

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Washington Latin PCS
LEA Head of School Name: Mr. Peter Anderson
LEA Type: Middle School;High School
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Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

Washington Latin is planning to return to in-person learning in the fall of 2021 for students in all grades (5-12). This can be accomplished with the required physical distancing at our current campus. Some modifications may be necessary to achieve the required three-foot distance between students and six-foot distance for faculty in classrooms, including removing extra classroom furniture (such as worktables, reading center chairs, etc.), strictly limiting class sizes, and leveraging extra spaces on campus (both indoors and outdoors) for classes on a temporary basis.

Latin's model is now, and has always been, focused on small classes in all grades. This long-standing commitment makes compliance with the strict distancing guidelines easier. Middle School classes (grades 5-7) are generally no more than 19 students. We plan to maintain this class size. Our current staffing model has a student-teacher/staff ratio of 15:1 in the MS and approximately 7:1 in the Upper School, including administrators (who also teach) and a significant number of student support staff, including counselors, deans, social workers, aides, and administrators who also teach.

In addition, as Latin prepares to open a second campus in DC in the fall of 2022, we are hiring additional teaching and administrative staff to join us at the current campus as part of their development and onboarding for the second school. This group is comprised of 12 administrators, teaching fellows, and other faculty who will support our current operations in 2021-22.

Finally, Latin will launch a new partnership in 2021-22 with Public Allies, an Americorps program that recruits and trains talented young leaders with a passion for social impact, bringing additional support to students who need additional attention in individual or small group sessions, starting in August. These Corps members who will function as tutors/academic support aides will join the ranks of an existing cadre of tutors who work with Latin students who require additional support, including those with IEPs and 504s, students who are unable to attend classes in person for a period of time (including due to quarantine or other extended absence), or who need support for any reason. During 2020-21, the school employed additional tutors to support learning, and we will supplement

our more formal team during the SY21-22.

Materials Distribution for Students Participating in Distance Learning

The distribution of materials generally takes place at the beginning of each semester. For in-person operations, the vast majority of materials are distributed by the teacher in class directly to students. During SY2020-21, Washington Latin developed operational systems to ensure the safe and timely distribution of educational materials to students during distance learning. We plan to deploy these same systems to ensure all students receive necessary materials this year. As with in-person materials distribution, the schedule for this will be at the start of each semester. First semester is when the bulk of materials must be dispersed, and we will arrange convenient times for that during the week of August 21 at student orientations, advisor-parent conferences, and the first day of school on August 24.

Our distribution system for our distance learning students will mirror our system last year, which was as follows:

- Course materials were requested by each teacher and then purchased by our Director of Operations, Martita Fleming. This included standard textbooks, paperback novels and other texts for English, History, etc., and additional materials for classes such as art (pencils, sketchbooks, etc.) and science (kits for conducting experiments at home).
- All materials were gathered in a centralized location (our library) by grade, class and, as needed, by student. On designated days, which was communicated to all families and students via email and text messaging, materials were made available for pick-up on campus.
- At these times, volunteer faculty, parents, and Upper School students (with the direction of Ms. Fleming) assist families picking up materials. The distribution is conducted across a temporary “counter” at the door of the library, allowing for social distancing and limiting contact among those picking up materials and our distribution volunteer team.
- Chromebooks were distributed at the same time as other materials in a process managed by Director of Information Technology Carl Lyon.
- If, for any reason, families were either not able to or uncomfortable attending these in-person distribution events, Ms. Fleming made arrangements for materials to be delivered to the student’s home. Deliveries were made either by our transportation vendor (who was also contracted to deliver meals to families) or in some cases by individual members of the faculty who either knew the student or lived in close proximity. These deliveries were a component of the ongoing outreach made to each student and family during distance learning, as described in subsequent sections of this plan.

For the more limited set of students who will attend Latin virtually in 2021-22, whether on a short- or long-term basis, we will deploy a similar system of distribution with the same goal of ensuring students have all they need to fully participate in their classes, not matter what is required. Given that we expect only a limited number will be learning virtually (if any at all), our distribution will likely be even more personalized to the needs of the families involved. For example, rather than setting particular times for parents to pick up class materials, we will likely make it possible for them to set a time that fits individual schedules if coming during regular school hours is not

possible.

Technology Provision and Support

In addition to classroom materials described above, Latin will continue our one to one Chromebook program launched during 2020-21. Every student at Latin currently has a school-issued Chromebook, including over the summer break (whether or not they are participating in summer school). Chromebooks are required tools for every class, though some teachers may not use them every single class period, and students will be instructed to bring them daily. As was the case in the 4th Quarter of 2020-21 for students participating in Hybrid instruction on-campus, any student may loan a Chromebook if needed, such as when the Chromebook is left at home or is being repaired. [More information on this program](#) is available for all on our website.

Latin has also supported students' need for reliable WiFi at home by sharing information about various public-private partnerships that offer low-cost or free WiFi, providing technical assistance where possible to families in setting up or using their WiFi, and for some students providing in-person assistance to get them started. This level of support cannot fully replace the commercial support functions but is intended to ensure that our students and parents are familiar with how to access and troubleshoot their at-home services as related to Latin classes. Similarly, we work to ensure that our faculty are aware of students who may have WiFi issues and allow accommodations for them during virtual classes (e.g., allowing their camera to be turned off to improve connectivity). These practices will continue for Distance Learning in 2021-22.

