SY 2020-21 LEA Continuous Education
& School Recovery Plans: Application Questions

Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning[1] for school year (SY) 2020-21. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) are asking LEAs to develop Continuous Education and School Recovery Plans for SY 2020-21.[2] OSSE and DC PCSB are sharing this LEA Continuous Education and School Recovery Plan jointly to streamline operations and reduce burden for LEAs so each entity may fulfill its lawful functions.

OSSE is requiring all LEAs in the District of Columbia that serve students in Grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR § 2100.3.

DC PCSB is requiring all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during SY 2020-21 in response to COVID-19.

This application is closely aligned to OSSE's Guiding Principles for Continuous Education.[3] These guiding principles are intended to provide LEAs as well as families with clear and consistent expectations for ensuring that all students in the 2020-21 school year have access to a safe and supportive learning environment that also delivers rigorous and standards-aligned content to prepare students to succeed in school and life. We strongly encourage you to review these guiding principles closely before drafting your plans as well as the Continuous Education Resources for LEAs that we have curated.

To inform the public, these plans will be publicly posted, and we ask that LEAs also share them directly with their families upon approval by OSSE and DC PCSB. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individualized needs, but these plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies

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[1]Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

[2]These policies are intended to capture school academic and operational changes during SY 2020-21 in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (SY 21-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

[3] Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.

delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines.[4]

The deadline for submitting these plans is July 31, 2020. At this time, OSSE and DC PCSB are providing LEAs with the application questions, so they may begin to work on their responses. In mid-July, OSSE and DC PCSB will provide information on the process for submission and review.[5]

Application Questions

School Recovery Operations Plan

1. **Describe the LEA's plan to keep buildings clean, including:**
   - o **What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and**
   - o **How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?**

Very few students and staff will be in the physical building. Students and staff will not be required to be in the building. When/if they are in the building, the following procedures will be followed.

The school will regularly clean, disinfect, and sanitize surfaces and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). The school will adhere to the following:
- ● 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, elevator buttons).
- ● Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- ● For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#).
- ● Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- ● Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- ● Use of shared objects (e.g., MakerSpace or science supplies) will be limited and cleaned between use.
- ● Shared bathrooms will be assigned to specific groups of students and staff. Bathrooms will be monitored by staff members to ensure vacancy before students enter the bathroom. Students will be escorted to their assigned bathroom for use. Bathrooms will be cleaned and disinfected frequently throughout the day.
- ● The school will implement safe and correct storage for cleaning and disinfection products.

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[4] Refer to health guidance for childcare and schools, available here: https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.
[5] LEAs should notify DC PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

- No cleaning products will not be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Cleaning products at Washington Leadership Academy have been updated to match the current CDC guidelines. The standard cleaning plans in place at WLA meet the CDC standards. School day porters will focus specifically on sanitizing the touch points such as railings, door knobs, elevator buttons, restrooms, etc. WLA's janitorial night crew will continue to thoroughly clean the entire building on a nightly basis.

Janitorial Response overview

To ensure, to the extent possible, we have instructed Day porters to provide enhanced cleaning on all high touch surfaces (doorknobs, counter spaces, bathrooms) in public areas with CDC approved cleaning products throughout the day, adjusted by frequency of use. In restrooms, cleaning staff will be directed to place paper products in an area where individuals can "grab and go". Please note, this is for restrooms without automatic hand dryers. We will place hand sanitizing stations, subject to availability, throughout the facility in common areas. At night, the cleaning crew will focus on classroom spaces and restrooms for cleaning with CDC approved materials.

Cleaning, Sanitization, and Disinfection of Affected Spaces
In the event of a confirmed COVID-19 case in a student or staff member
• Close off the area.
• Wait up to 24 hours or if possible before cleaning or disinfecting to allow respiratory droplets to settle.
• Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas using the electrostatic spraying method. Chemicals used in the electrostatic spraying process must meet EPA approved products for emerging pathogens.

