Continuous Education and School Recovery Plan

Submitted August 2020

PURPOSE

T his plan establishes a framework for operations expectations, instructional delivery, and best practices for Washington Latin Public Charter School (WLPCS or Latin) for the 2020-21 school year.

The plan dictates the way Washington Latin PCS (Latin) will operate its facilities and conduct its comprehensive program during school year 2020-21. It is based on the available guidance as of July 31, 2020.

School Name: Washington Latin Public Charter School (PCS)

Date Plan Approved by Board of Governors: August 7, 2020

TABLE OF CONTENTS

GUIDING PRINCIPLES

Safety

First and foremost, Washington Latin prioritizes the health and well-being of the students and staff. Members of a school community stand in a social relationship, and this relationship requires them to think and act in ways that embody a certain form of mutual concern. Thinking of each other's needs is reflective of the school's commitment to the common good.

Quality

Besides rigorous instruction, an excellent educational program helps to develop values and pursue ideals. Washington Latin is committed to excellence in all domains as a norm.

Equity

Washington Latin will do all possible to meet the needs of all. What is best may not always be the same for all.

Clarity

Washington Latin values trust and transparency. As such, the school is committed to making expectations clear, and to communicating openly and often with staff, students, and their families.

Flexibility

Change is the constant. The school must be quick to learn and just as quick to adapt.

PHASES OF SCHOOL OPERATION

Phase 1
- August 27th to October 1st
- On or before Oct. 1st, school will determine whether to transition to Phase 2
- Virtual learning (all students at home)
- Student and parent orientations in August (beginning Week of August 10th)

Phase 2
- Sometime after October 1st
- Hybrid model of in-person and virtual instruction
- Based on health conditions and updated guidance from the city

Phase 3
- Dates TBD
- Mostly in-person instruction with some remote learning (family/staff member choice)
- Based on health conditions and updated guidance from the city

SCHOOL RECOVERY OPERATIONS PLAN

At Washington Latin, the ultimate goal is for all students to return safely to in-person instruction as quickly as possible. Decisions to transition from Phase 1 (remote learning) to Phase 2 (hybrid) to Phase 3 (in-person) will be made based on public health data. In each phase, the school will prioritize in-person services for students who have the greatest need for these supports, such as students with disabilities, English language learners, and at-risk youth. Below is an overview of the protocols that will govern a return to school in Phases 2 and 3.

Washington Latin PCS RETURN TO SCHOOL Overview of Protocols

	Pre-entry	Travel to/from Latin	At Latin	Common spaces	Post-infection
	Policy and education Student, family, staff, other stakeholder communication	School bus transport Travel on public transportation (Metro, bus) Entrance controls	Office environment Instructional environment Outdoor areas	Hallways Meeting rooms, break rooms, assembly areas Restrooms	Isolation Tracking self-reported cases; contact tracing Facility response Insurance & liability
Test and isolate	●	●			●
Upgrade equipment			●	●	
Clean & disinfect		●	●	●	●
Separate in space & time		●	●	●	●
Drive safe behavior norms		●	●	●	●
Increase awareness	●	●	●	●	●
Insure and respond			●		●
Use protective equipment		●	●	●	●

With safety as the number one priority, the school is committed to ensuring that facilities remain well-maintained and clean, whether or not occupied by students.

Regular Cleaning Schedule

The school will regularly clean, disinfect, and sanitize surfaces and materials per District of Columbia guidance on cleaning and disinfecting and the Center for Disease Control (CDC) Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes.

During Phase 1

- ☑ While students are engaged in distance learning and the building is unused (at least through the end of September and likely through the end of Quarter One), the school will continue with the cleaning schedule in place since mid-March, 2020. This includes cleaning all classrooms and bathrooms at least twice per week, flushing toilets and running faucets to prevent stagnant water, and visually inspecting the interior and exterior of the building and making repairs or redressing areas of concerns, as necessary.
- ☑ Faculty/staff who need to access the building will be encouraged to attend during designated days and times to best take advantage of the current cleaning schedule.
- ☑ If faculty/staff attendance in the building is greater than expected during distance learning, that cleaning schedule will be adjusted as appropriate to daily cleanings.
- ☑ Faculty/staff entering the building during distance learning will be expected to complete a health assessment, wear masks in accordance with the Mayor's guidance, and use designated bathrooms which will be cleaned and disinfected multiple times per day.
- ☑ In all phases, the school will maintain the safety of staff carrying out cleaning and disinfecting by providing training, personal protective equipment (PPE), and supervision.

During Phase 2

- ☑ The custodial staff will routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). This includes both surfaces used by students (like computer keyboards) and those used by adults (like classroom phones and two-way radios).
- ☑ Latin will employ a day porter who will implement increased, routine cleaning, disinfection and sanitization on a schedule to be documented with a posted checklist showing times when areas were serviced.
- ☑ Wednesdays will be designated as a deep cleaning day. As students and staff will be working remotely on this day, there will be time to do deeper cleaning.
- ☑ For all cleaning, sanitizing, and disinfecting products, the school will follow the manufacturer's instructions for concentration, application method, contact time, and drying time. See CDC's guidance for safe and correct application of disinfectants.
- ☑ Hand sanitizer dispensers will be installed in high traffic areas.
- ☑ Hand sanitizer bottles will be placed in each classroom.

- ☑ The school will place signage reminding staff, students, and any other visitors to the building of cleaning protocols.
- ☑ Use of shared objects (e.g., gym or physical education equipment, art supplies, classroom supplies) will be limited and cleaned between use. To the extent possible, students will be provided with their own individual supplies (index cards, scissors, pens, pencils, rulers, glue sticks, etc.) so that materials are not shared among students.
- ☑ Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group. Groups will be determined by grade level, and within grade level, by pod.
- ☑ In larger bathrooms, the school will close every other stall to increase distance between students. Once the open stalls have been used by one group/pod, they will be cleaned and closed, and the other stalls will be opened for use. This alternating of stalls will be repeated as needed.
- ☑ Buses and vans will be cleaned after each trip. Bus drivers will practice all safety actions and protocols as indicated for other staff (e.g., cleaning/disinfecting/sanitizing on a regular schedule; distancing of students while on buses as well as when entering and exiting the vehicles, use of facemasks and shields, etc.).
- ☑ The school will safely and correctly store cleaning and disinfection products.
- ☑ Cleaning products will not be used near students. Staff will ensure that there is adequate ventilation when using products to prevent inhaling toxic fumes.
- ☑ All students, staff, and contracted service providers will be expected to engage in hand hygiene at the following times:
    - o Arrival at school
    - o After faculty/staff breaks
    - o Before and after preparing food
    - o Before and after assisting with face coverings
    - o Before and after eating or handling food
    - o Before and after attending to a student who is injured or may be sick
    - o After using the toilet
    - o After playing outdoors
    - o After handling garbage
    - o After cleaning

During Phase 3

When most of the students and staff have returned to the building, but before a vaccine has been made widely available, the school will continue a regular schedule of cleaning, disinfecting, and sanitizing. Deep cleaning will be conducted at least once per month on weekends.

Cleaning, Disinfecting, and Sanitizing Schedule

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		*C/D*	*S*		
Bathrooms	*C/D*		*S*		
Doorknobs		*C/D*	*S*		
Hallway floors		*C/D*	*C/D*		*S*
Window handles				*S*	
Desks, chairs	*C/D*		*S*		

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting.

The deep cleaning that will be done in the event of a positive COVID test will be done following directions from the Department of Health and/or other relevant oversight bodies and will include restricting access to the affected area so that stronger chemicals can be applied and left in place for extended periods of time. Pending direction from DOH and others, we expect that any deep cleaning would initially involve both the routine cleaning and sanitizing to remove surface dust, debris, and reduce germs but also the use of more potent chemicals (and possibly UV or similar treatments) to disinfect all surfaces that may be carrying viral particles. This cleaning would be conducted by Latin's onsite janitorial staff and evening cleaning crews.

Use of Space

The school will take the following measures in its use of space:
- ☑ Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
- ☑ Limit occupants in any space based on the "Phase" per the DC Health requirement.
  - o Phase 1 - 10 individuals. Given that Latin will be 100% in remote learning mode during Phase 1, it is unlikely that 10 individuals will be in the same space. However, if there are 10 faculty members on campus, or if a faculty member conducts a small group tutorial on campus during Phase 1, no more than 10 individuals will be in a given space.
  - o Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs.
  - o Phase 3: Not provided at time of publication

- ☑ If Latin reopens for in-person instruction while DC is in Phase 2, the following protocols will be in place:

○ Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing). Although Latin's classrooms are big enough to accommodate this seating arrangement, the school will also explore the option of sneeze guards and other plastic barriers in classrooms, labs, and the library:
  - Individual desks will all be turned to face the same direction and students will be separated to maintain six feet distance.
  - No more than three students will be assigned a table designed for six, and no more than two at tables designed for four. If sitting across from one another, students will maintain a six-foot distance.
  - Computer stations will be separated by plastic screens.

☑ The use of communal spaces (such as the multi-purpose room, faculty room or library) will be staggered to provide time for cleaning and disinfecting between use. Six feet of distancing will always be maintained within those spaces. The day porter will provide enhanced cleaning on frequently touched surfaces of shared equipment such as refrigerators, photocopiers, microwaves, etc.

☑ Some of these communal spaces may be closed and accessible only to a select handful of administrative personnel.
  ○ E.g., The indoor faculty room will be closed for use for prolonged use (such as teacher breaks or prep between instructional periods). An external faculty work area will be set up with access to WiFi and electricity in an outdoor courtyard area with tenting.

☑ Physical education classes will be held outside, weather permitting, and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)

☑ Nets will be removed from the outdoor basketball courts.

☑ Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.

☑ Plastic screens will be used in the reception area and at the security desk.

☑ A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare. Students and/or staff will be able to access this area without walking through highly trafficked areas.

Use of Hallways

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including floor arrows, distance markers, and wall signage will be used as needed to provide direction and instruction for movement.

Because students will be in pods during the day throughout Phase 2, there will be no hallway transitions throughout the day for students. Although it is possible that multiple students will be in the hallway during

arrival and dismissal, staggered arrival and departure times should minimize this and one-way traffic should be possible at all times throughout Phase 2.

Reopening Building After Prolonged Shutdown

The school building has been maintained since the spring and will continue to be cleaned and monitored throughout Phase 1. Building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, etc.) are monitored to ensure that they are safe to use. Before transitioning to Phase 2, external consultants will be engaged to do a building walkthrough to verify safety for reopening.

Ventilation

Prior to reopening after the prolonged Phase 1 shutdown, the school will engage with its HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

Through its HVAC vendor, Washington Latin will upgrade interior and exterior air filters and increase the frequency of filter changes. Latin will also increase the flow of outdoor air into the building to enhance circulation and encourage the opening of doors and windows where appropriate/possible.

Water System

Prior to reopening after the prolonged Phase 1 shutdown, the school will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following CDC guidance and as described below:
- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals, and showers.
- Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
- Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.
- Per the monthly service contract already in place, Latin will continue to have regular water testing and Legionnaire's testing during any closure.

Physical (Social) Distancing

The safety of Latin teachers, staff, students, their families and any visitors to the building is the school's number one priority in any phase of the school operation. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance

provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors, contractors, etc.

The Instruction Plan included below creates a schedule that allows for no more than 13 individuals to be in a space at a time and allows for social distancing at all times.

Traveling to and from School

Students, families, and staff members will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

- ☑ Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
    - o Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
    - o Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
    - o Avoid touching unnecessary surfaces and objects.
    - o When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.
- ☑ Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
    - o Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
    - o Stand back from gathering points such as intersections to avoid congregating in large groups.
    - o Familiarize and stay current with transit system procedures for safety of passengers.
    - o Avoid touching unnecessary surfaces and objects.
    - o When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
    - o Use hand sanitizer after leaving the transit system.
    - o For the remaining distance, students will be instructed to follow the above regarding walking to school.
- ☑ Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
    - o Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
    - o Use hand sanitizer with recommended percent alcohol after leaving the vehicle.
- ☑ For transport vehicles (e.g., buses or vans) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Drivers will complete the same

health self-check as employees. All vehicle occupants will wear masks, and use hand sanitizer upon entry and exit of vehicles. Seating will be restricted. Vehicles will be disinfected after each trip.

☑ Students will not be able to share seats on buses and so based on capacity and demand, Latin may need to explore options for providing transportation for all students who request it. If during Phase 2, the number of students riding the bus requires additional vehicles, Latin will provide this, as necessary.

Entering and Exiting School Building

All students, families, and staff will be provided instructions for entering and exiting the school.

☑ Washington Latin will stagger arrival and dismissal times to reduce peak student traffic in and out and use multiple entry points in the morning to minimize crowding and back-ups.

☑ There will be health screening at each entry point.

☑ School staff will ensure safety and security of all entry and exit points used.

☑ School will assign entry and exit points to students by their group that are close to their first and last location of the day. Each grade level will be assigned its own entry and exit doors that are closest to the pods where those grade levels will be learning.

☑ The school will indicate direction for entry and six-foot separation standing spots and post procedures for health screening at checkpoints.

☑ Where possible, the school will protect students in line from the elements (e.g., sun and rain).

☑ School staff will constantly monitor the safety of outdoor queues for safety and security risks (e.g., behavioral issues, traffic).

Daily Health Screening

Washington Latin has developed a daily wellness app (see 1). Students and staff members are required to complete this each day before entering the building. Users must answer a series of questions, including a reporting of their temperatures. Users who are displaying symptoms of COVID-19 or who have been in contact with others with confirmed diagnoses will be required to follow quarantine protocols.

