <li>All TAG students in the TAG Center Program and TAG TRC Program will continue their advanced and enriched curriculum through differentiation of course content.</li> <li>Schools have been provided a TAG Pull-out Distance Learning Options Chart to allow for program continuation and supplemental enrichment resources. The document has been provided to every pull-out teacher and posted on the primary and intermediate curriculum documents. All Pull-out teachers have continued access to original pull-out documents including the curriculum lessons, slide shows, and downloadable handouts to be utilized where and when appropriate.</li> <li>Additional supplemental enrichment resources have been made available at <a href="https://www.pgcps.org/tag/">https://www.pgcps.org/tag/</a> for parents and students. These resources include math enrichment, reading enrichment, and Virtual Field Trips.</li> <li>TAG Center Coordinators have been checking in with their twice exceptional learners.</li> <li>PGCPS has completed all TAG testing, screening, and identification, including universal testing in grades 1 and 3.</li> </ul> |