General Cleaning, Sanitizing and Disinfecting of Common Areas, Classrooms and Offices
BusyBee will implement increased daily cleaning of high-touch surfaces in common areas. These areas include, but may not be limited to the following:
▪ Door handles
▪ Doorknobs
▪ Door Push Bars
▪ Handrails/Stair rails
▪ Elevator keypads
▪ Public area sinks and kitchenettes
▪ Common area tables/desks
▪ Restroom surfaces
▪ Restroom door push plates
▪ Faucets
▪ Water fountains
BusyBee will implement enhanced disinfecting for Classrooms, Offices and Conference rooms. This includes, but may not be limited to the following:

▪ Tables and Chairs

- Door Handles
- Doorknobs
- Counter Surfaces
- Cabinets and Shelves
- Light Switches
- Waste Bins

In addition to common area cleaning, Night Cleaning procedures will be conducted with the recommended equipment to limit exposure to microorganism and infectious disease. The following are protocols for cleaning and disinfecting environmental surfaces:

• All employees must wear proper Personal Protective Equipment (PPE).
• No dry dusting.
• No alcohol used to disinfect large environmental surfaces.
• Daily cleaning of all high-touch common surfaces.
• Surfaces and objects that are visibly soiled will be immediately cleaned with a detergent based cleaner.
• Damp/wet dusting surfaces to prevent contamination.
• Microfiber cloths and mops are recommended for use.
• Utilize EPA approved products for cleaning and disinfecting. Ensure products have not expired.

Engineering Response Overview

*Note - depending on the size and condition of your school's HVAC system, the following may or may not meet 6 times per hour fresh air exchange rate.

We have and will continue to, on a monthly basis to:
1. Replace all filters with Merv-11 or 13 filters (depending on the size of your unit) to increase air-filtration.
2. To the best of each system's ability increase outside air intake (AAON roof top units) to the max fresh air exchange rate possible for the unit(s).
3. For "boiler/chiller" combo systems allowing the dampers to remain open to allow as much fresh air as possible to feed into the Daikin systems (indoor units). **Note many schools are considering, for a modest cost, in room portable UV filtration systems to increase air purity. https://www.invisiclean.com/invisiclean-claro-4-in-1-air-purifier.html
4. Monthly air and water flushes throughout the building
5. Providing PPE for engineering and janitorial staff
6. No longer allowing engineers or janitorial staff in occupied spaces to preform maintenance or cleaning (except emergencies).

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.

Washington Leadership Academy outsources janitorial services and will work with our contractor, Busy Bee Janitorial and Environmental Services, to ensure the development of routine deep cleaning plans and plans in the event of a positive COVID-19 case in the school community.

WLA's maintenance and janitorial contractors have outlined the following procedure if a positive COVID-19 case is in the school community: If there is a confirmed case by the school, the area of the facility where the person was located will be shut down and sanitized. The school will cover the cost of the deep cleaning and sanitization. If there is a confirmed case by a janitorial or engineering staff member at the school, the entire building will be shut down and sanitized immediately. This is because janitorial/engineering moves throughout the building. The filters are charged once the building has been sanitized. The cost of this cleaning and filter changes will not be charged back to the school.

2. Describe physical changes to the environment to ensure or promote social distancing.

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.
  - [Phase 1](#) - 10 individuals
  - [Phase 2](#) - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
  - Phase 3 - Not provided at time of writing
  - Phase 4 - Not provided at time of writing
- 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).
  - Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
  - No more than 3 students will be assigned a table designed for 6, and no more than 2 at tables designed for 4. If sitting across from one-another, students will maintain a 6-foot distance.
- Communal-use spaces for students (such as cafeteria, and playgrounds) will be closed. Communal spaces for staff, such as work space, will be arranged such that social distancing will still occur.
- No physical education classes will be held outside (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- Students will go one-in one-out of the bathroom so physical barriers are not required.
- 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.