Upon arrival at the school building and before being granted entry, all students and staff will be rescreened for temperature using non-contact thermometers. During temperature checks, use of barriers or personal protective equipment (PPE) will be used as much as possible to help to eliminate or minimize exposures due to close contact with a person who has symptoms.

Figure 1. Screenshot of Health App
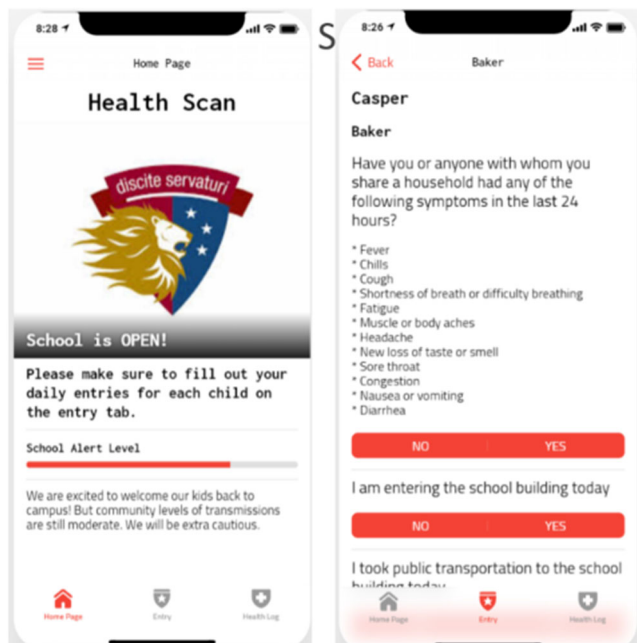
The following protocols will be used by designated school personnel during screenings:

- ☑ Prior to conducting screening, staff members will:
  - ○ **Wash hands** with soap and water for 20 seconds. If soap and water are not available, a hand sanitizer with at least 60 percent alcohol will be used.
  - ○ **Put on** disposable gloves.
  - ○ **Stand behind a physical barrier**, such as a plastic partition that can serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks.
- ☑ During the screening, staff members will:
  - ○ **Make a visual inspection** of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.
  - ○ **Check the temperature, reaching around the partition.**
  - ○ Make sure their face remains behind the barrier at all times during the temperature check.
- ☑ Following screening, staff members will:
  - ○ **Remove gloves** following proper procedures.
  - ○ **Wash hands** with soap and water for 20 seconds. If soap and water are not available, u a hand sanitizer with at least 60 percent alcohol will be used.
  - ○ **Clean the thermometer** following appropriate guidelines.

Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices:

- ☑ Students and staff will be grouped together each day in pods (as opposed to mixing groups of teachers and students, where possible). Students will remain with the same group all day for every subject.
- ☑ The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- ☑ In grades where students traditionally transition between classes, the school will rotate teachers between classrooms, rather than students.
- ☑ The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, recess areas (as applicable), and other shared spaces to avoid mixing groups.
- ☑ School administrators will connect with families with immunocompromised individuals in their households to determine the safest way to proceed for their students.

In School Dining

Washington Latin uses a food service vendor and will serve students pre-packaged meals including plasticware, napkins, and seasonings. The details of how meals will be provided to students during Phase 1

and on Wednesdays during Phase 2 are still being worked out, pending the results of surveys to families and requests to National School Lunch Representatives.

When in the school building, students will eat meals in the classroom to avoid mixing in the multiple purpose room which typically serves as a cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,

☑ Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
☑ Staff will wash hands before and after preparing food, and after helping children to eat.
☑ Tables and chairs in classrooms will be wiped down before and after the meal by students or teachers.

Students will collect meals from the cafeteria kitchen and reduce mixing by:
☑ Staggered meal pickup times to avoid mixing in the cafeteria. One pod of students will pick up meals at a time.
☑ Maintaining social distance by standing on distance markers (positioned six feet apart) in queue lines.
☑ One-way traffic lines indicating student flow through the space.
☑ One-way traffic to and away from waste receptacles.
☑ Six feet separation or physical barrier from food services staff.

Recess/Breaks

Recess/break time is built into the schedules of both middle school and upper school students. On days when the weather allows, students will be permitted to have breaks on the large outdoor field or in courtyard areas. Students will have a staggered dismissal from their classrooms and will spend the break time together in pods. Teachers will be required to accompany students. Additional staff will be stationed in the hallways and outdoors to ensure safe egress and re-entry.

Pods will be kept together with each other (and separate from other pods) during recess. Games involving close contact (including all contact sports) will not be allowed. Given the size of the field, up to three pods will be permitted on the field at one time, but the field will be cordoned off into sections so that pods do not intermingle.

Canceling, Eliminating Activities

The school will cancel, eliminate, or modify the program to adhere to the following:

☑ Cancel or modify in-person classes where students are likely to be in very close proximity (e.g., choir or jazz band).

- ☑ Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide in-person parent meetings.
- ☑ Eliminate non-essential travel for staff and teachers (e.g., conferences).
- ☑ Revise the process for receiving mail and packages; only have necessary deliveries and combine orders so fewer deliveries are made.
- ☑ Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- ☑ Stagger activities' times or locations by cohort to maximum extent feasible.

Preventing a Vaccine-Avoidable Outbreak

With the focus on avoiding the contraction of COVID-19, there has been a decrease in the city and elsewhere of regularly scheduled immunizations. As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date prior to fully enrolling a student. If it is determined that a student has been unable to get vaccinated, the school will support the family in meeting state-mandated requirements. Those who fail to meet requirements will be excluded as per OSSE and DC Health guidelines.

The school has established a health team that includes the school nurse, registrar, and Director of Operations. The team will have regular check-ins with the Head of School to provide updates on immunization compliance and to strategize ways to enhance support.

Support from the school will include the following:

- ☑ Making sure families are aware of the requirement.
- ☑ Providing robust information to families who may have philosophical objections to vaccines.
- ☑ Providing lists of clinics and other locations where vaccinations will be administered if families do not have or cannot get to their regular doctor.

Non-medical (Cloth) Face-coverings

All school staff will always wear cloth face coverings when in the building, and when outside of the building if in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to comply with this mandate. We will work with all staff during beginning of the year onboarding sessions to ensure that accommodations are met. Otherwise individuals unable to wear masks may be excluded from in-person school activities.

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and whenever moving around the school building. Students will be required to wear face covering when in classrooms, hallways, bathrooms, or other communal spaces within the facility. Latin will also ask students to wear face coverings while classes are in session.

Instances when face coverings need to be worn:
- ☑ Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- ☑ While visitors to the school should be strictly limited, should a visitor need to enter they should always wear a face covering on the school grounds and inside the school building.

Instances when face coverings do not need to be worn:
- ☑ Outdoors when social distancing of at least six feet is strictly enforced.
- ☑ By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.

Ensuring the safe use of clean cloth face coverings:
- ☑ Students and staff may bring multiple cloth face coverings with them. If a student, staff member, or guest does not have a face covering, one will be provided by the school.
- ☑ Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.
  - o If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

School-wide Hygiene:

The School will work with the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.

- ☑ Health screening occurs for all people entering the school.
- ☑ Health screening materials are properly cleaned, including thoroughly cleaning and disinfecting thermometers before and after each use per manufacturer's instructions.
- ☑ Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom and at designated sanitizing stations throughout the day.
- ☑ The school will maintain an excess inventory of PPE and sanitation products.
- ☑ All students will be provided with their own materials in designated and labeled bags or bins.
- ☑ All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).
- ☑ Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. If a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.

- ☑ Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- ☑ Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- ☑ Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- ☑ Drinking fountains will not be used other than to refill individual bottles.
- ☑ Regular hand sanitizing will be enforced:
  - o The school will ensure that handwashing strategies includes washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing noses, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, each room and various common areas are outfitted with alcohol-based hand sanitizers that may be be used.
  - o Hand cleaning supplies will be readily available in classrooms, bathrooms, and offices.
  - o Sanitizing stations will be set up throughout the building, including outside of large common spaces such as the gymnasium, multi-purpose room, outdoor spaces, and entrances/exits.
  - o Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
  - o The school will enforce a "you touch it, you take it" policy in classrooms and the lunchroom.

High-Risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be cleared by their medical provider before participating in on-site activities. Consideration will also be made for live-in family members of students or staff at high-risk.

Risk factors include:
- ☑ Chronic lung disease
- ☑ Moderate to severe asthma
- ☑ Serious heart conditions
- ☑ Immunocompromised conditions
- ☑ Severe obesity (>40 Body Mass Index)
- ☑ Diabetes
- ☑ Chronic kidney disease, and/or
- ☑ Liver disease
- ☑ People 65 years and older
- ☑ Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety

Exclusion or Dismissal from On-site Learning

The School will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria:

Students and staff must stay home, or not be admitted if:
- ☑ The student or staff member has had a temperature of 100.4 degrees or higher,
- ☑ Any member of their household is confirmed to have COVID-19, or
- ☑ Any member of their household is awaiting COVID-19 test results.

If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:
- ☑ 72 hours **after** the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- ☑ at least 10 days after symptoms first appeared, **whichever is later**; OR
- ☑ per their healthcare provider following DC health instructions.

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.

Dismissal Criteria:

If a student or staff member develops a fever or other signs of illness, the school will follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.
- ☑ For students, the school will immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- ☑ For staff, the school will send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including the use of barrier protection or PPE (see procedures above).

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Martita Fleming (Director of Operations) as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. **In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (via this link).**

Step 2: Communication to Families and Staff

The school has communication protocols in place that protect the privacy of individuals, while still alerting families and staff of a positive COVID-19 case. Communication will be completed, per DC Health directive and will include:
- ☑ Notification to all staff and families in the event of change of school schedule;
- ☑ Notification to those staff and families of students in close contact with the individual (including asserting the requirement to quarantine for 14 days); and
- ☑ Notification to the entire community that there was a COVID-19 positive case, assurances that those impacted have been told to quarantine, and that all areas with which that individual had contact will be cleaned, sanitized, and disinfected.
  - ○ Notification will be made via a combination of e-mail, text and/or phone.

Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces

In the event of a **confirmed COVID-19 case in a student or staff member,** the school **will immediately close the room(s) occupied or visited by the COVID-19 positive individual once all students in that group have exited the school** and follow cleaning, disinfection and sanitization guidance from the CDC, linked here:

- ☑ If **seven days or fewer** have passed since the person who is sick used the facility, the school will follow these steps:
  - (1) Close off areas used by the person who is sick.
  - (2) Open outside doors and windows to increase air circulation in the areas.
  - (3) Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.
  - (4) Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- ● If **more than seven days** have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary, as per CDC guidelines. The school will continue routine cleaning and disinfection.

Student and Staff Schedule

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student for pickup from the school during designated times over the course of several school days. For students who are unable to travel to school, the materials will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow school behavior policy.

School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

Instructional units will alternate between groups, limiting the need to share materials. If materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Sample list of items assigned to each student.

- ☑ All classes: Chromebook, hotspot, pencils, headphones (if needed)
- ☑ English: Reading books for independent, group, or class reading
- ☑ Science: lab materials, gloves, face coverings
- ☑ Math: Calculator, graph paper, (for select classes: compass, protractor, ruler)
- ☑ History/Social Studies: Textbook and other readings
- ☑ Art: colored pencils, drawing paper, drawing pencils, paints (some grades)
- ☑ Music: Instruments, sheet music
- ☑ World Languages: Textbook
- ☑ PE/Health: Teacher-created curriculum materials, PE equipment (balls, etc.)

Oversight of Before and After and Extracurricular Activities

During Phase One, all extracurricular activities will be conducted remotely (clubs, etc.)

During Phase Two, Latin will continue to hold extracurricular activities remotely to maintain the pod groupings that students are in during the day in classes. This will allow the school to continue to restrict mixing among groups as much as possible.

Providing Personal Protective Equipment (PPE)

In addition to the items already mentioned, Washington Latin will have face shields available to all faculty to use when teaching, sufficient quantities of hand sanitizers and wipes, and containers/bags for individual supplies (staplers, tape, scissors, etc.) to carry with them from room to room. Latin will also provide plastic barriers for public locations including the receptionist desk, security desk, library circulation desk, and lunch line. Other PPE may be provided on request.

INSTRUCTIONAL DELIVERY PLAN

Introduction:

Nothing can replace the in-person schooling necessary for helping young people develop into productive, healthy, happy adults. Until we can get back to this kind of education, we have had to design a program that nonetheless aims to honor our commitment to the diversity of our student body and the richness of our classical, liberal arts curriculum.

Curricular depth and breadth are core commitments at Washington Latin, and we have therefore aimed to ensure that, despite the pandemic, both will be possible in the instructional model for the fall of 2020. In response to our parent, faculty, and student surveys and feedback about the efficacy of our distance learning plan in the spring of 2020, we have adjusted the balance of synchronous versus asynchronous time and refined the lesson plan model. Both adjustments are described in detail in this plan.

In the summer of 2020, we created very small learning units (7 students) for those students who had fallen behind during the spring. For five weeks, these students received 90 minutes a day of both math and English instruction. Students in these small groups also worked with a one-on-one academic coach who joined the ninety-minute Zoom sessions and supervised the students' class and homework.

Fall 2020

Beginning on August 27, all students in grades 5-12 will engage in 100% remote instruction with a combination of synchronous and asynchronous learning. Students in all grades will take classes in the same subjects as in the regular school year but the allotted time of these subjects per week has been adjusted to accommodate a remore program. Below are examples of a typical student course of study for each of the grades:

Grade 5: English, Mathematics, Science, Geography, Latin, Physical Education, Health, Theater.