Faculty have likewise received additional support for the increased technological demands of teaching remotely. This includes professional development on a range of distance learning topics, including student engagement, Zoom tools, and other applications that can enhance screen learning. The IT department expanded its staff, offering additional tech support for faculty both at home and onsite. During SY2021-22, all faculty will be issued new Chromebooks to ensure a consistent approach to teaching and learning across Latin and offering consistent and comprehensive tech support to the entire community.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

Washington Latin is prepared to offer distance learning for students who require either short- or longer-term off-campus learning, whether due to a temporary exclusion from campus activities (such as a required quarantine), a grade- or school-wide return to distance learning (as in an outbreak at Latin or in the District), or for a semester or more with a medical certification. The distance learning program for any such circumstances will be based on our learnings from offering primarily asynchronous learning in the spring of 2020 and a primarily synchronous model during 2020-21, though detailed planning for each will continue through the summer. The following summarizes our current plan:

- ***Temporary Distance Learning for Individual Students*** – We will adopt an individualized plan that maintains student enrollment in their regular classes. Students will participate in their classes in a modified asynchronous format with support from a Latin tutor and access to their regular classroom teachers via email and Zoom.
- ***Temporary Distance Learning for a group*** – In the case of a grade- or school-wide outbreak of COVID (or any other reason), we will revert to the distance learning program developed for 2020-21. This includes four days of synchronous instruction in 75- or 90-minute blocks (depending on the grade level) via Zoom, and one day of asynchronous instruction.
- ***Longer-term Distance Learning for students with Medical Certifications*** – Our plan for this group of students, while still in process, is to partner with Friendship Public Charter School for a shared program. We would contract with Friendship that provide core programming. We would supplement this programming with academic support and with follow-up by our mental health team. We are still working out details of this plan and share final arrangements with our community and other stakeholders in the summer.

Temporary Distance Learning for Individual Students

The main goal of our approach will be to ensure that students remain engaged, both academically and socially, with their in-person classes, teachers, and peers. At the same time, we have carefully considered a blended approach to teaching (some students in person, others on Zoom) but ultimately rejected this approach as disjointed and problematic for students and teachers alike. As such, the

temporarily excluded students will not participate via Zoom with their classes.

Students will continue to follow the class, with modifications as needed for their remote learning. We will leverage our existing technology platforms to enhance at-home learning, including using the centralized classroom information applications (Unified Classroom and, in some cases, Google Classroom), our school Chromebooks, and Zoom for regular conversations and academic support of the student by their classroom teachers, tutors, and any additional support team members such as counselors, deans, special education case workers, etc.

As we did for our entire student body in the spring of 2020 and last school year, we will ensure that the student has access to technology and WiFi, leveraging public programs and adding any Latin-specific resources as described in this report. Likewise, Latin will ensure that the student has the classroom materials and supplies needed for learning, as well.

Group exclusions/All-school return to Distance Learning

Washington Latin has planned our system to ensure that our systems and programming can transition from in-person to distancing learning next year, if necessary. In the initial closure for the pandemic in March 2020, our virtual school was in operation nearly immediately following closure: only a single day of instruction was missed. Over the past year, our team has further developed our collective ability to adapt, from planning through execution, and ensure that we are sharing information with our community of faculty, parents, and students in communications that aim to be clear, transparent, and timely. We will lean heavily on our skills as a rapid response team to manage any changes necessary in our operations next year.

We are also working to prepare our entire community for the transition, if needed, by doing the following:

- *Providing technology* – As described above, Latin moved quickly in 2020 to become a 1:1 technology school, condensing what was to be a multi-year roll-out into a matter of months (delayed by the high demand for Chromebooks, but once in hand distributed within a two week period). Additionally, each faculty member will also be provided with a Chromebook for the start of school in August. This will make any required return to distance learning for a large group or the entire school far easier to manage.
- *Using centralized IT systems* – In feedback sessions this spring, our parents consistently praised the use of Unified Classroom as a central repository for submitting assignments, tracking grades, and receiving class materials. We are continuing to use this system, supplemented with Google Classroom, to ensure that both students and parents can easily find information about any class.
- *Using Zoom* – While most classes will not need Zoom, we will ensure that our students are familiar with the technology. We will also continue to use the platform for a range of family meetings, from all-parent Latin Cafés (monthly information/Q&A sessions) to IEP meetings, etc. The platform has had a big impact on our community engagement, with attendance at parent meetings up to 200 compared to the typical on-campus attendance at such meetings of a few dozen or fewer.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

As stated earlier, Latin will continue our 1:1 Chromebook program launched during 2020-21. Every student at Latin currently has a school-issued Chromebook. Latin has also supported students' need for reliable WiFi at home by sharing information about various public-private partnerships that offer low-cost or free WiFi, providing technical assistance where possible to families in setting up or using their WiFi, and for some students providing in-person assistance to get them started.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**
- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., 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.) in the program.**

Student and Staff Well-Being

2.A: Whole Child Supports

- 3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
 - **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
 - **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
 - **c. How the LEA will provide direct mental and behavioral health services for students in need.**

How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;

Social-Emotional Learning, Relationship Building in Latin's Model

Each student at Washington Latin brings unique talents and interests to the community. It is our belief that, with the right supports, all students can grow and thrive socially, academically and emotionally. Providing this kind of individual attention and support is central to our mission.