Use of Hallway

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, floor markers, and wall signage, will be used as needed to provide direction and instruction for movement. Extra time will be allowed during any necessary transitions throughout the day to foster careful transition between spaces.

3. **What have you done to ensure adequacy of ventilation at the school?**

Ventilation

Prior to reopening after any prolonged shutdown, the school will engage with the 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.

St. Paul's, the facility where Washington Leadership Academy is located, uses Marv 11/13 filters. The HVAC system was replaced in June 2020. Since the HVAC system was entirely replaced within the last month, there is no additional need to flush the HVAC system. Additionally, while Washington Leadership Academy was closed, the HVAC system continued to operate. At this time, there is no additional need to flush the system.

4. **Outline the LEA's plan for SY 2020-21 school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.[6]**

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. 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.

The corresponding School Instruction Plan is created to support the Operations Plan. The school created a schedule that supports the maximum number of allowed students able to attend in-person.

Traveling to and from School

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[6] Refer to health guidance for childcare and schools, available here: https://coronavirus.dc.gov/healthguidance.

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

❏ 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:
- 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.
- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- 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:
- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
- Use hand sanitizer after leaving the transit system.
- 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:
- Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
- Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

Entering and Exiting School Building

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

- Health screening will be conducted at each entry point.
- Multiple doors will be used, each with a screening station, for entry and exit.
- Entry and exit points will be assigned to students by their group that are close to their first and last location of the day.
- Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.
- Tents will eventually be provided to shelter accommodations to protect students in line from the elements (e.g., sun and rain).

Daily Health Screening

Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever.

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. Use of non-contact thermometers is encouraged. *See Hygiene section for thermometer cleaning.*

Personal Protective Equipment
PPE can be used if a temperature check cannot be performed by a parent/guardian *or* barrier/partition controls cannot be implemented. CDC states that reliance on PPE is less effective and more difficult to implement because of PPE shortages and training requirements. If staff do not have experience in using PPE, the CDC has recommended sequences for donning and doffing PPE. To follow this option staff should:

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on PPE.** This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
- **Take** the individual's **temperature**.
- **Remove and discard PPE**.
- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer** following the directions below.

Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices:
- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- 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, 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, and other shared spaces to avoid mixing groups.

In-School Dining
Washington Leadership Academy will be working with a new school lunch vendor, Genuine Foods, in SY20-21 to deliver National School Lunch Program compliant meals to students' homes. The vendor

will provide 3-5 days worth of reimbursable meals directly to our students, so families have confirmed access to school meals regardless of the opening status of the school. The school's food vendor will be required to provide a safe meal preparation, service, and cleaning plan in accordance with requirements and best practices at the time.

[For any later hybrid option] The school will use pre-packaged lunches, including plasticware, napkins, and seasonings. Meal distribution and consumption will occur exclusively outside the building. Students who are not scheduled to be in the building during the time of a meal (whether because they are learning at home or not scheduled to be in the building that day) may still come to school to collect a meal. They will be permitted to eat outside but not allowed access to the building.

Canceling, Eliminating Activities

The school will cancel, eliminate, or modify the program to adhere to the following:
- Cancel or modify classes where students are likely to be in very close proximity.
- Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages; only have necessary delivered 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

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. 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 vaccines, the enrollment team will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening.

Non-medical (Cloth) Face-coverings

All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult or student 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 do so. The school will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities.

Face-coverings should be worn by all individuals at all times while in the building including students, staff, families, contractors, and visitors.

Ensuring the safe use of clean cloth face coverings:
- Students and staff will bring multiple cloth face coverings with them. In the event that a student, staff, 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.
- 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.
- A Health Screen occurs for all people entering the school.
  - Student screening is listed above.
  - Staff will be screened the same way.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- Students will keep all of their belongings with them in their backpacks.
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that 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).
- Regular hand sanitizing will be enforced:
  - Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)
  - Hand cleaning supplies will be readily available in classrooms, bathrooms, offices and entrances/exits.
  - Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.