Grade 6: English, Mathematics, Science, Civics, Latin, Physical Education, Theater.

Grade 7: English, Mathematics, Ancient History, Life Science, Latin, Art, Theater, YES (Youth Empowerment Seminar).

Grade 8: English, Mathematics, US History, Earth Science, Latin, World Language (French, Arabic, Chinese), Art, Theater.

Grade 9: English, Algebra 1 or Geometry, World History 1, Physics, World Language (French, Arabic, Chinese), Latin, one of many electives (Art, Music, Health, DC History, Government, Financial Literacy).

Grade 10: English, Geometry or Algebra 2, World History 2, Chemistry, World Language (French, Arabic, Chinese), Latin, one of many electives (Art, Music, Health, DC History, Government, Financial Literacy).

Grade 11: English, Algebra 2 or PreCalculus or Statistics, US History, Biology, World Language (French, Arabic, Chinese), Latin or Greek, one of many electives (Art, Music, Health, DC History, Government, Financial Literacy); one of 13 Advanced Placement courses.

Grade 12: English, Statistics or Calculus, a fourth science course, World Language (French, Arabic, Chinese), Latin or Greek, one of many electives (Art, Music, Health, DC History, Government, Financial Literacy); one of 13 Advanced Placement courses, Senior Seminar.

Synchronous/Asynchronous, Schedules, and Times Allotted:

Rationale for schedule: In designing our schedules and instructional time for the fall, we have several important givens:

1. As much as possible, students and teachers need to see one another. We are a relational, small school and believe that human interaction is essential to any educational exchange.

2. In grades 5-7, smaller class sizes that meet less frequently than the usual time in the school year are better than larger classes that meet more frequently. We are committed in these grades to groups (pods) of 11.

3. The soundest pedagogy – and the one that allows faculty the most flexibility and autonomy - includes at least 30 minutes of synchronous time directly followed by at least 45 minutes of asynchronous classwork, live breakout groups, or one-on-one time with teachers.

4. In the Middle School – the part of the school that we hope to be able to open earliest in person – the remote instruction and the in-person schedules will speak to each other, making the transition as smooth as possible.

5. In the Upper School, we have chosen to retain the full complement of courses and to offer all of them online. As noted above, the variety of curricular offerings in our Upper School is important to us as it allows the development of a well-rounded student.

Schedules for Grades 5-7

Below are the schedules for Grades 5-7. The accompanying chart shows the time allotted to each subject under our normal operations and under distance learning.

Weekly Schedule - 5th - 7th Grade[1]					
Time	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
8:45-9:00	Advisory	Advisory		Advisory	Advisory
9:00 - 9:30	Latin 5 Starnes	Health 5 J Smith		Latin 5 Starnes	Health 5 J Smith
9:30 - 10:15	Asynchronous Work	Asynchronous Work		Asynchronous Work	Asynchronous Work
10:15 - 10:30	Break	Break		Break	Break
10:30 - 11:00	English 5 Bane	Math 5 Figueroa		English 5 Bane	Math 5 Figueroa
11:00 - 11:45	Asynchronous Work	Asynchronous Work		Asynchronous Work	Asynchronous Work
11:45 - 12:45	Lunch/Break	Lunch/Break		Lunch/Break	Lunch/Break
12:45 - 1:15	Geography 5 Mujal	Science 5 Dorsey		Geography 5 Mujal	Science 5 Dorsey
1:15 - 2:00	Asynchronous Work	Asynchronous Work		Asynchronous Work	Asynchronous Work
2:00 - 2:15	Break	Break		Break	Break
2:15 - 2:45	PE 5 Mariotti	Academic Support 5		PE 5 Mariotti	Academic Support 5
2:45 - 3:30	Asynchronous Work	Asynchronous Work		Asynchronous Work	Asynchronous Work
3:30 - 4:00	Tutorial	Tutorial		Tutorial	Tutorial

Wednesdays column (spanning middle): **Asynchronous Work** — English, Math, Geography, Science, Latin — **Advisory Lunch** — **Clubs**

[1] For at least the first 30 minutes of each block, teachers are engaged with the whole class in a synchronous class. For the remaining time, labeled "asynchronous work" the teacher can continue to run class in a synchronous manner, or assign independent work that students complete on their own or in Zoom breakout rooms in small groups. Teachers would then use this time to check in with individual students or small groups, just as a teacher would circulate among students in person.

Example: Math Learning Block

75-minute block

Synchronous Class 30 minutes	Asynchronous Worktime 45 minutes	Break 15 minutes
Pod + teacher together on Zoom for ½ hour lesson	Off Zoom, student *encouraged* to do Math assignment immediately	Student pauses, refreshes until next Block begins
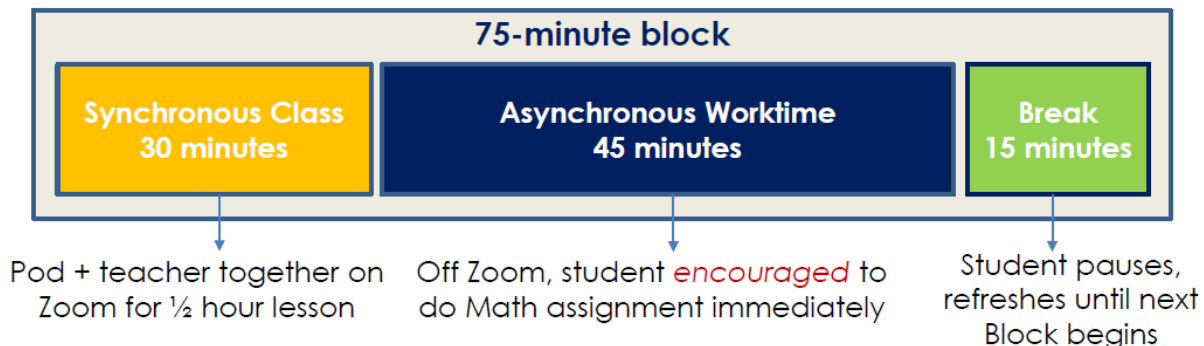
Instructional Time During In-Person Schooling and Remote Learning:

Grades 5 - 7
A = Asynchronous; S = Synchronous

Time Allocation (Grades 5-7)

	Prior to COVID	**Spring 2020**	**Fall 2020**
English	250 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Mathematics	250 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
History/Geography	250 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Science	250 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Latin	250 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Arts	250 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)

During the fall of 2020, the following are instructional totals for each student in grades 5-7:

Instructional Total/Day = 300 minutes + 30 minutes of voluntary tutorial
Instructional Total/Week = 1380 minutes + 120 minutes of voluntary tutorial

Schedules for Grades 8-12:

All 93 course offerings in our regular high-school curriculum will be offered in our remote learning plan this fall. Each student takes 5-7 courses in a semester. As explained in the Middle School section above, the bulk of the instruction will be synchronous with extended periods of time for classwork directly following a synchronous session as well as two periods of office hours a week.

Below is the schedule for Grades 8-12 for the virtual learning program in the fall of 2020. The accompanying chart shows the time allotted to each subject under our normal operations and under distance learning.

Virtual Weekly Schedule - 8th and Upper					
Time	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
8:45-9:00	Advisory	Advisory		Advisory	Advisory
9:00 - 9:30	Alpha	Epsilon		Alpha	Epsilon
9:30 - 10:30	Asynchronous Work	Asynchronous Work		Asynchronous Work	Asynchronous Work
10:30 - 10:45	Break	Break		Break	Break
10:45 - 11:15	Beta	Zeta		Beta	Zeta
11:15 - 12:15	Asynchronous Work	Asynchronous Work	Asynchronous Work - All Classes (30 minutes per class)	Asynchronous Work	Asynchronous Work
12:15 - 1:00	Lunch/Break	Lunch/Break		Lunch/Break	Advisory Lunch (12pm - 1pm)
1:00 - 1:30	Gamma	Eta		Gamma	Eta
1:30 - 2:30	Asynchronous Work	Asynchronous Work		Asynchronous Work	Asynchronous Work
2:30 - 2:45	Break			Break	
2:45 - 3:15	Delta	Tutorial (2:30 - 3:30)		Delta	Tutorial (2:30 - 3:30)
3:15 - 4:15	Asynchronous Work	Clubs and Meetings (3:30 - 4:00)		Asynchronous Work	Clubs and Meetings (3:30 - 4:00)

Schedule built around **90-minute learning blocks**

US Learning Block

90-minute block

Synchronous Class 30-45 minutes	Asynchronous Worktime 45-60 minutes	Break 15 minutes
Pod + teacher together on Zoom for class	Off Zoom, student *encouraged* to do assignment immediately	Student pauses, refreshes until next Block begins
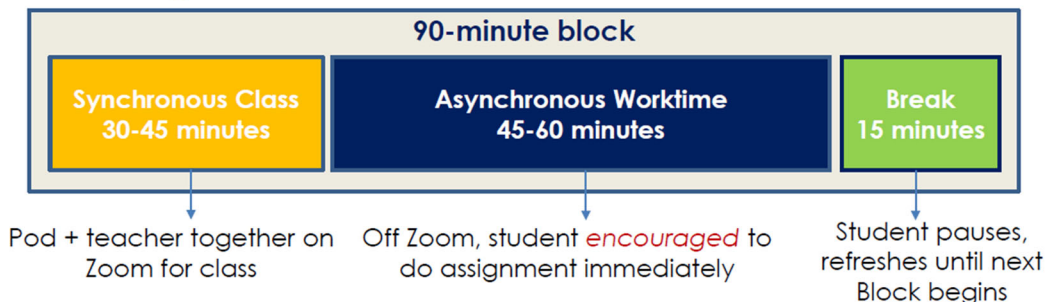
Time Allocation (Grades 8-12)

	Prior to COVID	Spring 2020	Fall 2020
English	225 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Mathematics	225 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
History	225 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Science	225 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Latin	225 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
World Languages	225 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)
Arts	225 mins/week of in-person	50 mins/week (S) 130 mins/week (A)	30 mins/week (A) 150 mins/week (S)

During the fall of 2020, the following are instructional totals for each student in grades 8-12 (with variation given the differing schedules for each Upper School student:

Instructional Total/Monday and Thursdays = 360 minutes + 60 minutes of voluntary tutorial.

Instructional Total/Tuesday and Fridays = 270 minutes + 60 minutes of voluntary tutorial.

Instructional Total/Wednesday = 180 minutes

Instructional Total/Week = 1440 minutes + 120 minutes of voluntary tutorial

Instructional Methods, Platforms, Materials to Ensure Rigor

Our in-person formula for ensuring rigorous, quality instruction stems from four principles:

(1) Hire qualified professionals and give them a model and latitude within the model to design a curriculum that is challenging and provocative.
(2) Require faculty to put worthwhile materials in front of students; train teachers to ask: is this work worth doing?

(3) Keep class sizes as small as possible so that students can be known and heard, and their responses validated and challenged.
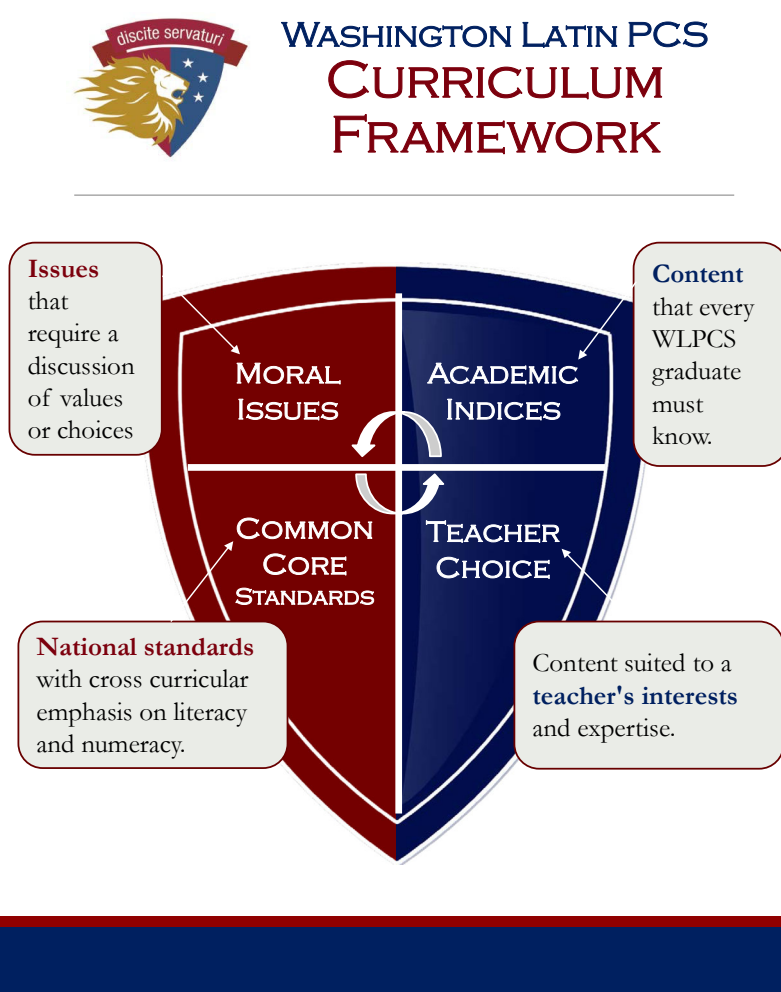(4) Develop an instructional culture of inquiry about best practices.