Key in achieving this is our commitment to small classes and overall school size so that we can know and support our students as individuals. Our aim is for each of our students to be known very well by at least one adult in their school life (their “go to” adult) and known well by many others. Building strong relationships between students, family members, and faculty is essential to our model and reflected in a range of practices:

Advisory - Each student is assigned an advisory that serves as “home base” throughout the year. Through daily meetings, weekly lunches, and occasional group activities (such as field day competitions), students build peer relationships and have an advocate in their advisor. These relationships are central to our highly relational model.

Deans of Students - Washington Latin has four Deans of Students, two assigned to the Middle School and two to the Upper School. These individuals know students in the grades they cover and strive to develop positive relationships with all students. Their role is to help students to live up to the school’s behavioral expectations, work directly with those who may need additional support, and foster the intellectual and personal growth of all students.

YES Social Emotional Curriculum – Our 6th and 7th grade students participate in a special elective period class designed to build both individual emotional health and skills and help create a community of students that can support each other. Key skills the program aims to develop include powers of perception, expression and ultimately a personal code of ethics.

Dialogues Across Difference – Middle School students also participate in occasional discussions to address issues that can be challenging for adults as well as students, aimed at preparing them for finding commonalities across our diverse community and developing a sense of our shared humanity. Upper School students have additional opportunities for in-class and extra-curricular discussions and activities around topics and areas of interest as directed by the students themselves. For example, for the 2020 election, Upper School student-led clubs offered a range of activities and discussions for their peers about topics such as voter suppression, protests, and more.

Student Assemblies – Each division holds regular assemblies often based on a particular theme (such as gratitude, love, or leadership) that brings together the school community to celebrate work and accomplishments with student and faculty speakers, award merits that recognize students for reflecting Latin values, such as hard work, persisting through adversity, demonstrating kindness, etc., and enjoy student performances. These assemblies reflect our culture and help build community.

Student Clubs – Students are encouraged to take the initiative to develop and lead clubs (with a faculty sponsor) that bring together students to explore an interest. Clubs run the gamut from Black Lives Matter to Juggling and Knitting. These clubs reflect our belief in encouraging students to engage with the community and our commitment to giving the opportunities to take the lead and build their autonomy.

Mental Health Awareness – Communicating about Counseling

Even before the pandemic closed schools across the US, Washington Latin had a robust mental health program and had made significant investments in counseling staff and all-faculty training.

Latin has five full-time mental health professionals. Any student who is in emotional distress can reach out to any of our counselors, and students make use of this resource: during the pandemic, more than 300 students have reached out to a member of our mental health team.

This reflects our commitment to ensuring our community is aware of our mental health services. Our process for communicating about the availability of mental health support and counseling on campus leverages both our overall community engagement and our approach to developing individual family relationships, particularly for students with higher needs (academic or social-emotional). The availability of counseling services continued to be made available to students throughout the pandemic and our distance learning mode, and we are prepared to continue ensuring our students mental health and well-being remains a top priority.

The following are mechanisms for ensuring students and families are aware of our commitment to their mental wellness and how to access mental health counseling:

- We include an overview of Latin’s Mental Health Department and philosophy in the Family Handbook. This document is distributed to families before the start of the school year. And key sections of the handbook, including our Child Find policy, our Title IX policy, and an overview of our mental and behavioral health services, are highlighted during one-on-one advisory conferences in August and Back to School Nights in September.
- We have a [mental health page](#) on our website that provides additional information on our counseling team, grade-level contacts, and a variety of resources for parents and students.
- Grade-level counselors reach out to students regularly through advisory and other group gatherings (such as assemblies) or communications (such as the Daily Bulletin). We are planning to do this school-wide at the start of 2021-22, including sharing the mental health referral form with all students.
- Our parent engagement includes sessions on supporting children’s mental health, including during distance learning. We have also had faculty-parent book clubs focused on mental wellness and related parenting issues. More sessions are being planned for 2021-22.
- Our monthly schoolwide Wellness Days will include social-emotional, mental and behavioral health awareness sessions and activities.
- Faculty are made aware of the mental health team for both individual students and as a resource for how teachers can integrate mental health and wellness supports into their classroom. This includes training in trauma-informed practices, among other topics. Schoolwide faculty meetings in 2021-22 will again include sessions on mental health for students and educators. (More information on our faculty training is below.)

How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so;

Mental Health Screening and Referral

Our referral process is accessible and open to anyone. That is, anyone can refer a student for counseling (one-time or longer-term), including the students themselves. The referral process is launched with a simple Google form, which is available on the school drive for students and will be shared in upcoming e-newsletters with all parents for 2021-22.