● 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 must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to 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 (or get permission to dismiss immediately), and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school is to 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 with the use of barrier protection or Personal Protective Equipment (PPE).

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Stacy Kane, Executive Director, 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
Schools are to have communication protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to 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 and will state the requirement to quarantine for 14 days; and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- Families will receive robocalls and emails.

Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces
See Cleaning, Sanitization, and Disinfection section.
In the event of a **confirmed COVID-19 case in a student or staff member,** the school **must immediately close the room(s) the COVID-19 positive individual was in 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, 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. Continue routine cleaning and disinfection.

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 during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's resident. 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. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Oversight of Before and After Extracurricular Activities

If the school engages a vendor who provides extracurricular activities, the vendor should provide the school with a contract that outlines how students and staff will maintain social distancing and a sanitary environment. The provider must also conduct health screenings prior to each activity. To the extent possible, students will be grouped with the same students they were grouped with during the school day.

If the school staff provides the extracurricular activities, the activities must be included in the school's instructional plan and follow the same guidance as provided in this Operations Plan.

Providing Personal Protective Equipment

This is dependent on the number of staff and students attending your school. At minimum, face coverings should be available for every individual. In addition, any individual participating in health screenings must have gloves and a face covering. For all personnel who interact with external visitors (e.g. mail carriers, family members), the school will provide a barrier made of flexible plastic. External visitors will not be permitted in the building without PPE. Extra PPE will be available on site for visitors, if necessary. Students should be provided with sterilized containers to hold their supplies and personal belongings.

Instructional Delivery Plan

WLA Instructional Model

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during SY 2020-21.

   o Identify the instructional methods (e.g., 100% synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during SY 2020-21 to ensure rigor across settings;

   o Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);

   o Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and

   o Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

Assessment and Promotion Policy

A. Assessment

6. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:

   o Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of SY 2020-21. Select all that apply:
      o Achievement Network (ANet)
      o Affirm
      o Developmental Reading Assessment (DRA)DIBELS/ Acadience Reading
      o Great Minds
      o i-Ready-Curriculum Associates
      o **NWEA-MAP**
      o Reading Inventory (RI)
      o Renaissance Learning's STAR Reading/ STAR Math Scholastic Reading/ Math Inventory (SRI/ SMI)
      o **Other (identify vendor)**

   o How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and

o   When the LEA intends to administer these assessments during the school year, specifying for each assessment.

B. Promotion and Graduation

7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.

● This will not be changed.

8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

● This will not be changed.

Attendance Policy

9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21](#). Describe the LEA's policy for student attendance through distance learning. In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:
    o   Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
    o   LEAs that serve students that are not compulsory age (Pre-K 3, Pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.

☐ Option A: The LEA is using a learning management system (LMS) for distance learning.
    o   How is the student's presence authenticated daily using the LMS?
    o   What constitutes sufficient engagement in the LMS for the student to be marked present?

Students' attendance will be verified through Canvas, WLA's learning management system for distance learning. Washington Leadership Academy will use module completion metrics to authenticate student attendance. Any student engagement in the LMS including progress on any module, live teach attendance and/or advisory check in will constitute sufficient engagement for the student to be marked present. WLA teachers and staff making contact with a student through these means will record the student's attendance as present in WLA's SIS.

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure that the official attendance records of students are accurate? What

student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

Washington Leadership Academy will report daily attendance to OSSE in the event on an audit of attendance records. WLA will verify daily attendance by collecting student engagement in the LMS including progress on any module, live teach attendance and/or advisory check in to ensure daily attendance is accurate.

DESCRIPTION:

ON-SITE ATTENDANCE
Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy.

REMOTE OR DISTANCE LEARNING ATTENDANCE
Per OSSE guidance for distance learning, students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type).

(Washington Leadership Academy) selects the following option(s):

❏ Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA policy.

❏ Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.

❏ X If using both options, clearly define which groups are using which option and under what circumstances.