Although realizing each of these principles is made more difficult in the virtual environment, there is nothing about the virtual environment that vitiates these principles. As such, our regular practices for ensuring rigor during the school year will continue during this fall of remote learning. One note: our signature pedagogy – the Socratic Seminar – is more challenging during this period of remote learning and we will therefore devote more PD time to this pedagogy in the fall.

Curricular Model at Washington Latin

The curricular framework pictured in Figure 2 underlies the instruction at our school. Each teacher is required to submit curriculum maps that outline the four quadrants of the model. Administrators review the maps for appropriate level of challenge, a process that will not be any different in this period of remote learning. An example of a curriculum map from a high-school Advanced Placement English Language and Composition course is included in the appendix.

Given that we allow our teachers the latitude to design a curriculum with the framework as a guide, courses can vary from year to year. In courses where there is more than one section but two teachers – e.g. 2 teachers of Latin 6 – we require that the material be 75% consistent across the course and that the teachers create assessments together. This practice allows for standardization and innovation across the curriculum.

Figure 2. Curriculum Framework

WASHINGTON LATIN PCS
CURRICULUM FRAMEWORK

discite servaturi

Issues that require a discussion of values or choices

Content that every WLPCS graduate must know.

MORAL ISSUES

ACADEMIC INDICES

COMMON CORE STANDARDS

TEACHER CHOICE

National standards with cross curricular emphasis on literacy and numeracy.

Content suited to a **teacher's interests** and expertise.

Instructional Methods and Platforms

Synchronous Instruction:
For scheduled synchronous classes, teachers will conduct lessons using Zoom. Latin used this platform successfully during the spring 2020 remote learning period and during the our summer school 2020. Students must have a password to enter the Zoom classroom.

The bulk of the instruction during the fall of 2020 will be in real time or synchronous. Teachers are required to be live with students for at least 30 minutes for each period they teach, and then to work with students individually or in small groups during the rest of the block (in Middle School, 45 minutes, in Upper School 60 minutes.) Teachers will use a variety of materials and pedagogies during this time to engage students and will require students to have their videos on during the entire lesson. Students will receive an engagement grade in each class for each day.

Asynchronous Instruction:

Following the model from last spring, the asynchronous lesson template includes:

- ☑ An optional orienting video
- ☑ Description of the lesson with links to all assignments
- ☑ Date and time due
- ☑ Material of the lesson
- ☑ Exit ticket in Google Forms or a platform of choice.

Synchronous Instructional Methods:

Teachers will be provided with a variety of lesson plan templates to guide them in planning quality synchronous instruction. Teachers are highly encouraged to use Zoom synchronous class time for the following:

- ☑ Socratic Seminar
- ☑ Discussion
- ☑ Small group work in breakout rooms
- ☑ Common document annotation
- ☑ Virtual labs (science)
- ☑ Virtual field trips (museums, zoos, scientific laboratories, etc.)

Instructional Platforms:

For synchronous lessons, in addition to Zoom, teachers may also use a wide menu of platforms to supplement their class, including but not limited to Google Documents, Google Classroom, Google Forms, Jamboard, Padlet, Quizlet, and Kahoot. As noted in the Attendance section, teachers will take attendance during class using DeansList which will automatically synch with our Learning Management System, Powerschool.

Asynchronous Instruction:

For asynchronous instruction, teachers will post all assignments on Unified Classroom by 9:00 am on the day of the class. Students can access all assignments in all classes via Unified Classroom. Latin utilized

Unified Classroom in this manner during the spring 2020 remote learning period and it was very successful. Teachers, students, and families appreciated the consistency across grade levels and courses.

Asynchronous Instructional Methods:

Teachers will be provided with a variety of lesson plan templates to guide them in planning quality asynchronous instruction. Teachers are highly encouraged to use asynchronous class time for the following:

- ☑ Video lectures with notetaking
- ☑ Readings with annotations and comprehension questions
- ☑ Practice problems
- ☑ Extended response writing

<u>**Instructional Platforms:**</u>

For asynchronous as well as synchronous lessons, in addition to Unified Classroom and Powerschool, teachers may use a wide menu of platforms to supplement their class. These tools include, but are not limited to, IXL, Newsela, Khan Academy, Desmos, Google Docs and Google Forms, Padlet, Jamboard, Screencastify (so that teachers can create their own video lectures), and Quizlet.

<u>**Instructional Materials:**</u>

In addition to these remote learning programs and platforms, teachers across disciplines will also use the following materials:

- ☑ Textbooks (can be picked up from the school before and during the first week of school. Students who cannot physically pick up textbooks will have them delivered to their homes).
- ☑ Books for English classes (can be picked up from the school before and during the first week of school. Students who cannot physically pick up textbooks will have them delivered to their homes).
- ☑ Teacher generated materials such as readings, handouts, and pre-recorded lectures and videos

<u>**Training and Professional Development for School Staff**</u>

Beginning in late March 2020, we have held faculty meetings on Zoom every Tuesday. At least 30 minutes of each meeting was devoted to professional development on one of the following topics:

- ☑ Using Zoom effectively, especially breakout room and chat features.
- ☑ Creating assessments in Google Forms
- ☑ Remote modeling of problems in math instruction
- ☑ Teaching World Languages virtually
- ☑ Designing productive assessments for remote learning,with a focus on project-based assessments or writing assessments

In our back-to-school meetings in August 2020, we will continue our PD program for remote learning. Those members of the faculty who were most successful in our spring and summer program will lead individual sessions on teaching remotely. Some of the topics to be covered are:

- ☑ Assessing engagement in the Zoom environment
- ☑ Checking student work remotely
- ☑ Holding writing conferences remotely
- ☑ Creating an engaging faculty presence on Zoom
- ☑ Writing meaningful diagnostic assessments
- ☑ Bringing in and incorporating speakers from the outside

In addition to PD around remote instruction, we will also continue to hold PD sessions on the use of Google Classroom, Power School and Unified Classroom. We will hold these PD sessions every Tuesday throughout the fall, according to the following schedule:

August 19-21 – Opening faculty meetings
August 25 – Using Unified Classroom, PowerSchool, and DeansList
September 1 – Using Google Classroom
September 8 – Maximizing Google Forms
September 15 – Features of Zoom
September 22 –Using student data from formative assessments to inform instruction

Quality Control – Needs of Every Student

Three issues of quality control are crucial for us during this remote learning period.

(1) Every student has access to the curriculum and to help with the work.
(2) Every teacher is doing what is expected in terms of professional duties and best practices of remote teaching.
(3) Every parent receives timely and accessible information about his/her child's progress.

To ensure that "every student has access to the curriculum and to help with the work," we will do the following:

- ☑ Provide all students with the technological resources necessary to access the curriculum. (See section on Technology)
- ☑ Build ample tutorial time into the daily schedule.
- ☑ Encourage students to email teachers when in need of help.
- ☑ Through weekly check-ins with our case managers at each grade level, ensure that our students with IEP's and 504's are receiving their required services.
- ☑ Through our weekly team meetings, ensure that all students are engaging in the remote platform.

To ensure that "every teacher is doing what is expected in terms of professional duties and best practices of remote teaching."

- ☑ Divide the faculty into "flocks" of no more than 10 members each and assign the flock to an instructional leader. The instructional leader is responsible for ensuring that:
  - o All assignments are posted in a timely manner.
  - o All grades are updated weekly.
  - o There are at least 5 grades posted/week.
  - o Parents and student's advisor are notified if a student's grade drops quickly.
- ☑ Establish a system of drop-in's or the equivalent of the "walk through." Standardize the components of good virtual teaching that is expected.
- ☑ Require all faculty to monitor the attendance of students closely and to let their instructional leader know if a student is dropping off.

Assessment Policies and Practices

Formative and Summative Assessment Overview

Washington Latin will use the following formative assessments at the outset of this academic year:

Grade(s)	English	Math
5th Grade	All students will be screened to get a baseline of their literacy levels using the American Reading Company's **Independent Reading Level Assessment (IRLA)**. Testing will be completed by the second week of school; most students will be screened before the academic year begins.	All students will take a diagnostic test using selected PARCC items on the Edulastic platform. Testing will be completed by the second week of school; most students will be screened before the academic year begins.
6th - 8th Grades	All students will take a diagnostic assessment using IXL for their respective grade-level. Students identified by our team with an established literacy concern will be screened using the IRLA exam within the first two weeks of school.	All students will take a diagnostic test using selected PARCC items on the Edulastic platform. Testing will be completed by the third week of school.
9th Grade	All students will take a diagnostic assessment using IXL for their respective grade-level. All students who are new to Washington Latin in the 9th Grade will be screened using the IRLA exam within the first two weeks of school.	All students will take a diagnostic test using selected PARCC items on the Edulastic platform. Testing will be completed by the third week of school.

10th Grade	All students will take a released PSAT during the first four weeks of school. These results will be compared to PSAT-9 results from 2019-2020 to diagnose learning loss. The released PSAT exam will be given remotely using the Edulastic platform.	All students will take a diagnostic test using selected PARCC items on the Edulastic platform. Testing will be completed by the third week of school.
10th – 12th Grades	Students in grades 10-12 will be assessed using a teacher created diagnostic appropriate to the course in which the student is enrolled. These diagnostic assessments will be administered within the first four weeks of school. For AP courses, the diagnostic assessment will be a released AP exam, given remotely, using the Edulastic platform.	Students in grades 10-12 will be assessed using a teacher created diagnostic appropriate to the course in which the student is enrolled. These diagnostic assessments will be administered within the first four weeks of school. For AP courses, the diagnostic assessment will be a released AP exam, given remotely, using the Edulastic platform.

Most of the assessments that Washington Latin will use this school year, at least for the first semester, will be web-based to ensure that they can be completed at home during periods of remote instruction. Students will receive the assessment as an assignment through their English and math classes; these assessments may be completed while a student is at home or in-person. The one exception is the Independent Reading Level Assessment which is administered by a trained proctor; in the administration of the IRLA exam, students will either be administered the exam in a proctored one-on-one session over Zoom or in-person. These assessments will be administered at the start of the school year as a diagnostic.

These same assessments will be administered in January 2021, either remotely or in person, as a benchmark to monitor student progress in ELA and Math.

If PARCC is administered in Spring 2021, Washington Latin will use that as the primary summative assessment for our English and Math classes; if PARCC is not administered in Spring 2021, we will use the same methods listed above, but with content meant to measure the content that has been taught across the academic year.

<u>Assessment Integrity</u>

Washington Latin has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable, and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments.

The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students may also be asked to

identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

Remote Learning Assessment Strategies:

In addition to the above-named assessments, all course areas across grade levels will require formative and summative assessments given throughout the quarter to measure student learning. Most of these assessments are teacher-created. Given that Latin will be in remote learning for at least the beginning of the year, teachers will be encouraged to use several strategies to create authentic assessments that are more likely to achieve honest results of student learning, even when given remotely.

Project-Based Assessments:

Teachers will be trained during Professional Development sessions and encouraged to use project-based assessments, as opposed to traditional multiple choice or short answer assessments to ensure an authentic measure of student learning. For example, during the spring 2020 remote learning period, fifth grade students created a model of a cell using household objects, took a picture of it, and sent the picture to their teacher with a description, as opposed to taking a multiple choice quiz on the parts of a cell. In Statistics, students compared and contrasted different statistical models of the COVID-19 outbreak and wrote descriptions of the models, noting which one they thought was best given their knowledge of statistics. Math teachers require that students show all work on math problems on assessments, and write their own problems, particularly word problems, for all formative and summative assessments that are not given through IXL.

Writing-based Assessments:

Additionally, to ensure that Latin teachers can authentically assess their students' progress, teachers will be trained during Professional Development and encouraged to use writing-based assessments. For example, in History courses, students are required to end each unit with a Document-Based Question (DBQ) Essay, as opposed to a traditional multiple-choice exam. In English courses, students write literary analysis essays at the conclusion of each unit, again to demonstrate their knowledge and their skill acquisition. Both English and History teachers across grade levels will work with students to complete research papers during the year as well. Using extended written responses as both formative and summative assessments is critical across disciplines.

Use of Hapara:

To accommodate teachers who may want to give more traditional exams during the remote learning period, all teachers will have access to Hapara to try to minimize issues of student integrity. Using Hapara, teachers will be able to view students' browser windows to ensure that they are not opening other tabs. The use of the focus browsing feature in Hapara will allow teachers to restrict students to specific websites for the duration of a class period or the assessment.

Promotion and Graduation

Washington Latin students will take a full schedule of courses, even during remote learning, as outlined in the instruction section above.

Washington Latin's grading and promotion policies, as outlined on pp. 6-9 of the school's [Academic Program of Study](#) will not change during the remote learning program. Grades during remote learning will be assigned according to the following categories:

- ☑ Assessment category (weighted more than other categories)
- ☑ Classwork category (for synchronous classes only, work completed with the teacher during synchronous classes)
- ☑ Independent work category (would be asynchronous work category, would be work completed on their own)

Teachers can choose to add additional categories as needed for their class (music, foreign language oral assessments, etc.)

Waived Requirements

At this point, Latin is not changing any of its [promotion policies or graduation requirements](#).
Should the period of remote learning be extended into the second semester, Latin will reevaluate the community service requirement and the physical education requirement.

Attendance Policy

O f the options offered to LEA's for managing attendance, Washington Latin has chosen Option A: using a learning management system (LMS) for distance learning.

In SY 2020-21, Washington Latin will utilize two types of attendance: in-person and distance learning:

☑ Our **in-person attendance** will be implemented in accordance with our normal, in-person attendance policies, which delineate how a student is counted as present, what types of absences are excused and unexcused, and what level of presence constitutes a full or partial school day.