That said, there are a number of mechanisms for identifying students with mental health needs that may warrant a referral to counseling. These include:

- ***Universal screening*** - Washington Latin will adjust its school counseling Needs Assessment to include a universal screening for mental health. This will be an extension of the Panorama Survey, which is a school well-being survey we administer annually. Our goal is to both establish a baseline for all students and identify those who indicate a need for additional support. We plan to implement this in the fall (by the end of the first six weeks) during the advisory period in conjunction with our grade-level counselor introductions and reminders to all students about the importance of mental wellness and the option to meet with a school counselor. The assessment will be reviewed by our mental health director and each grade level counselor, then discussed with the relevant team (advisor, division director, and principal).
- ***Direct referrals from faculty*** – Teachers may refer directly to a counselor, particularly when they are aware of a particular concern. This is particularly true for our advisors, who are responsible for monitoring the social and emotional needs of a small group of students (up to 20 in Middle School, as few as 10 in the Upper School). Advisors are required to call home within the first five weeks of school and to remain in contact with their advisees’ families on a regular basis, more frequently if there are issues or challenges that need to be addressed. Often the advisor is the first to identify a need for mental health support.
- ***Grade Team Meetings*** - 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 craft a plan for how to address academic issues and identify any emotional issues. The grade level counselor and Director of Mental Health attends each such meeting and can make a referral or schedule a single session (or conversation) with the student to further assess his/her needs.
- ***Integrated Services & Student Support*** - Certain students are identified as in need of counseling and may have an individualized plan that includes counseling. This includes students deemed at-risk (both by the official DC designation and others identified by Latin), and students with disabilities. Both are provided additional support through our Integrated Services Team and Student Support Department. The team, which includes academic leadership, mental health counselors, deans, ELL support faculty, and special education faculty, work together to provide wraparound services to these students and, as needed, to their families. This includes mental health counseling, as appropriate.

How the LEA will provide direct mental and behavioral health services for students in need.

Direct Provision of Mental Health Services for Students in Need

There are three essential elements for meeting the mental health needs of our students already outlined above:

1. A fundamental commitment to building strong individual relationships and a strong community, as well as a focus on community mental wellness
2. An investment in mental health resources and a robust assessment and referral process that is integrated into school operations and programming
3. Information and training for the entire community – especially our classroom teachers – to be

able to support students' mental wellness, identify issues for further assessment, and be responsive to ongoing needs in the classroom

We have outlined the first two elements above. The following outlines our approach to ensuring our faculty are prepared to support our students' mental health and the direct provision of services through our counseling team.

Faculty Training in Addressing Students' Mental Health

In preparation for returning full time to campus next year, our Mental Health Department is working to help our faculty to understand how the pandemic and its related changes, stressors and trauma have affected our students' readiness to learn. Through both faculty training and programs to support students, this team will work to create the psychological conditions for safety for our entire community.

Our Mental Health Director and team have already provided training about reopening to faculty. In a session before our Hybrid launch in Q4, they conducted a session on managing the stress of reopening, including addressing both educator and student grief. In this session, we aimed to help our teachers and staff understand why students might not be ready to learn, and about the importance of grief integration during our transition into hybrid learning. In discussing how to create the psychological conditions for safety for both children and adults, the training stressed our core philosophy of building and sustaining relationships with our students as key in addressing students' needs. This is confirmed by research, which shows that stress, anxiety, fear, anger, and most other challenging feelings and behaviors, decrease simply through social connection with an adult, helping them to be ready to learn.

Washington Latin will continue to develop our framework for trauma-informed classrooms and ensure all faculty are trained in this approach. It is essential to understanding student behavior and addressing their needs, so that they can build positive relationships with peers and caring adults in order to support their emotional and academic growth. With many students experiencing trauma due to the pandemic, this program is even more essential and will be a consistent element of our professional development activities next year.

We will continue our partnership with the Insight Solutions Team, which specializes in helping educators understand the neuroscience of brain development. For the 2021-22 school year, we are considering two options for faculty training in brain-based teaching:

- ***A semester-long seminar*** – This course would include 13 one-hour seminars on brain-based teaching, each with a mini-lecture, experiential learning, and structured reflection and discussion.
- ***A year-long teaching fellowship*** - The year-long course would include our teachers engaging in five one-hour workshops on understanding the brain, childhood development psychology, trauma-informed classroom practices, trauma-informed coaching and observation, and a school-wide well-being strategy.

Latin's Approach to Providing Counseling Support Services to Students

In addition to being available to any student at Latin, each counselor works with a regular caseload of approximately 15 students, supporting each student's emotional well-being, acting as a resource for parents, and collaborating with faculty to support students in class. Counselors work with students individually or in small groups and cover a range of issues, including depression or anxiety, crisis prevention and response, and substance abuse. Our counselors provide tiered levels of counseling support services, including:

For Tier 1

- Teaching healthy coping strategies
- Providing counselor contact information (daily during advisory)
- Providing regular contact with supportive adults
- Providing advisory support and collaborating with advisors to execute strong interventions

For Tier 2

- Providing virtual small-group counseling with counselors
- Teaching targeted psychoeducational instruction
- Hosting Parent Support groups
- Hosting Student Connection groups
- Facilitating the grieving and healing process for students and staff
- Teaching staff about complex grief

For Tier 3

- Providing 1:1 counseling
- Check-ins with student regularly in the event of a crisis
- Making referrals to outside agencies
- Providing advisory support and collaborating with advisors to execute strong interventions

If a student should require a higher level of professional mental health care, the school counselor(s) will provide caregivers with recommendations for services outside of school. School counselors do not diagnose and may suggest further evaluation outside of school when indicated. In some cases, the mental health counselors will make referrals to social service organizations in the city.