Per OSSE existing regulation to waive the 6-hour day requirement when LEAs submit a continuous learning plan aligned to learning guidance, attendance does not require a full six-hour school day to be considered present. 180 instructional days are still assumed.

Per DC PCSB, create a new attendance policy that captures how student attendance will be measured through "touchpoints". Schools may use touchpoints that align to their program model to define being present for distance learning, but those touchpoints must demonstrate that students are engaged in learning. Touchpoints do not need to be restricted to normal program hours and can be collected at any point in the day.

A touchpoint is a piece of evidence indicating that a student participated in distance learning activities on a given day; examples include turning in an assignment, participating on a webinar, completing an exit ticket after watching a pre-recorded video, sending a photo of a completed assignment, or attending a one-on-one check-in with instructional staff (e.g., phone call, virtual meeting)

Within this policy, describe the touchpoints your school plans to use to demonstrate student attendance on distance learning days and how these touchpoints align with OSSE's updated attendance policy. In

Touchpoints that Washington Leadership Academy will use, include the following methods:
- ❏ X Phone conversations or virtual meeting one-on-one with instructional staff to discuss content
- ❏ X Direct 'face-to-face' online contact through class Zoom, Skype, Google Hangout, etc.
- ❏ X Completed exit tickets (Google form, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work
- ❏ X Completed assignments uploaded to secure folder within school's system (e.g. Egnyte, Dropbox, Google) from daily activity (>50% complete will be considered present, regardless of accuracy)
- ❏ X 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.
- ❏ (*insert other method*)

Middle and High School (with multiple teachers)
(OSSE: LEAs may also have other methods for documenting period-based attendance or student engagement and should communicate those expectations to families and caregivers.)

Referring to the sample Instructional Delivery Plan, how will the 'house teacher' or 'homeroom teacher' take attendance daily for each student? Beyond that, is a student expected to engage with every assigned class during a remote-learning day? How will engagement by class be defined? Will attendance be put into the school's student information system?

Attendance Monitoring and Reporting

Describe how your school will report distance learning attendance at the student level. Further describe how you will track, attempt to contact, and report any students/families who cannot be reached and are not participating in distance learning.

Washington Leadership Academy will take the following steps to track student attendance:
- ❏ Teachers responsible for daily attendance for students on-site will follow existing attendance protocols.
- ❏ X Teachers responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:
  - ❏ Students' attendance will be verified through Canvas, WLA's learning management system for distance learning. Washington Leadership Academy will use module completion metrics to authenticate student attendance. Any student engagement in the LMS including progress on any module, live teach attendance and/or advisory check in will constitute sufficient engagement for the student to be marked present. WLA teachers and staff making contact with a student through these means will record the student's attendance as present in WLA's SIS.

  - ❏ WLA teachers will be responsible for taking student attendance in their live-teaching sessions on a daily basis. Teachers will record virtual attendance in an online system,

which will sync directly to PowerSchool. Students that are not present for a live-teaching session, but display sufficient engagement and progress on a module in our LMS will also be considered present for that school day. Student attendance will also be recorded during student advisory meetings and student meetings with school counselors. All forms of attendance will be indicated with new attendance codes: "Virtual Present", "Virtual Absent", or "Virtual Tardy".

- ❏ WLA has assigned new attendance codes for a virtual learning environment. WLA will code students as either "Virtual Present", "Virtual Tardy", or "Virtual Absent" Attendance codes will be reported in PowerSchool on a daily basis, which syncs directly with OSSE's reporting tool.

- ❏ Teachers responsible for remote learning students without an LMS will follow protocols using touchpoints discussed above.
    - ❏ (*insert attendance-taking protocol*)
    - ❏ (*insert reporting protocol*)

Washington Leadership Academy PCS will take the following actions to address absences:
- ❏ X Teachers and counseling staff will be assigned cohorts of students for follow-up from the primary building attendance administrator.
- ❏ X 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.
- ❏ X Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

SAMPLE/MODEL Attendance Policy

Attendance Touchpoints by Learning Type for PK-12 and Adult Ed

	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	Present Remote: Student responds to email 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

			● Submits video of activity (e.g. PE, music) ● Saves student work in file, showing some progress ● Parent/guardian responds to survey ● Responds to documented contact(s) from community leader, engagement specialist and/or content teacher	community leader, engagement specialist, 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.