☑ Our **distance learning** attendance will be implemented as outlined below and will record attendance as outlined below.

In our distance learning schedule for SY 2020-21, students will have a synchronous advisory session each day. Teachers who serve as advisors will take daily attendance during the advisory calls and will log that attendance in our DeansList platform. Data from DeansList feeds automatically into our PowerSchool system.

Touchpoints that Washington Latin will use include the following methods:

☑ Phone conversations or virtual meeting one-on-one with instructional staff to discuss content, i.e. attending a teacher's virtual tutorial by Zoom

☑ Direct 'face-to-face' online contact through class Zoom, Skype, Google Hangout, etc.

☑ Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as IXL that provides demonstration of similar completion of work

☑ Completed assignments uploaded within Unified Classroom or other similar platform from daily activity (>50% complete will be considered present, regardless of accuracy)

☑ Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.

Collection and Verification of Attendance Data

Washington Latin will take the following steps to track student attendance: Advisory teachers will log daily attendance following the Zoom advisory session that will take place on all synchronous and asynchronous days. All classroom teachers will also take attendance during synchronous classes or will enter attendance to document full or partial completion of more than 50% of an assignment during asynchronous learning. Advisors and teachers will enter attendance for the class period into DeansList. This will automatically synch with PowerSchool.

The registrar, who serves as the attendance officer for Washington Latin, will review daily attendance records for all advisory and classroom sessions, and will make adjustments to the daily attendance as she would during the normal school year. This includes designating absences as excused or unexcused after reviewing parent communications, revising daily attendance to present if a student missed advisory but was

marked present for all classes during synchronous or asynchronous learning days, and documenting any disciplinary actions which would result in a student missing a day of instruction.

Washington Latin will take the following actions to address absences:
- ☑ Advisors will be alerted if a student is absent for two consecutive days and make a phone call home.
- ☑ If absences persist, administrators and counseling staff will be assigned cohorts of students for follow-up from the primary building attendance administrator.
- ☑ Teachers will contact absent students and families by email and phone to determine reason for absence and determine what's needed to ensure future attendance.
- ☑ Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

The table below outlines the standards by which a student is marked present, partially present, or absent for a given school day. All of this data will be maintained within our PowerSchool system, printed on report cards, and can be furnished to OSSE as needed in the event of an audit of attendance records:

	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous
Present	Present: Student attends school for >80% of the school day. OR Attends <80% of school day on-site AND is remote learning for the remainder of the school day.	Present: Student attends school for >80% of the school day. OR Attends <80% of school day on-site AND all assignments due for day are completed.	Present Remote: Student presence is detected throughout school day's activities (A) captured in LMS (B) participates by one or more of the following touchpoints: ☑ is "seen" in virtual classroom, ☑ submits exit ticket ☑ participates in group activities ☑ participates in community building activities (games, etc.) ☑ Submits photo of student work ☑ Submits video of activity (e.g. PE, music) ☑ Saves student work in file, showing some progress ☑ Responds to documented contact(s) from a counselor, administrator, dean, and/or content teacher	Present Remote: Student attends advisory Zoom AND fully or partially completes >50% of the day's assignments. Student logs in to LMS and fully or partially completes >50% of the day's assignments. Student responds to documented contact(s) from a counselor, administrator, dean, and/or content teacher

Partial Day Present	Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.	Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.	N/A	N/A
Absent	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.	Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.	Absent Remote: Student does not produce evidence that assignments are partially complete.

Students in our Middle and Upper School who are learning synchronously remotely will receive the following:

- ☑ A text alert via DeansList to get up for the day for advisory.
- ☑ An email or text alert from DeansList if the student is marked absent for advisory, which will also be sent to parents/guardians.
- ☑ A call from the registrar if the student is marked absent for advisory and has also been marked absent for the first period class of the day.

Collecting and Reporting System

The school will log all contacts with a student and family using DeansList. For students who are marked "absent," the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Whole Student Support POLICY

T his Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction.

Student Support

Our philosophy of supporting students' social-emotional and mental health needs stems from the small size of our school. Each of our students is known very well by at least one adult in their school life (their "go to" adult) and known well by many others. Unquestionably, however, beginning the year in a remote learning environment will make it harder for students to be fully known. The strategies listed below are ways in which we will support the social and emotional health of our students during this time:

- ☑ Each student is assigned an advisor whose responsibility is to monitor the social and emotional needs of their advisees. Advisors are required to call home in the first 5 weeks of school and to remain in contact with a student's family on a regular basis.
- ☑ During weekly grade-level meetings, faculty discuss those members of a given grade who are struggling in some way. At the meeting, a student's teachers will make a plan for how to address any emotional issues.
- ☑ We have 5 full-time mental health professionals on call for our 740 students. Each counselor has a regular caseload of approximately 15 students, each of whom they see once a week. These sessions will continue in the remote environment.
- ☑ Any student who is in emotional distress can reach out to one of the 5 counselors. These counselors share their emails and cell phones with students. In the spring, we determined that over 300 students had contacted our mental health team.
- ☑ Our administrative team members are in daily touch with the faculty and are asking about students who are struggling. In extreme cases, the mental health counselors will make referrals to social service organizations in the city.
- ☑ During this period of remote learning, our mental health team will conduct a series of group sessions around issues associated with the double pandemic. Some topics will include: anxiety, parental relations, living with an addictive parent, sibling friction, racial issues.
- ☑ Supporting students means supporting families. We have established a fund for supporting families financially and have added personnel resources to our parent engagement team.

Academic Intervention

Washington Latin tracks carefully, mostly through GPA's, formative assessment data, and first-hand information from faculty, students who are struggling in the remote learning environment. For students who struggled during summer school, Latin did the following:

- ☑ Created very small learning units (7 students) in English and Math, and assigned an academic coach to each student. Using the curriculum from the end of the year, we narrowed the scope and retaught the foundational material. At the end of each unit, we administered a summative assessment.
- ☑ Any high-school student who had failed a course by the end of the semester was required to retake the course in the summer, with the aid of an academic coach. Any student who failed a summer course will retake it again.

Beginning this fall, Latin will do the following during the planned remote learning period so that students do not fall behind:

- ☑ Administer diagnostic assessments in grades 5-10 in English and Math at the beginning of the year to establish a baseline.
  Students who perform below grade level on the diagnostic assessments will be placed in Academic Support classes *in addition to* and not *in place of* their core classes. Academic Support classes will be taught by the most accomplished of our faculty.
- ☑ Maintain a tracker of student progress, which includes grades, and discipline and attendance records. Administration uses the tracker to plan the agenda for the grade-level discussion of students.
- ☑ Deans of students will call approximately 15 students a day to make sure they are up and online. Our At-Risk coordinator has created individualized plans for any of our At-Risk students who have fallen behind.

Behavior

Our basic behavioral norms established in the building will apply, where appropriate, to the remote environment as well. Respect, civility, honesty are the expectation. Our consequences in the remote environment will also mirror those of the in-person environment: wherever possible, restorative action precedes punitive action, and severe punitive action is the last resort.

Students will be expected to adhere to the following expectations during distance learning:

Communication and Student Engagement	☑ Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.
	☑ Students must follow all classroom and school expectations for using audio and video during classroom meeting times.
	☑ Students must mute their microphones when they are not speaking and while others are speaking.
	☑ Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.
	☑ Students must follow the same rules for whole group class meetings while in

	breakout rooms.
	☑ Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.
	☑ Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.
	☑ Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.
	☑ Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.
	☑ Students must report all instances of cyberbullying to school staff immediately.
Logging into Unified Classroom or PowerSchool	☑ Students must keep their username and passwords in a safe place and must not share them with other students.
	☑ Students must log into Unified Classroom and PowerSchool using their own log-in information.
	☑ Students must log into Unified Classroom or Zoom for classroom meetings, announcements or to submit assignments.
Student Work	☑ Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.
	☑ Students must submit their own work and provide citations for work created by others.
	☑ Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.
Taking Care of Physical Equipment	☑ Students must treat all school and personal electronic devices with care.
	☑ Students must keep food and drinks away from the equipment.
	☑ Students must keep devices out of extremely cold or hot areas.
	☑ Students must hold and carry computers properly.
	☑ Students must report any damage to school equipment as soon as possible.

Using the tiered approach of our normal behavioral code, actions that affect only the perpetrator are less serious than those that affect more than one person and those that affect a class community or a larger group. In all cases, we will not allow behavioral infractions to affect a student's academic progress.

Levels of the Behavior Code

Level One:

Virtual infractions that affect, on the whole, *only* the perpetrator include:

- ☑ Refusing, after multiple requests, to turn on the video
- ☑ Refusing, after multiple requests, to mute oneself
- ☑ Uncooperative attempts to gain attention, such as playing music during class or singing.

- ☑ Inappropriate attire while on the camera
- ☑ Inappropriate backgrounds while on the camera.
- ☑ Dishonest scholarship – i.e. plagiarism, copying

Consequence ladder:

(1) Conversation with student's teacher and advisor.
(2) Phone call or email to student's parent or guardian.
(3) Zoom meeting with student's parent or guardian.
(4) Temporary removal from class period, but with access to all work.
(5) For acts of dishonesty, students will lose credit for the assignment in question.

Level Two:

Virtual infractions that affect a larger group and therefore are handled more severely:

- ☑ Repeated attempts to derail the work of a class
- ☑ Obscene or derogatory language or gestures during class
- ☑ Rudeness to a classmate or the teacher
- ☑ Deliberately tampering with the technology needed to move a class forward.
- ☑ Willful destruction of the school-leased computer
- ☑ Sharing of inappropriate material during class
- ☑ Conflict with another student that makes learning impossible for others.

Consequence ladder:

(1) Zoom meeting with student's parent or guardian as initiated by Director of the Middle or Upper School.
(2) Removal from class for a week with all work to be completed asynchronously. Return to class only after a meeting with student, teacher, and administrator.
(3) Removal from class for rest of remote period, with all work completed asynchronously.
(4) Should the issue be a conflict between students, we will use our peer mediation program to resolve the conflict.

Level Three:

The most serious infractions in the remote environment include:

- ☑ Zoom bombing a class, particularly if an older student does so to a class of younger students.
- ☑ Falsifying one's identity so as to complete another student's work.
- ☑ Meddling in a teacher's gradebook and account.
- ☑ Repeated online harassment of another student.

Consequence ladder:

(1) Zoom meeting with student's parent or guardian as initiated by Director of the Middle or Upper School.
(2) Removal from class for rest of remote period, with all work completed asynchronously.
(3) Removal from all classes for the rest of the remote period, with all work complete asynchronously.

As is the case during the regular school year, every student gets a hearing before any kind of consequence ensues. Deans and administrators listen to a student's side of the story first and then interview other students for their perspectives. No student will ever be removed from a class until there has been a conversation with a parent or guardian.

Special Populations

All students need monitoring to identify struggling learners who need additional support. In Tier 1, these "at risk" students receive supplemental instruction during the school day in the regular classroom. This is often accomplished through differentiated instruction. The use of flexible small groups can help in this differentiation, with various groupings providing opportunities for additional practice or explicit instruction in specific areas. Flexible grouping can be used to address not only the needs of students experiencing difficulties, but also those of high-achieving students who are ready to move on to a more complex skill or to explore a particular mathematical topic in more depth than is usually provided by the curriculum.

How will we address Tier 1 at a distance?
Tier 1 instruction during Phases 1 and 2 will be accomplished in a variety of ways, including the following:

☑ Aligning learning to the grade level content standards.
☑ Connecting new learning to topics already taught.
☑ Chunking content into smaller, more manageable bits of information.
☑ Presenting new learning using multi-dimensional formats to address all types of learners.
☑ Offering opportunities for student discourse and reflection.
☑ Implementing formative assessment practices.
☑ Providing regular feedback to students.
☑ Encouraging teachers to collaborate with each other to preplan future assignments for students who struggle or are more advanced.
☑ Supplementing instruction with "packaged" content videos (e.g., Khan Academy, LearnZillion, etc.).

Students who fail to attain important benchmarks despite adequate curricula, instruction, and differentiation of instruction receive Tier 2 interventions. These interventions are supplemental to the core academic instruction that is delivered in the classroom by the classroom teacher or other specialists. Tier 2

is typically implemented with groups of three to six students who have similar skill needs. These interventions often use modeling, active participation, corrective feedback, self-monitoring, practice to mastery, and efficient time on task.

How will we address Tier 2 at a distance?
Tier 2 instruction during Phases 1 and 2 will be accomplished in a variety of ways, including the following:

- ☑ Ensuring ongoing communication with teachers, academic interventionists, special education teachers, and behavioral support specialists so that the needs of all students are understood.
- ☑ Maintaining the use of current intervention programs as much as possible or make needed modifications to those programs to work in a remote learning environment.
- ☑ Utilizing the "breakout" room feature on Zoom.
- ☑ Leveraging non-instructional staff to assist in monitoring so that small group instruction can occur.
- ☑ Providing "packaged" video content for pre-teaching and the building of foundational skills.
- ☑ Collaborating with interventionists and special educators to identify evidence-based strategies that can be implemented.
- ☑ Scheduling sessions during tutorial or asynchronous work time to ensure that students who receive support from an interventionist continue to do so.
- ☑ Monitoring the progress of students through formative assessment practices.
- ☑ Connecting with families regularly by phone, text and/or e-mail to answer questions.
- ☑ Exploring and making use of resources that are at a student's ability level and related to the current topics.