- 4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.**

Discipline Philosophy and Policy – Reopening Considerations

Behavioral expectations and consequences reflect our overarching objective of helping our students become thoughtful people who will contribute to the public good and continue a lifelong quest towards a fuller humanity. Our approach focuses on helping students develop a compassionate understanding of how their words and actions affect others, both immediately and directly and over the longer term, and through the extended community. To achieve this, our disciplinary actions are tailored to each student. With the return to in-person learning for all Latin students, we will place even greater emphasis on the Trauma-Informed Classroom framework, emphasizing the need for consistency balanced with consideration, particularly for students who have experienced trauma.

We strive to incorporate the restorative approach in every disciplinary action to address students' actions and also repair relationships. Our Peer Mediation Program will once again be essential in our approach to discipline. Led by Anna Laura Grant, a member of our Faculty with a Masters in Conflict Resolution, this program is designed to improve communication and reduce conflict by addressing root causes. As both mediators and participants, students are empowered to build mutual understanding and craft solutions to conflicts. Student mediators are trained in a semester-long course before working with student-faculty or student-student conflicts. The program has grown significantly since launching in 2017-18, particularly in self-referrals from the students themselves.

5. **For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

Ensuring Access to Nutritious Food

Washington Latin contracts with Revolution Foods for vended meal service for daily breakfast and lunch. When on-site, students choosing school lunch will come to the kitchen to get their meal and enter an ID number for purposes of tracking and reimbursement. Students will eat in a classroom (with their advisory), in the Multi-Purpose Room at tables outfitted with dividers and at social distance, or in a designated area outside with their cohorts (for as long as possible, weather permitting). We may consider student vaccination status in determining where an individual student eats lunch.

During 2020-21 distance learning, all Latin families were provided information on P-EBT benefits and neighborhood food distribution sites. In addition, we offered the option of requesting weekly meal deliveries (breakfast and lunch) for all eligible students in the household. This information was shared with all families through our e-newsletter and other COVID-related communications, and we reached out individually via email and phone calls to FARMs-eligible families. We are continuing the meal delivery option using our regular transportation vendor during Summer 2021 and will make delivered meals available to the families of students participating in our 2021-22 virtual program, whether in the short- or

longer-term, including both individuals or a larger cohort (as in the case of a grade- or school-wide return to distance learning).

This option will be communicated to families via our regular communications, individual emails from our Director of Operations, and personal outreach from our Food Service Manager. Both written communications and phone calls will be in Spanish, as appropriate, to ensure the information is clear and our families feel comfortable taking advantage of these options. As we did in 2020-21, our team will make special efforts to reach FARMs-eligible families to inform them of the food delivery option as well as other non-Latin food supports.

If a cohort of students must revert to distance learning, Latin will offer those families the meal delivery option as well. In the advent our entire LEA returns to distance learning, our families will have the option of accessing meals through a delivery system similar to what we have been using for the past school year.

2.B: Educator Wellness

- 6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**
 - a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
 - b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

Educator Professional Development in Mental Wellness

As outlined above, Washington Latin will continue and expand our program of training faculty in the trauma-informed classroom approach and provide the option to participate in the brain-based instruction programming. This programming, while aimed at supporting faculty in their work with students, also involves addressing educator needs directly.

Beyond this general focus on mental health, faculty needs will be addressed in the following ways:

Faculty Wellness Days - Monthly/quarterly opportunities for faculty to receive mental wellbeing coaching and participate in empathy/support groups for half a day. As part of this offer, faculty will have the opportunity to engage in a meditation curriculum written and designed by one of our own teachers.

Empathy/Support Groups - Support groups for faculty on a range of issues: those directly related to their professional roles, personal issues, and managing the intersection of the two.

Counselor Office Hours - Considering offering designated times for faculty to consult with

our mental health counselors about issues causing distress related to the issues noted above.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;
- b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and
- c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

Engagement Principles

Our guiding principles for family engagement have remained consistent through the COVID-19 pandemic and will continue to be at the heart of our engagement efforts, including:

- **Support** will be provided for anyone experiencing a difficulty, whether ongoing or temporary, minor or significant.
- **Community spirit** is essential always and especially in times of crisis. We encourage cooperation and kindness with each other, as well as urging all members of our community to consider our shared responsibility to the whole (echoing a quote from Cicero that adorns a wall of the school building, "We are not born for ourselves alone.")
- **The family-school partnership** is essential in all times, but especially so during this pandemic. We are constantly working to sustaining this partnership with clear and transparent communications and a commitment to incorporating parent feedback into our plans.

These principles have been applied to our work with families through the pandemic and will likewise apply through next year's reopening and recovery.

Ongoing Family Engagement & Communications

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, both during distance learning and in our return to campus and recovery period. Consistent and clear communication with students and families are vital in supporting our community and, especially during the past year of the COVID pandemic, have proven absolutely essential in maintaining the health and safety of all members of our community.