High school students and adult education who are learning synchronously remotely will receive the following:
- A robo wakeup call.
- A robo reminder call to get ready for school.
- A robo tardy call if not present by the end of the first activity (or time).
- An email if not present by end of second activity or by 15 minutes into their class period, whichever occurs first (engagement specialist and parent/guardian copied, if applicable).
- A call from the engagement specialist following up on email to the student.
- A call from the engagement specialist to family, if applicable.
- A robo call to the family notifying them of the student's absence from school (HS only).

All students who are learning remotely will receive the following:
- An email and/or video with a list of the day's assignments and expectations
- An email if not present by 15 minutes into their class period during a school day (engagement specialist and parent/guardian copied, if applicable).
- A call from the engagement specialist following up on email to the student.
- A call from the engagement specialist to family, if applicable.
- A robo call to the family notifying them of the student's absence from school, if applicable.

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

A. Student Support

11. Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.
    - Teacher will engage in robust professional development on best distance learning practices
    - WLA will meet as Academies on a regularly scheduled basis to identify and provide academic intervention through an RTI model to support mental health and academic recovery needs.

According to the American Academy of Pediatricians, "Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities." Below are several interventions for students' social-emotional and mental health needs during continuous learning and school recovery.
- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- Teachers will use advisory time to build student community and/or social-emotional activities as appropriate.
- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the LMS and via email for all students and families.

20

- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The mental health team will create tele-health options for students to call and schedule sessions with school counselors.
- The mental health team will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.
- The mental health team will send out regularly Socio-emotional learning supplemental materials to students and families that are web-based.

B. Behavior

12. WLA has developed a method by which students should conduct themselves virtually to maintain a college and career ready and joyful learning environment. The Student Code of Conduct is meant to ensure the goals of the WLA School culture framework are met for all individuals within the school community. Students are expected to follow the WLA Student Virtual Code of Conduct as described below:

    o If a student is inappropriately using technology or using inappropriate language during virtual learning below are the following consequences:
    1.First offense the student will not be allowed to join any synchronous instruction for two days and will complete asynchronous instruction. Students will have an extended due date during the time of their asynchronous instruction.
    2. Second offense will be that students will not be allowed to join any synchronous instruction for one week and will complete asynchronous instruction. Students will have an extended due date during the time of their asynchronous instruction.
    3. Third offense, students will receive a suspension but will receive asynchronous instruction. All assignments will be due at the end of the students suspension.

    o Washington Leadership Academy will communicate via telephone and email with families and students in the event a student violates the virtual code of conduct. In the event of a suspension, leadership will meet with families and students via zoom.

Expectations for Student Behavior

Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual

environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

Plan

Behavior Policy for Remote/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 will follow the school's dress code and always maintain proper dress code during virtual classe - 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 the LMS	- Students must keep their username and passwords in a safe place and must not share them with other students. - Students must log into the LMS using their own log-in information. - Students must log into the LMS daily 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	Students must treat all school and personal electronic devices with care.

Physical Equipment	- 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.

Monitoring of Student Behavior

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using the LMS.

Communication with Families

School staff will share a copy of the Whole Student Support with families for their review prior to the beginning of the school year. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via the LMS. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

Alternatives to Distance Learning

Alternatives to Distance Learning
School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text or through the LMS.

If students do not follow expectations for communicating respectfully with school staff or other students:
- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on LMS chat or discussion boards.

- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:
- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

If students engage in cyberbullying or display/share inappropriate images on the LMS:

Reporting Cyberbullying
- All staff members are required to report any cyberbullying they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures for reporting behavior incidents and notify the Vice Principal of STEM at csmith@wlapcs.org (202-905-8453) or another administrator on duty.