The Student Support Services team will collaborate with each family to determine a reasonable timeline for completion of required activities (initial evaluation, reevaluation, IEP revision, etc.). The anticipated time frame for completion of delayed procedural activities will be communicated to families via Prior Written Notices. Extended due dates that have been mutually agreed upon between LEA and family will be met and documented via Prior Written Notice in the students' special education data system file.

Assessment of Students with IEP's

Assessments will be conducted in person or virtually on Zoom depending upon the student and the appropriateness of the assessment tool.

Special Education Meetings

All special education meetings (Eligibility, IEP, Referral, Amendments, etc.) will be held virtually or in-person. The Student Support Team will work with families to determine the most preferred method for meeting.

The Academic Leadership team in collaboration with the Student Support team and advisors will survey families to determine the unique needs of each family, especially those with specific disabilities that require modifications and accommodations. WLPCS will meet the needs of families by providing

accommodations, and if necessary, technical support. Family members will be provided with contact information of Student Support faculty members and receive regular communication from special education case managers through phone calls, texts, and when necessary, scheduled Zoom meetings.

Hearing impaired parents will have access to an interpreter when needed to ensure that they have all necessary information. Information will be provided in writing through email and certified mail, and a sign language interpreter will be made available during Zoom meetings.

Special Education teachers will conduct a needs assessment to determine the unique needs of families, especially those with specific disabilities that require modifications and/or learning platforms. AELPCS will meet the families' needs and provide accommodations and/or support including technical if warranted. Families will be provided with contact information of Special Education Staff members via multiple modes (email, telephone, etc.)

Related Services

Speech and language, and occupational therapy service delivery will be delivered virtually through Zoom.

Counseling

Counseling services will be delivered through a hybrid model which includes both virtual and in-person services. The Student Support Team will work with families to determine the most preferred service delivery method on an ongoing basis.

Communication with Families of Students with Special Needs

The related services providers (for speech and language services, occupational therapy, audiology services, and counseling services) will contact families via multiple modes of communication (email, telephone, etc.) to provide parents with information on how therapeutic sessions will be conducted and how to support the delivery of this service based on the agreed-upon mode of service delivery (virtual or in-person). The service delivery method mutually agreed upon between LEA and family will be met and documented in the students' special education data system file.

The WLPCS Counseling Team will contact families via multiple modes of communication (email, telephone, etc.) to provide parents with information on how counseling sessions will be conducted and how to support the delivery of this service based on the agreed-upon mode of service delivery (virtual or in-person).

For speech language, occupational therapy, and auditory processing, therapists and specialists will contact families via multiple modes of communication (email, telephone, etc.) to provide parents with information on how counseling sessions will be conducted and how to support the delivery of this service based on the agreed-upon mode of service delivery (virtual or in-person).

Communication with families will be documented in the Communication Log of the student's educational folder in the Special Education Data System.

Delivery of Recovery Services

WLPCS will utilize the Multi-Tiered System of Support processes as an early warning system to determine the need for recovery services for students with disabilities during the 2020-21 school year. All students in grades 5-9 and students with disabilities will be screened at the beginning of the school year to provide benchmark data for the 2020-21 school year. Students with low diagnostic data scores will be enrolled in academic support classes for reading and math. Progress monitoring techniques will also be utilized to track student progress.

The availability of student data and LEA-wide recovery planning activities will be taken into consideration upon coordinating recovery services for students with disabilities. Members of the Student Support Services team will meet with each family to coordinate services by the second week in September.

Early Screening/Assessment

At WLPCS, all incoming 5th grade students will be screened in reading and math using IRLA and a PARCC aligned diagnostic math assessment on the Edulastic platform. For students in grades 6-9 with an established literacy concern, students will be assessed using an IRLA within the first two weeks of school. The levels of all remaining students in grades 6-9 will be assessed no later than within the first 5 weeks of the start of the school year. Present levels in math for all students in grades 6-9 will be assessed using a grade-level diagnostic during the first week of the school year. Students in Progress monitoring techniques will also be utilized to track student progress. Math and reading diagnostic assessments for students with disabilities in grades 10-12 will be assessed no later than within the first 5 weeks of the school year.

WLPCS will utilize the Multi-Tiered System of Support processes as an early warning system to determine the need for recovery services for students in the care of the District and students experiencing homelessness. during the 2020-21 school year. All students in grades 5-9 and students with disabilities will be screened at the beginning of the school year to provide benchmark data for the 2020-21 school year. Students with low diagnostic data scores will be enrolled in academic support classes for reading and math.

Progress monitoring techniques will also be utilized to track student progress.

The At-Risk team's services and processes will be utilized to support the delivery of recovery services. The services include but are not limited to the following and executed by At-Risk case management team: progress monitoring methods, home visits, and social/emotional goal tracking.

English Language Learners

ELL Program Model and Design

Washington Latin serves a relatively small number of students who qualify for English Language Learner (ELL) services in all grades 5 -12. These students either enter Washington Latin as pre-identified from their previous school or are screened upon entry at Latin and are then enrolled. In 2019-20, the school had 15 students identified as requiring services. Our model therefore is focused on supporting students in all their general education classes rather than providing direct ELL instruction. We have developed an **inclusion model** *(also referred to herein as mainstream instruction)* focused on providing individualized support, consistent with our overall model and our provision of special education services outlined above. The Latin ELL model includes three main components:

- ☑ Providing **training and support to classroom teachers** to integrate language acquisition strategies in regular lessons (e.g., creating "word banks" or vocabulary lists, identifying ways to modify instructions to be easily understood, etc.)
- ☑ Providing **direct student support in the classroom** during general education courses (this is limited due to the additional responsibilities of the ELL team)
- ☑ Working with ELL students outside of regular classes to **offer individualized support** with coursework/homework and language learning in all four domains (reading, writing, speaking and listening).

Our ELL model, including these main components, will remain consistent in on-campus, remote, and hybrid instructional modalities during 2020-21. The following outlines Latin's ELL program in both normal operations and during COVID-modified operations.

ELL Team

The ELL Program at Latin is staffed by two faculty members, an ELL Support Coordinator and ELL Support Teacher, who spend a portion of their time on ELL support in addition to other responsibilities (including teaching and family engagement). Both team members work directly with students and their families and share responsibility for ensuring that students and their families are served with fidelity. Their duties are divided as follows:

- ☑ **The ELL Coordinator** position serves as a program administrator who oversees the development and implementation of students' Individual Learning Plans and is the main point of contact for families and faculty, including providing support to classroom teachers.
- ☑ **The ELL Support Teacher** is integrated with students on an academic and social level to ensure that they are meeting their Language Acquisition goals and is also a presence within the classroom, as needed. This role is primarily responsible for ensuring that each student's plan is executed with fidelity.

The ELL inclusive model at Latin means that student support for students is provided in the following ways according to individual student needs. All these modifications and supports are provided by the classroom teacher, who is advised by and receives ongoing support from the ELL Team. **All the methods outlined fit with remote, hybrid, and in-person instruction.**

- ☑ Reading materials come with a vocabulary list to access essential words.
- ☑ Instructions are modified to ensure comprehension of essential information.
- ☑ Students receive printed materials rather than relying on digital materials in order to make reading and annotating easier (as well as overcoming any technology challenges the family may face).
- ☑ Class materials are translated into the first language for students.
- ☑ One-on-one advising in the student's first language to assist with an assignment, project or exchange with a teacher.
- ☑ Alternate methods of assignment completion are offered. This may also include a modified timeline for submission or additional time providing for assessments.

Process for Identifying ELL Students

The following outlines our process for identifying new ELL students in both normal operations and our plans for 2020-21 in a COVID-modified environment:

- ☑ *Home Language Survey* - New families complete this survey (administered online during the enrollment process), which we use to identify families who speak another language at home. The ELL Coordinator then follows up personally (via phone or email) with each of these families to learn more about the student's English capabilities and any ELL services provided in the past.
  - o *COVID-Operations:* The ELL team, working in conjunction with the Family Engagement Team, will reach out to all families and make additional efforts to engage non-responding families, thus closing the communication gaps inherent in our remote learning times.

- ☑ *English language assessment* - Students identified through the survey are assessed on their speaking and writing English proficiency, using a screener-administered online test. The student's score from this assessment provides their proficiency levels for each of the four domains.
  - o *COVID-Operations:* While the assessment is not required nor entirely possible during a period of remote instruction, the ELL Coordinator will conduct a similar assessment process, including an interview via Zoom and a Zoom-monitored writing exercise. The student's proficiency level will be assessed according to the WIDA standards rubric.

- ☑ *English Learning Plan* (ELP) - The ELL Coordinator then creates an individualized learning plan, working in conjunction with the designated grade Team Lead. This plan will include the appropriate modifications and supports outlined above (p. 28), including both in-class accommodations and additional support from the ELL Support Teacher outside of class. The efficacy of these supports is monitored with extra frequency during the first quarter of school through meetings with classroom teachers and others. NB: ELL goals will be created at the onset of the school year, but not prior to the onset of the third week of school.
  - o *COVID-Operations:* The student's ELP will be designed to provide appropriate supports in both remote and in-person instructional modalities. For example, the ELL Support Teacher would provide an individualized tutoring via Zoom. Note that Latin is currently exploring how to serve our high-needs students on-campus, offering designated times for

them to come to school to work in-person on assignments with their support teacher or aide.

Setting Annual ELL Goals

Some students arrive at Latin already identified as needing ELL services from their previous school. For these new ELL students, as well as those already matriculated and receiving ELL services at Latin, we would normally rely on the spring administration of the ACCESS assessment to determine their proficiency level and create or adjust their plans accordingly.

Because there was no ACCESS administration in spring 2020 due to the pandemic and related closure, however, Latin will rely on information about their academic performance in the previous year, as follows:

- *Returning ELL Students* - The ELL Coordinator, working with the designated grade Team Lead, will set 2020-2021 Language and Learning Goals based on a review of the previous academic year's goals and achievement.. This review will include grades, teacher comments, and recommendations. From this information, the student's individual English Learning Plan will be revised for the coming year. Students who met or exceeded their Language and Learning Goals and scored a 4 in the 2019-20 school year may be recommended for conditional exit from the program (explained in greater detail below.)

- *New-to-Latin Already-Identified ELL Students* - The ELL Coordinator will be utilizing existing assessment, plan and achievement information from each student's previous school. From this information, the student's individual English Learning Plan will be developed.

Program Monitoring and Plan Execution

The ELL Support Coordinator works closely with faculty and administrators to execute the program with transparency and fidelity. Serving as both the program manager and advocate for the ELL students, this means that:

- ☑ Student academic and language goals are shared with all identified stakeholders, including the students' parents, advisor, classroom teachers, and faculty leadership, as well as the students themselves.
- ☑ The ELL Coordinator is present for meetings and conversations about any ELL students, whether individually or as a group.
- ☑ The ELL Coordinator will offer recommendations for adding or modifying supports.

The ELL Coordinator will continue serving in these ways during the 2020-21 school year, including periods of remote learning. The primary difference will be that the meetings and conversations will take place via Zoom.

Students' progress towards goals will also be monitored in 2020-21, following an approach similar to that of normal operations. Our observations will occur just as regularly and even more frequently as during normal operations, at least quarterly.

- *Data sources for measuring progress* - We expect to make updates as needed on a quarterly basis based on information gathered from a variety of data sources from teachers (conversations with teachers, review of grades, assignment submission and teacher comments) and the student him/herself (parent conversations and outreach, student check-ins, and ELL Team class observations)..
- *Data-gathering frequency* - The ELL Team will confer with ELL student's teachers on a weekly basis via email or call/Zoom, even more frequently at the start of the year. In addition, the ELL Support Teacher will track how and how often teachers are modifying assignments and assessments on a weekly basis.
- *Direct ELL Student Contact* - In addition to the time spent on academic support, the ELL Team will arrange a one-on-one meeting with each ELL student weekly.
- *Interim assessment of progress* - Language Acquisition Advancement will be monitored on a quarterly basis by surveying each student's teachers and scoring progress according to a rubric. This information will also be shared with the student's family.

Program Exit and Conditional Exit

Students are considered for program exit for the following reasons:
1. Latin receives a written statement from the family that either REFUSES existing services (though the student has been identified) or TERMINATES programming (due to the determination that they should not be enrolled as an ELL student). This may also include a student with dual identification status; and/or
2. The student has scored a minimum of a 5 on the ACCESS test.

For Conditional Exit consideration

A student may be conditionally exited from ELL services if s/he exhibited consistently strong outcomes throughout the 2019-2020 school year. In the absence of the spring 2020 ACCESS Assessment, teacher recommendations also play a role in the conditional exit decision.

A conditionally exited student will be closely monitored throughout the first semester in order to quickly address any academic struggles that may be related to language barriers. During 2020-21, we will rely more heavily on conditional exiting than normal, as it allows for ongoing monitoring and thus the option to continue supporting students whose progress is either difficult to assess in a remote context or who are experiencing greater academic difficulties due to the modified operations.

Whether exited or conditionally exited, students transitioning out of the ELL program will join their family, the ELL Coordinator, ELL Support Teacher, Grade Team Lead and other faculty, as needed for a Zoom meeting to confirm the decision to exit them from the program and ensure all are aware of both this change and opportunities for ongoing support.

Technology Policy

Washington Latin is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Pre-COVID-19 students' use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Washington Latin is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Acceptable Use and Safety* form.

Beyond defining Washington Latin's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a **Return to School Technology Plan** is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

Equipment and Software

Per DC PCSB requirement, Washington Latin will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated below.