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 programming.
2. **Answering questions and soliciting feedback** from parents, both in terms of general concerns or questions and in response to specific plans or activities to ensure we are meeting student and family needs and can adjust our approach, as appropriate and possible.
3. Helping students and parents to **understand the policies** and judgments of the school.

Such communications principles are ultimately important in supporting our work to **build strong relationships** with our parents and student.

We share information through the following mechanisms:

Weekly E-newsletters - 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. 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 past year, we added a student newsletter, *Quid Novi*, and posted additional information on the Students' home page of the website each week.

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 *De Facto*, 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 essential information, such as school policies, the Parent-Faculty Association (PFA), afterschool programs, mental health resources, academic planning documents, etc.
- 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

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, leadership announcements, 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 can access their children's academic information through the following channels:

- **PowerSchool/Unified Classroom:** This database is where all individual student information is shared, including contact information, grades, schedule, and attendance records. PowerSchool is the home of Unified Classroom, which hosts teachers' classroom pages with homework, test information, etc. Parent feedback was nearly universally positive about the increased use of Unified Classroom and having a centralized portal for all materials, assignments and other information for all classes.
- **Phone:** We have a central phone number (202-223-1111) that was staffed on weekdays from 8:00 am to 3:00 pm during distance learning and will be staffed until 4:30 in regular operations. In addition, many faculty members and administrators shared cell phone numbers with parents and continued to be available for calls as needed.
- **Zoom:** This platform made parent meetings easy to set up and attend, whether for individual/small groups (such as an IEP meeting) or for the entire parent body. The ease and convenience increased our engagement with parents overall and will continue to be used in the coming year.

How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses

Soliciting and Incorporating Feedback from Families into Plans

Our community of parents/guardians have been generally very supportive of Latin's efforts during the 2020-21 school year, reporting that their children were engaged in distance learning and appreciating Latin's efforts to communicate our plans and the reasons for our decisions. Likewise, many parents appreciated the choices offered, especially whether to return to campus for the fourth quarter.

Our approach to communications and parent engagement during the pandemic, including about plans for the 2021-22 school year, have included the following:

- **Surveys** – Latin conducted three full parent-community surveys during the period of distance learning. The first two were designed to assess parent readiness for return, identify key concerns, test their response to possible solutions. The second was a more specific one, requesting parents to commit to their child's learning mode for our fourth quarter (Hybrid or All-Virtual options). The surveys were crafted by Latin's leadership team in Google forms, distributed through our family email platform, with multiple reminders sent to all families via our e-newsletter, emails, and texts. In addition, for the survey about returning for Q4, non-

responding families were contacted personally by a member of the administration, usually by phone.

- **Parent Zoom sessions** – Throughout the 2020-21 school year, Latin has hosted all-family Zoom meetings to share information on school plans and operations. Each of these included a presentation of both the challenges presented by the pandemic and distance learning as well as our plans – whether regarding academics, health and safety, reopening, or other important announcements about the school (successful charter renewal, leadership change, etc.) Each session included an open question/answer period. All materials and meeting recordings have been posted on the Parents page of our website for parents. Just as important, we have reviewed the questions asked and concerns expressed by parents in order to adjust plans and communications. We most recently hosted a parent forum on Zoom to share the draft Continuing Education Plan and our at-risk preference application (see below for more details).
- **Focus groups** – More than 200 parents from both divisions participated in small group focus groups on Zoom with members of the administration about the past year (both distance and Q4 hybrid learning). The key questions included, “What worked and is worth continuing next year? What did not work and should be modified or discontinued? What is needed for your family to feel safe and supported through the recovery?” Their responses, along with other feedback collected in writing and through individual conversations throughout the year, was essential in formulating our work last year and this Plan.

How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English

Communicating with Families about our Continuous Education Plans for 2021-22

As noted above, Latin most recently hosted a parent forum on Zoom to share the draft Continuing Education Plan. In this forum, we also shared information on our at-risk preference in the MySchoolDC lottery. This meeting is part of our ongoing series of parent Zoom sessions in which the school shares information, invites questions and feedback. While we have always prioritized strong parent-school relationships, both individually and with the family community as a whole, the pandemic has elevated this partnership to a new level. The introduction of an affordable, reliable and widely used video conferencing platform (Zoom) has increased our capacity for reaching a large percentage of our parents in these meetings. While most parent meetings on campus before the pandemic started brought in perhaps two or three dozen parents, we have hosted more than 200 and as many as 400 parents on Zoom during the past year. We look forward to hosting in person meetings in the next school year but are also planning to keep Zoom in our engagement toolkit.