  Any student who believes that they have been the target of cyberbullying or who is aware of cyberbullying is strongly encouraged to promptly report the matter orally or in writing to the Vice Principal of STEM at csmith@wlapcs.org, another administrator, or to any other faculty or staff member or member of Washington Leadership Academy with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

  A parent who witnesses or becomes aware of cyberbullying /retaliation is strongly urged to promptly notify the Vice Principal of STEM at csmith@wlapcs.org or another administrator.

- Anonymous Reporting
  Reports may be made anonymously, although no formal response will be taken solely on the basis of an anonymous report. However, such a report may trigger an investigation.

- Investigation Procedures
  If an incident of cyberbullying or retaliation is reported, the Vice Principal of STEM will respond quickly and appropriately to investigate and intervene. Complaints or reports of bullying/ retaliation will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing the complainant and accused to present evidence.

- Within fifteen (15) school days of receiving a report of bullying, the Vice Principal of STEM will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that cyberbullying has occurred, appropriate corrective and remedial

action will be taken. Washington Leadership Academy will make determinations as to whether a reported incident constitutes cyberbullying based on all of the facts and circumstances surrounding the incident. WLA will use a preponderance of the evidence standard (i.e., more likely than not that cyberbullying occurred) when resolving complaints.

- Steps will be taken as necessary to protect suspected victims of cyberbullying during the course of the investigation process. WLA will make every effort to protect confidentiality during the course of the reporting cyberbullying.
- Washington Leadership Academy staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction during a cyberbullying investigation.

Special Populations

OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on [March 25, 2020](#), [April 15, 2020](#), and [May 29, 2020](#).

13. Describe the LEA's plan to serve **Students with Disabilities**, including:

- In collaboration with students and families, the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
  - In the event that it is unsafe for students to participate in an in-person evaluation, the Multidisciplinary team will determine the appropriate deadline and document via prior written notification (PWN). WLA will continue collaborating with families to find mutually agreeable times to hold IEP and eligibility meetings to ensure compliance with IDEA timelines. Service delivery will be documented internally, in the communication log in SEDS, and in any related service session notes.

- The steps the LEA is taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning; and
  - Through the advisory program, WLA will conduct a needs assessment to determine the unique needs of each family; this will include communication around learning platforms and potential modifications and/or accommodations needed for the family. Additionally the Student Support Department will ensure school staff are trained on how to support adults and family members with disabilities.
- WLA will deliver related services for students in distance learning through telehealth services during the school day hours. Parents and students will be provided notification of the individual student schedule.
  - The relative service providers will continue to deliver services for students outlined in their IEP, to the greatest extent possible, in a remote, telehealth

online setting. Sessions will be documented in SEDS under related service session notes.
- WLA will support parent training for students receiving related services through distance learning by providing detailed information of the various sessions and resources available for continuing support.

- The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how the LEA will communicate those services with families

  - WLA will deliver recovery services in asynchronous and synchronous formats that allow students to participate in general education, whole group instruction, general education small group instruction, and specialized instruction services delivered in a manner most appropriate to the students' needs. Special education teachers and related service providers will, to the extent possible, service students by pushing into general education sessions and providing small group individual sessions focused on ensuring student access to the general education curriculum and focus on student's IEP goals.
  - WLA will provide benchmark assessments and use Reporting Period 4, IEP progress reports to determine the nature and severity of the nature and severity of the impact of learning loss on their receipt of educational benefit; and determine pathways to recover skills for students with disabilities to ensure FAPE.
  - WLAs will deliver recovery services to students with disabilities during the 2020-21 school year during pre-scheduled recovery office hours. During this time, students will be provided direct instruction by special education teachers to promote recovery and growth. At the beginning of the school year, all students will have a multidisciplinary team meeting to discuss and agree upon the need of the recovery services. Teachers will continue to communicate and collaborate with families on overall progress
- The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.
  - WLA will work with its Mckinney Vento POC to ensure that student experience homelessness has equitable access to all virtual learning platforms; including district resource connections and/or accommodations and modifications as determined needed.