AN = As Needed
E = Everyone

	Grades 5-8	Grades 9-12
Chromebook	E	E
Internet hotspot	AN	AN
Calculator	AN	AN

Washington Latin is moving to 1:1 Chromebooks for the 2020-2021 school year. Every student in the school will be given a personal Chromebook to use at home during the remote learning period. During the hybrid learning period (Phase 2) students will be expected to bring their Chromebook to and from school and use their Chromebooks at school so that there are no shared devices within the classroom.

<u>Software</u>

	Grades 5-8	Grades 9-12
PowerSchool	E	E

Unified Classroom	E	E
DeansList	E	E
Email	E	E

Chromebook Distribution

Students will be able to pick up Chromebooks from the school before the first week of instruction. If a family is unable to come to the school to pick up their device, it will be delivered to their home. Latin was able to do this Chromebook distribution successfully during the spring 2020 remote learning period.

Training Expectation and Supports for Students and Staff

Tech Training

A one-pager with basic access information (how to log in, how to log out, how to access the Internet, etc.) will be provided for students and families when they pick up or receive their Chromebook.

Optional Chromebook training sessions will be provided on Zoom for families during late August and early September and will be publicized in Latin's weekly family newsletter that is sent via email (see Family Communications and Engagement Policy below) and through mass text message alerts.

If families need additional tech training that is more individualized, families can schedule time on FaceTime, on Zoom, or a socially distanced at-home session to learn how to use their Chromebook with an administrator, the Director of Technology, or the school librarian who also provides regular tech support.

A techsupport@latinpcs.org email has been created and was used during the spring 2020 remote learning period for students, staff, and parents to email any technology related questions or problems. Students and families can expect a response within 24 hours.

Assessment of Family Technology Needs

Latin will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, Latin will survey their needs. Extra equipment will be kept on site for students and staff to borrow for each expected type of equipment for use.

The online survey will determine for each family:

- ☑ Internet availability and speed, and number of household members expected to be using the Internet during the school day
- ☑ The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet

☑ Security features on the technology (for younger children, especially)

Families who do not respond to the survey will receive a phone call from the student's advisor with the same questions. This survey will be administered to all families before the start of instruction for the year.

Internet and Device Support

- ☑ All students will receive a school Chromebook.
- ☑ For Internet access, Latin will provide guidance for how to contact Comcast to sign up for Internet Essentials. This guidance will come through the family newsletter as well as the Parent Fora held on Zoom.
- ☑ For families that do not qualify for Internet Essentials but still need help with Internet access, Latin will provide T-Mobile hotspot devices. During the spring 2020 remote learning period, Latin was able to ensure that 100% of students had computer and Internet access.

Plan for Replacing/Repairing Devices

- ☑ An inventory overage of approximately 10% will be kept in reserve to process repairs and replacements. Families can request a repair or replacement via a tech support email address which will be widely publicized through regular parent communications, such as our family newsletter and mass text messages.
- ☑ Replacements will be processed within two business days; repairs will be made as appropriate and students will be provided with a replacement device, which can be picked up from school or delivered to the student's home.
- ☑ Families can return broken devices to campus as needed, and pick up a second Chromebook. If families are unable to return the device to campus, it will be picked up from the home.
- ☑ If Latin is able to determine that a Chromebook has been broken due to misuse, the family will need to pay for the repairs to the Chromebook. If the family is unable to pay, a payment plan can be created over time.
- ☑ Students will be instructed to not share their own passwords. If a student password becomes known, students can request for tech support to manually override and change their passwords.
- ☑ If families have repeat or severe issues with Chromebooks, students will be required to attend a socially distanced in person training on how to use the device properly. A parent may attend with the student.
- ☑ School staff will be responsible for troubleshooting electronic issues at the school and will be available through techsupport@latinpcs.org.

Expectations for Student Access to Internet and Safeguarding Personally Identifiable Information (PII)

Basic content filtering will prevent students from accessing risky sites. Additionally, middle school students are unable to correspond with outside email addresses. Finally, all devices are set to forget all login information upon closing the screen.

Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

Remote Learning Limitations on School-Provided Devices

- ☑ Policies have been put in place via the Google Admin Portal to prevent unauthorized apps from being installed on devices. Additionally, basic content filtering is in place to block certain websites.
- ☑ Latin will use Hapara to help ensure limitations on Chromebooks during class time and during assessments that are administered during remote learning. Hapara will allow teachers to ensure that students are only navigating to specific websites during class time. Additionally, teachers will be able to see student's browser windows and close browser tabs when necessary.
- ☑ Middle school students have restrictions in place on their school email accounts such that they can only send emails to and receive emails from latinpcs.org email accounts. Additionally, content filters differ between middle and high school students, particularly when it comes to access to YouTube videos.

Family Engagement Policy

Introduction

Washington Latin considers consistent and clear communication with students and families to be vital in supporting our community and, especially during the COVID pandemic, in maintaining the health and safety of all members of our community. As ever, communication with students and families will happen across many media: posted signage in the building, resources and information posted on our school website (www.latinpcs org), our weekly e-newsletters (*Legenda* and *De Facto*) and additional email and text updates as needed, regular social media posts across various platforms, and on-demand notifications through individual outreach.

General Schoolwide Communication

Effective communication between school and home is important to the success of a student's educational experience. This is especially important in the COVID era. Whether our students are working remotely or on-campus, we know that clear, consistent communications is crucial. In fact, we consider clarity to be one of our guiding principles as a school that has helped shape our response to the COVID pandemic, including making plans for the 2020-21 school year.

Besides the guiding principles mentioned at the beginning of this document, we have articulated additional principles for addressing the COVID-19 pandemic. These principles include the following:

- ☑ **Support** will be provided for anyone experiencing a difficulty, whether ongoing or temporary, minor or significant.
- ☑ **Community spirit** will get us through this extraordinary time. We encourage cooperation and kindness with each other.
- ☑ **The Common Good** is related but not entirely the same as community spirit. As Cicero said, "We are not born for ourselves alone," and each have a responsibility to care for the whole community.

Our communications support our work in three important ways:

(1) Sharing ***basic information*** about school operations, calendar and logistics so that students can fully participate in programing.
(2) Helping students and parents to ***understand the policies*** and judgments of the school.
(3) Supporting our work to ***build strong relationships*** with our parents and student.

Parents/guardians are regularly provided with information through the following:

Legenda and De Facto

> All parents/guardians will automatically receive two all-school emails each week. The weekly school e-newsletter is called *Legenda* and comes out each Friday (or the last day of the school week,

if there is a holiday). The day before the first day of the week (usually Sunday), *De Facto* is emailed and texted to all families, listing the week's events. This is mailed from communication@latinpcs.org.

Website

We post a great deal of information on our website www.latinpcs.org.

- ☑ All parents can find a wealth of information on the **Parents' home page**, including an archive of *Legenda* and *DeFacto*, forms, policies, fee payment buttons, school calendar, and links to PowerSchool (our online grade database). This information is updated regularly, including providing daily updates during remote learning (see more information on this under *Communications During COVID.)*
- ☑ In addition to the Parents' home page, there are a number of other pages with parent information about specific activities, such as the Parent-Faculty Association (PFA), afterschool programs, Latin Pride and Bacchanalia fundraising activities, school store, mental health resources, and more.
- ☑ There is also a **Students home page** with some of the same links as found on the Parents' home page, including calendar, daily class schedules, handbook, lunch menus, etc.
- ☑ Our Athletics Department has its own web site, linked through the main latinpcs.org site: www.athletics.latinpcs.org

Division Director Newsletters

The Division Directors – Mr. Jimmy Kelly for the Middle School and Ms. Kara Brady for the Upper School –email families with information germane to a specific grade level or division within the school, usually on a monthly basis but more frequently during remote learning.

Important News/Updates

When school leadership wants to share important information outside of the regular e-newsletter schedule, Latin leverages email, text and the website to make sure this information is shared with families. This includes sharing information about COVID closures, inclement weather closures, etc.

Social media

Washington Latin posts to social media regularly. Our followers include parents, students, and faculty, as well as other supporters who want to stay abreast of school happenings, see what we are reading, and more. Families are invited to follow us on Instagram, Facebook, Twitter, and YouTube. Besides general school accounts, there are unique Head of School Instagram and Twitter accounts.

Other means of communication

Parents/guardians also have access to information about their child(ren)'s academic progress through the following channels:

- ☑ **PowerSchool:** This database provides a wealth of information about each student's individual academic progress. All parents/guardians and students are given access to their personal information protected by password. This database is where all individual student information is shared, including contact information, grades, schedule, and attendance records. In addition to retrieving information about grades, parents and students should read the *Daily Bulletin* (found within PowerSchool in the menu links on the left of your screen), which gives information about daily events in the school. Users can also link to the database from the Parents' home page of the web site.
  - o PowerSchool is the home of Unified Classroom, which hosts teachers' classroom pages with homework, test information, etc. This is especially important to be able to access during periods of distance learning, as this app will also be where students submit the work they do at home/remotely. More information is available in the **Parents' Guide to Unified Classroom**.
- ☑ **Email:** Parents may email teachers and administrators directly. All school staff will make every effort to respond within one business day. All students, faculty, and staff have Latin emails. Some of the Latin emails are restricted to sending and receiving emails within the Latin network. We encourage all students to correspond with their teachers using their Latin emails. Any staff member at Latin has an email address with the first initial of the first name and the complete last name @latinpcs.org. Example: Ms. Math Teacher would be mteacher@latinpcs.org.
- ☑ **Phone:** We have a central phone number (202-223-1111) that is staffed from 7:40 am to 4:40 pm and on a similar schedule Monday-Friday during remote or hybrid learning (to be determined). All faculty members have their own extensions, and some administrators also have direct lines. As with emails, we strive to respond to calls within one business day. Some faculty members may choose to share their personal cell phone numbers, but this is up to each individual.
- ☑ **Report Cards:** The School provides online access to a report card approximately two weeks after the end of each academic quarter. In the middle of the quarters, the School provides interim reports to the families of those students experiencing academic difficulty. Between the end of the quarter and the posting date, we close PowerSchool access for the historic quarter grades under review and waiting to be published.

Communications During COVID

The communications vehicles described above have been and will continue to be fully utilized in the COVID pandemic. In addition, we have added information specific to the pandemic and our response to it on the Latin website. Our **COVID page** was for the spring 2020 closure. For the 2020-21 school year, this page will be a resource page for distance learning and eventually on-campus learning modified according to COVID requirements for health and safety. This page can be accessed from the home, parents' and student pages. Information outlined on this page specifically includes:

- ☑ Latin's distance learning plan, technology guides, link to PowerSchool, and other information to support distance learning
- ☑ On-campus safety and health measures and requirements
- ☑ Information on health/symptom tracking and the Latin Health App
- ☑ Food assistance and other emergency support the school can provide families
- ☑ Contact information for Latin faculty and staff
- ☑ Links to articles and other DC resources

Information posted on the COVID site is available in English and Spanish. In addition, we post our operating status on the school website's home page and home pages for the parent, student and sections.

When our operating status changes, i.e. goes from partially open to fully closed, we will share this information with families as we do weather closures (email, text, social media posts, outgoing message on campus main number, and banner on the website).

Personal/Direct Outreach to Families and Students During COVID Closures

Washington Latin is committed to sustaining its highly relational, caring culture with students and families during period of closure. Our spring 2020 Distance Learning Plan included a systematic approach to personal outreach to students and families, which we will build upon for the 2020-21 school year. Elements include:

- ☑ ***Calls to student households –*** We will again reach out to each family in our school community on a regular basis with calls at least twice weekly by members of the Latin faculty (advisors, teachers, administrators, deans, etc.)
- ☑ ***Social school activities –*** Building upon our efforts in the spring, Latin will schedule remote school-day social activities (such as advisory lunches, student assemblies, etc.), leveraging our all-asynchronous Wednesdays for these activities.
- ☑ ***Extra-curricular activities –*** In both the Middle and Upper Schools, Latin has plans to include a range of social activities, such as virtual meetings of student clubs and electives, Zoomba workouts (fitness time via Zoom)
- ☑ ***School events via Zoom –*** We will offer a range of connection points for parents via Zoom, especially during the pandemic with its limited in-person options. These is expected to include our Distinguished Speaker Series, parent-faculty book clubs, parent meetings with leadership or faculty (e.g., 5th grade team-parent meeting), PFA Happy Hours.

In addition to these communications and activities for all Latin families, we are committed to finding ways to engage the most marginalized students and families (i.e. at-risk, immunocompromised, and students requiring additional services, such as ELL support). This requires us to add new forms of outreach and connection that best meet the needs of all our community members. Examples of these efforts include:

- ☑ **_Spanish-language services_** – We have been translating our materials into Spanish but are adding additional meetings for parents who prefer hearing information in Spanish.
- ☑ **_Video communications_** – In addition to our written communications, we will add short informational videos to our repertoire. This could include instructions on logging on to PowerSchool, updates for a grade level, instructions on hygiene protocols for campus, etc. These will be recorded in English and and posted on the school's YouTube channel and our website (parents' home page).
- ☑ **_More small group parent meetings_** – The campus closure gives us an opportunity to reach out to different subgroups of our community to address their specific needs and questions. This includes parents of students with IEP/504 plans, new-to-Latin students, and 5th grade families (our biggest entry year). While we have traditionally offered these groups opportunities to connect at the beginning of the year, as with our 5th grade orientation day, we will provide such opportunities more regularly throughout the fall semester on Zoom.
- ☑ **_Frequent personal check-ins_** – This approach has been fundamental to the Latin model since our founding, but we will rely more heavily on this for our families in-need and often least-engaged. This will allow us to engage them on student work and also to ensure any additional needs they have (such as for emergency aid, food support, etc.) can be addressed, either by the school directly or by connecting them with community resources.