While more than 200 joined our most recent meeting in June, during which we gave an overview of our Continuing Education Plan, our upcoming family engagements will communicate more detail and solicit feedback on the following topics:

- Health and Safety
 - Using our symptom tracker, HealthCheck, on a daily basis (including a how-to for new families)

- Masking requirements and on-campus protocols
- Social distancing and classroom/campus set up and routines
- Vaccination status and opportunities for free vaccinations
- On-campus testing
- COVID case protocols, specifically how we will manage an on-campus illness, positive test, or community spread
- Community wellbeing and mental health
 - Social opportunities for reconnecting (both students and families), including summer socials and community services days, our back-to-school gathering on August 21 for all students and families, new family socials and orientations, and advisor conferences
 - Latin’s preparations to support all students in managing the stress of reopening and, as needed, the grief and trauma of the past year
 - All-student mental health screening
 - Counseling options and access, including grade-level counselors and referral process
 - Faculty training in mental wellness practices for their students, Trauma-Informed Classroom, and the mental health screening and referral process
- Accelerated learning and recovery
 - Explaining our approach to benchmark assessments and the assessment calendar for the 2021-22 school year
 - Re-introducing the purpose of our Academic Support period for all Middle School students, including the availability of additional intensive support for students who indicate a need for this support from 2020-21 grades or 2021-22 benchmark assessments
 - Explanation of the process for identifying, evaluating, and supporting students facing difficulty (both disability or other academic or social-emotional challenges), from classroom interventions through to individualized plans, and of our plans to meet with all families of students with IEPs and 504s over the course of the first quarter

This plan for communicating with and engaging our parents in 2021-22 will begin in earnest in August, with the following schedule of engagements and communications:

Item	Description	Media/Venue	Audience/ Group	Date
Website Refresh	Reorganization/ redesign of the website to increase access of information to all families	Website	All families	8/10/2021
Back-to-	Back-to-school	Email	All families	8/13/2021

School <i>Legenda</i> (e-newsletter)	information (forms, calendar, policies, orientations and conferences, etc.), as well as detailed information about reopening (safety, academic recovery, community well-being)			
All-parent BTS Zoom meeting	Presentation of both BTS and reopening information, followed by a Q&A	Zoom	All families	8/18/2021
Back-to-School Get-Together	All-family and faculty event on campus (primarily outdoors) to socialize, purchase used uniforms and planners, get SmartTrip cards, see advisory assignments, etc.	On-campus event	All families and faculty	8/21/2021
5 th and 9 th grade orientations	Introduction for student	In-person on campus	All 5 th grade students & families New-to-Latin 9 th grade students & families	8/24/2021
Advisory- Parent Conferences	Opportunity for parents to meet with their	Via Zoom	All parents/guardians may sign up	8/25/2021

	children’s advisors and share information, concerns, and hopes about the upcoming school year. Special emphasis this year on hearing about how students fared during distance learning			
FIRST DAY OF SCHOOL	First day of classes	In-person on campus	All students	8/26/2021

Translation and Interpretation Services

Washington Latin’s community includes parents whose primary language is Spanish or American Sign Language (ASL), and we strive to include parents in all communications and engagement as follows:

ASL Interpretation – Our community includes some ASL families, and we provide interpretation through an external service (there are currently no Latin faculty who know ASL). Such interpretation is provided for any of the following:

- Individual meetings, such as parent-teacher conferences or IEP meetings, include interpretation for these parents. To arrange, faculty alert the Communications Department when such meetings are scheduled in order to schedule an interpreter.
- Interpretation for all-family events, such as the parent social or back-to-school gatherings, is also provided if the deaf parents plan to attend. We routinely reach out to the families in advance of the events to offer interpretation, and sometimes the parents reach out to Communications to request an interpreter.
- Zoom meetings may also have interpretation. As a back-up, we have subscribed to a live caption service, so that deaf families can follow along a live meeting or watch the recording, even if live interpretation is not available.

Point-of-contact communications support is also provided for each of these families to manage unscheduled conversations. An individual member of the faculty is designated as the parent’s go-to PoC, generally receiving text messages to help manage small issues that arise outside of more formal meetings. The deaf parents generally text with the PoC in lieu of making a phone call, as hearing parents might do in similar situations. For example, if a deaf parent needs to let the school

know that she will be picking up her child early, she texts her point of contact, who relays the message to the appropriate faculty member.

Spanish Interpretation – Our school community includes Spanish speaking parents, including those who prefer or require communications in their native language. We provide both Spanish language translation and interpretation through our Spanish-speaking faculty members (including the Director of Communications & Engagement and the Director of Family Engagement). For important meetings addressing complex issues, such as IEPs, we may also schedule an interpreter through an outside service. Our approach includes:

- Individual meetings, such as parent-teacher conferences or IEP meetings, will include interpretation. To arrange, faculty alert the Communications Department when such meetings are scheduled in order to arrange for an interpreter, either in-house or with an external service.
- All-family meetings or events may include interpretation, generally provided by a faculty member known to the family and who is often that family's point of contact at Latin. The point of contact routinely reaches out to the families in advance of the events to encourage attendance and offer to meet them at the event or meeting in order to offer support that includes translation, among other issues. For example, Spanish-speaking parents whose children were to be on campus during Q4 met with their point of contact during the family/student orientation for language support, help through the COVID testing registration process, etc.
- Translation of materials into Spanish has been focused on the most essential materials, such as IEP documents, school closure information, and major announcements. Going forward into 2021-22, we plan to provide a greater range of communications in Spanish, including on the website, in e-newsletters, and printed materials (such as school policies). We are also exploring providing Spanish language captions for parent meetings on Zoom, even as we also provide them in English.
- In 2021-22, we plan to offer Spanish captions for all-parent Zoom meetings, as well as hosting smaller meetings exclusively in Spanish (as we offered on Zoom last year) to share information, answer questions, and build community.