14. Describe the LEA's plan to serve **ELs**, including:
    - WLA will continue to provide EL services through the SIOP model. Staff will receive direct training on the SIOP implementation during summer professional development. Additionally, EL students will have the opportunity to engage in asynchronous and synchronous learning in the small groups setting, during re-mastery hours and office hours.
    - WLA will use the WIDA access scores and screener to determine and set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency; Each individual student will have their own individualized plan to monitor progress on the appropriate goals.

- WLA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and WLA will continue to use the SIOP model for all grades and EL levels. Additionally, direct instruction for level 1 and level 2 English language Learnings during the week
- WLA will provide EL students access to academic content by grade and proficiency level.
  i. provide appropriate modifications and accommodations according to individual plans based on student, guardian and teacher
  ii. Using the SIOP model, teachers will differentiate learning experiences based on student need and progress.

Technology Policy

15. Describe the LEA's policy for technology use during distance learning:
   - All students are provided one-to-one devices at the start of the school year. WLA maintains a set of available spare devices equal to 10% of the overall device need to manage repairs and loss due to damage and theft.
   - Student device repairs will be managed via contactless swap at the school location or via shipment to and from student residences. All devices will be sanitized when received for repair and before they are provided to students.
   - Student devices and accounts are monitored using third party management tools. Student internet content is filtered using multiple device and account based tools that fully comply with CIPA and COPPA regulations.
   - PII is secured in all core WLA systems including Google Apps, PowerSchool, and Canvas. Encryption standards for all third party data systems meets or exceeds minimum FERPA regulations.
   - Student and family technology needs will be assessed using periodic surveys and weekly reporting by staff advisors. Operations and technology staff members respond to all needs as they are reported using these methods.
   - Students and families will have access to the tech department's help desk and support portal. Instructions for common tasks related to our systems and online learning, as well as basic Internet access and device troubleshooting, will be available through the portal.
   - Students and families who have limited or no Internet access are first directed to outside agencies that can provide these resources at reduced rates. WLA also has purchased a number of pre-paid hotspots through the T-Mobile for Education program. WLA is also currently working with additional local providers to sponsor Internet services for students and families for whom other options are not viable.

Family Engagement Policy

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:

- How often families can anticipate hearing from the school, and through which methods of communication;
  - WLA sends weekly newsletters to families with relevant updates every Monday by email
  - The school website is updated regularly with critical resources and information related to academic instruction and student support.
- How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
  - WLA has and will continue to collect family and student input through surveys, family night sessions, and Principal "Open Door" sessions.
- How you will communicate about unanticipated facility closures and the health/safety of the school community;
  - Email, robocall, and school website banner
- How you will share expectations and training for family participation in their student's learning, including trainings for technology;
  - Families will be provided with accounts for multiple platforms that let them observe their student's learning, assignments, and grades. Training for families to access and navigate these systems will be provided within the first month of school.
  - Families will have access to the tech department's support portal. Instructions for common tasks related to our systems and online learning, as well as basic Internet access and device troubleshooting, will be available through the portal.
- How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
  - 9th Grade will have a two week-long orientation from 8/11
  - 10th-12th grade will have a week-long orientation from 8/24
- How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

  - Students will receive interim progress reports and report cards

  - Weekly Leadership Reports are sent to students and families every Friday

  - Grades are updated weekly and can be accessed by students and families through Canvas

Continual Improvement

At the conclusion of learning intervals, and at the time of progress reports and report cards, the school will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Resources

Virtual training will be recorded and available to families through the website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

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. [see nonmedical cloth face coverings section]

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on the school's website.

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[7] 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.

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[7] 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 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.

☐ 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: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____