Because we know that parent engagement is both even more crucial and more difficult during the pandemic, we are adding resources to our parent engagement team to ensure that we are reaching all members of our community on a regular basis. There will be two new positions in 2020-21: Director of Parent Engagement and Director of Advocacy, Communication & Engagement, who will work together to ensure that our parent community is fully engaged and able to access resources and support as needed, including in Spanish.

FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

Washington Latin's Distance Learning Plan has been further developed and improved since we initially left campus in March 2020. Our 2020-21 instructional plan will also be improved and modified throughout the school year, as we learn more about how best to meet student needs during this period of closure or modified on-campus operations. Latin remains committed to engaging parents throughout the process of developing, implementing, and improving our instructional plans. As ever, we will engage our families in this process by providing training, regularly seeking their feedback, and sharing resources on how parents can support their children's learning at home during both distance learning and on-campus operations.

- ☑ **Trainings -** Throughout the year, Latin will provide virtual and (when possible) in-person training to support families in navigating our continuous learning plan, including how to access the technology platforms, where to find resources (on our website, for example), troubleshooting technology issues, etc.
- ☑ **Continual improvement –** At regular intervals, such as at the end of each quarter or semester, Latin will survey the families online (with phone follow up for those requiring additional support) gather their feedback on the implementation of the continuous learning plan.
- ☑ **Library of Trainings/Resources –** Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families on our website.

Coronavirus Prevention Communication

While the 2020-21 school year will begin in an all-distance learning mode, we hope to be back on campus with our students soon. We expect that, no matter when this return to in-person learning happens, it will require Latin and the entire community to comply with strict health and safety protocols to keep our community healthy. To prevent the spread of COVID-19 within our community, we must have consistent family engagement and clear communication on our protocols.

Daily Health Check

Washington Latin has developed a simple, easy-to-use app for the Latin community to track and report on members' health and symptoms. The app includes all the screening criteria articulated in the Department of Health guidance as well as information on temperature of the respondent and any exposure to known COVID-19 carriers.

Faculty and students will be asked to complete the data 90 minutes in advance of arrival at school and those who have not submitted data for the day will be assessed on site before being allowed to enter the building. The assessment can be completed on a phone, tablet, or laptop and is fully compliant with confidentiality protocols including HIPPA, FERPA, and, COPPA.

Reporting

In addition to the reporting through the app, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and their families to reach out to the COVID-19 Point of Contact, Martita Fleming (mfleming@latinpcs.org) within 24 hours of the household member's diagnosis. In the event that the parent is unable to contact the COVID-19 POC, reporting may be completed through the app which will automatically notify the Covid-19 POC and other relevant administrators.

Training

To prevent the spread of coronavirus, Latin will offer training for students, faculty, and families. Topics include, but are not limited to the following:

- ☑ How to safely return to school: a training detailing all in-school processes for students, families, and staff)
- ☑ Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

Signage and Resources

Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering). These signs will align with CDC and PPE guidance.

As detailed in the section on Parent Communication, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on the latinpcs.org website.

Other Approaches to Parent Engagement

In addition to updating the school website and providing regular communication via email, social media and telephone, the school will engage parents in the following ways:

- ☑ Regularly update the parent members of the Board of Governors.
- ☑ Regularly meet with and discuss questions, concerns, and ideas for continuous improvement with the leadership team of the PFA.
- ☑ Convene grade-level family meetings and schoolwide forums at least once every six weeks (during Phase 1 or 2) and additionally, as necessary.

Board COVID-19 School Operation Policy

When there is a health emergency that requires immediate action, such as closure of the school facility for educational purposes as a safeguard against the further spread of the cause of the emergency (e.g. an epidemic or pandemic such as COVID-19), and it is required that each public school develop a plan for continued instruction through alternative means, the Washington Latin Board of Governors empowers the Head of School with the authority to act immediately to ensure the safety of the students.

A health emergency (such as COVID-19) and the actions required as a response will impact numerous provisions of school code and the charter contract, including but not limited to, attendance, curriculum, graduation requirements, assessments, teacher evaluations, school calendar, and grading. The Board intends to comply with the law and contract but will temporarily suspend or alter its own affected policies and otherwise take required actions consistent with legal mandates related to the health emergency.

During such a health emergency, when the Head of School must have greater flexibility to respond quickly and appropriately to an evolving crisis, this policy provides for the temporary suspension of any policies not established by law or contract that may be suspended.

This policy was adopted be majority vote of the board at a duly held meeting, in compliance with Board by-laws and DC regulations, prior to the suspension of policies.

The Board of Governors grants to the Head of School the following temporary powers to address a health emergency, including ensuring compliance with any emergency orders issued by the District, Mayor, Department of Health, or District of Columbia Charter School Board:

1. Authority to temporarily waive, alter, or suspend such Board policies or provisions of Board policies as the Head of School shall deem necessary to comply with the emergency orders related to the health emergency.

2. Authority to take any lawful actions necessary to comply with emergency orders related to the health emergency, including, but not limited to, development and implementation of a plan to provide alternative instruction. Such actions may include, but are not limited to: adjustments to the curriculum and the provision of alternative educational program options; adjustments to the calendar; adjustments to employee work schedules and assignments; limitations on access to property owned or controlled by Washington Latin; and hiring of providers and/or partnering with other schools.

Peter Anderson is directed to keep the Board informed of any actions taken under this emergency authority as soon as is practicable considering the circumstances.

The temporary powers authorized by this policy are in effect for the duration identified in emergency orders related to the health emergency and any subsequent extension of those orders, unless otherwise rescinded or extended by the Board upon majority vote.

The adoption of this policy is conclusive evidence of the Board's approval of this action and of the authority granted herein.

SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

☑ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

☑ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

☑ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203[2] and/or in accordance with its charter agreement-if applicable.

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

☑ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

☑ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening 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.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

☑ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

☑ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

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[2] In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

☑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

☑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

☑ The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

☑ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

☑ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

     o An accessible, family-facing description of their continuous education plan; and

     o Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEAs best thinking with how it will provide instruction and whole student supports through continuous education for SY 2020-21. LEAs will have the opportunity to periodically review and modify plans if circumstances change; however, substantive changes to this plan should result in communication with DC PCSB and OSSE for awareness and be communicated to students and families promptly.

Further, by submitting this continuous education plan, the LEA will provide at least 180 instructional days adhering to this plan or by modifying it.

Finally, the LEA requests a waiver for the 6-hour instructional day requirement in 5-A DCMR §2100.3 for SY 2020-21.

LEA Name: _____Washington Latin PCS_____

LEA Leader Name: _____Peter Timothy Anderson_____

LEA Leader Signature: _____

Date: _____August 7th, 2020_____

APPENDICES

Appendix A: Sample Curriculum Map

Appendix B: Online Instruction Observation Form

Appendix C: [Academic Program of Study](https://tinyurl.com/y659tbf5) (https://tinyurl.com/y659tbf5: accessible via Google Docs)

Washington Latin Public Charter School
Curriculum Unit Map

Teachers:	9th grade English team	Anchor Text: *Antigone*
Subject Area:	English	Grade Level: 9

Year-long Essential Questions
1. When is rebellion morally justified?
2. How can an individual change unfair laws or government?
3. How does rebellion contribute to the progression and regression of society?
Guiding Questions for this Unit
1. Does a leader need to be feared to be strong?
2. Why do people decide to rebel against a government?
3. How important are a leader's most trusted advisors in his/her decision-making?
4. What types of sacrifices should a person make for his/her family?
5. When is it appropriate to break a law?
6. Is a government that enforces the law ever wrong?
Socratic Questions
▪ When is it appropriate to break a law?
▪ Is a government that enforces the law ever wrong?
▪ What makes a "perfect" leader?
▪ What is the difference between public and private morality? When are each appropriate?
▪ At what point does (can) one's hubris fuel one's own destruction?
Note to the instructor: Be thoughtful in your selection of translation, or you may find your students struggling to comprehend the basic meaning of this text. Also, be sure that quotations that appear on the worksheets for this text match up to the translation you've selected! You may have to update the work provided to match up with the text you assign.

Standards & Activities		
Common Core Standards	Sub-skills	Specific Classroom Activity
RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Identify the main idea(s) of an informational text - Identify relevant evidence to support an idea - Evaluate the quality of evidence as support for an idea - Identify inferences made from the text - Support inferences with specific evidence	1. Identify and contrast Aristotle and Arthur Miller's definitions of tragedy using textual evidence as support (Handouts 1, 2, and 3). 2. Apply two different definitions of tragedy to *Antigone*, using textual support to determine which is more accurate (Handout 1). 3. Use textual evidence to support conclusions about the major characters' goals and feelings (Handout 4).
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	- Identify the motivations of a complex character - Identify the theme of a literary text - Define a complex character through his interactions with others	1. Use textual evidence to support conclusions about the major characters' goals and feelings (Handout 4). 2. Analyze characters' motivations and evaluate their support for their own actions (timed writing and final test). 3. When provided with multiple pieces of textual evidence, closely analyze characters' attitudes about Creon (Handout 8).
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	- Identify unknown words or unfamiliar meanings of words from a literary text - Identify and understand the connotation as well as the denotation of unfamiliar vocabulary. - Define the relationship between tone and word choice in general and apply that knowledge to specific literary texts.	1. Using knowledge of Latin roots, define and use unfamiliar vocabulary from *Antigone* (Handouts 5 and 6). 2. Using knowledge of Latin roots, connect unfamiliar words to known cognates. (Handouts 5 and 6) 3. Define and use genre-specific vocabulary (*hamartia, tragedy, tragic hero*; Handout 7).

| W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.
• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 1. On the unit test and/or timed writing, create well-organized essays of textual analysis. Use appropriate textual evidence to support claims about the play. (See Quizzes and Tests folder).
2. On quizzes, write short answer responses to analyze quotations using concrete details (Quizzes and Test folder).
3. Closely analyze two quotations from the play by annotating, paraphrasing, identifying context, and formulating a personal response (Handout 9). |

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	● Identify the qualities in writing that contribute to clarity of expression. ● Identify the task, purpose, and audience for a writing assignment. ● Organize writing for a specific task, purpose, and audience.	1. On the unit test and/or timed writing, create well-organized essays of textual analysis. Use appropriate textual evidence to support claims about the play. (Quizzes and Test folder). 2. On quizzes, write short answer responses to analyze quotations using concrete details (Quizzes and Test folder).

Other Considerations

Secondary Texts
1. Reading on Aristotle's definition of tragedy 2. Arthur Miller "Tragedy and the Common Man" 3. "Fate, Family, and Oedipus Rex: Crash Course Literature 202" (video: https://www.youtube.com/watch?v=Cj7R36s4dbM&index=3&list=PLmZUzFJgLlNv4J5Ct21Rv1EHZ6Jn9ot1h) 4. "Oedipus the Movie." Contains some sensuality; please watch this in advance and consider your class population (video: https://www.youtube.com/watch?v=8OkMqp_a188)

Formative Assessments	Summative Assessments
● Reading quizzes ● Vocabulary quizzes ● Graded packet on tragedy ● Graded packets on vocabulary and plot ● Before/after reading, answer the essential questions (Handout 10)	● Final test on *Antigone* with essay ● AP-style timed writing

Accommodations		
Gifted and Talented	*Special Education*	*English as a Second Language*
● Consider doing dramatic readings, tableaux, or full performances of key scenes ● Read excerpts from Aristotle's *Poetics* on tragedy	● Use of a graphic organizer for the definitions of tragedy ● Family tree visual ● Video on Oedipus Rex ● Modified quizzes and tests	● Use of a graphic organizer for the definitions of tragedy ● Family tree visual ● Video on Oedipus Rex

Additional Resources

Observation of Virtual Instruction Evaluation Form

Washington Latin
PUBLIC CHARTER SCHOOL
A Classical Education for the Modern World

Name of Teacher: **Date:**

Class Observed: **Observer:**

Domain	Practice	Rating	Questions to ask students
Classroom Environment	Creating an environment of respect and rapport		How did the teacher involve students in developing classroom procedures/rules? How did the teacher introduce them to the class? How does the teacher support students to internalize these procedures and rules?
	Establishing a culture for learning		
	Managing student behavior		
	There are clear routines and procedures in place to support targeted instruction		
Instruction	Engaging students in learning		How often do you get to meet with your teacher one-on-one or in small groups?
	Using effective questioning (including higher order level questions)		Do you work in groups with your peers? If so, how are you grouped together? How often does your teacher regroup you?
	Using effective discussion techniques		Does everyone in each group do the same thing?
	Evidence of differentiation		
	Exploration of transcendental value (truth, beauty, and goodness		
Assessment	Teacher formatively assesses students and adjusts instruction in real-time		How do you know the progress you are making in this class?
	Informal assessment happens throughout the lesson		Does your teacher check in with you about your progress?
	Teacher uses a do now and/or exit slip that measures student skill/knowledge mastery		How does your teacher give you feedback on your work? How often?
	Evidence of individualized feedback on student assessment, interactions, or work products		What your areas of strengths or weaknesses in this content area? How do you know?
Student Reflection and Ownership	Evidence of student self-assessment to monitor learning and identify needs		Do you have opportunities for reflection or goal setting in this class?
	Evidence that teacher provides growth-oriented feedback on reflections		How often do you discuss your reflections or progress toward goals with your teacher?
	Multiple pathways to learn/demonstrate learning		How do you keep track of what you have done?
	Teacher allows authentic and autonomous choice with content, process and/or work product		Do you have opportunities to choose the activity you want to work on?