2.D: Attendance and Re-Engagement

- 8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

Family Engagement During COVID

Throughout last year's distance learning, we remained committed to sustaining its highly relational, caring culture with students and families during period of closure. We adopted a systematic approach to personal outreach to all students and families, including:

- ***Calls to student households*** – We reached 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.)
- ***Remote social school activities*** – We scheduled remote school-day social activities, such as advisory lunches, student assemblies, student clubs and electives, Zoomba workouts (fitness time via Zoom), and more.
- ***Wellness Wednesdays*** – In both the Middle and Upper Schools, Latin launched a new series of activities for students, faculty and even some parents – online or in-person (but socially distanced and mostly outdoor) activities on a designated Wednesday. Students could sign up for any session (attendance to at least one session was required, however). Each day averaged more than 20 offerings that students could choose for themselves. These were enormously popular and will continue in some form for our community, whether in a remote or in-person format.
- ***Parent meetings via Zoom*** – Our parent meetings were far better attended with the option to Zoom rather than come to the school in person, as had been the only option before the pandemic. Having experienced at least 10 times the participation for each Zoom parent forum, we will continue to offer these via Zoom, even as we add back some in-person parent activities, such as socials, book clubs, and more.

Re-Engaging Least Engaged Students

During 2021-22 and our recovery period, our work will focus on those students and families who were least engaged and/or suffered the most during the pandemic and closure. To identify these students, we will build on the work conducted last year to identify and support struggling students.

Latin currently has an early warning system that focuses on three key metrics: attendance, course performance, and behavior. While Latin has tracked this information in previous years (using a google sheet), we began logging this information in DeansList for every student in our LEA during 2020-21. The application allows us to track individual engagement and progress, so that we can respond quickly when a student is flagging. The metrics we consider include:

- Class attendance – missing 10% or more of any class
- Class tardies (unexcused) – regularly tardy, defined as at least one class per week (on the block schedule used in 2020-21, this would mean 50% of any one class or 15% of all classes)
- Average grades – meaning an average of below 75% or a D/F grade in any course
- Below grade-level assessments in core subjects

During in-person learning, we will also track discipline issues, from minor infractions through to major violations that could result in suspension.

This student data is reviewed by the deans on a daily basis and by grade teams at their weekly meetings. These teams include classroom teachers, administrators, deans, SPED educators, mental health counselors, family engagement specialists and our ELL coordinator. In these meetings, both

quantitative data and more qualitative observations are reviewed, and the team discusses how to address student needs and plan interventions, or to discuss how interventions have been working for those previously identified. This practice will continue during 2021-22 and in-person learning.

During Distance Learning, our goal was to engage all students and prioritize providing additional support to any student identified as struggling academically and/or disengaged. During 2020-21's first three quarters, all grades were operating through a distance learning model but a small number of students began coming to campus as early as September for additional support and intervention. This included students already considered at-risk or with IEPs, as well as students we identified during the pandemic as needing additional support based on the data gathered through our early warning system. We also encouraged these students' families to select hybrid for Q4, using intensive outreach and personalized support to make this possible, such as providing Uber vouchers for families unwilling to send their children to campus on public transportation.

During 2020-21, there were approximately 50 students across all grades who were considered chronically disengaged, in spite of interventions throughout the year to engage them and their parents. This group has been prioritized for intensive interventions (at least Tier 2) in 2021-22, starting with summer school. Whether so designated by OSSE, Latin considers these students to be at-risk and will be assigned to a case manager in our Integrated Services Team (see below for more details), if not yet so assigned.

Supporting At-risk/Disengaged Students in 2021-22 - Integrated Services Team

During 2021-22 and our recovery period, our work will focus on those students and families who were least engaged and/or suffered the most during the pandemic and closure. We have added resources to our family engagement team to ensure that we are reaching all members of our community on a regular basis. This work will be led by our Director of Integrated Services, Tiffany Bufort, who brings together a team of counselors, deans, academic coaches, and student support faculty members (both in Special Education and English Language Learning) to address student needs and provide wrap-around services to those students and their families, as needed.

Their work during 2020-21 included the following elements, which will continue in 2021-22:

- Tracking student attendance on a at least a weekly basis using Deans List to identify student disengagement as early as possible
- Addressing the root causes of non-attendance, which generally include logistical challenges, academic disengagement, and family stress
 - *For logistical challenges*, such as technology or WiFi, bringing students to campus (and paying for Uber or Lyft for families unwilling to use public transport during the pandemic)
 - *For academic disengagement*, conducting personalized outreach and creating individualized plans that include goals, student action items, and additional academic

support

- o *For challenging family circumstances*, such as COVID illness or job loss, offering direct support (e.g., buying the family groceries to be delivered during a period of quarantine) or connecting the family to external resources, such as grief counseling

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

Washington Latin conducts formative assessments for reading and math each year to ascertain the baseline skill level in these core subject and measure student growth over the course of each school year. During 2021-22, we instituted additional formative assessments to ensure our distance learning program was successful in reaching each student and identifying areas needing additional focus, whether for the individual student or an entire grade. These formative assessment tools are outlined below.

Grade(s)	English	Math
5 th Grade	All students were screened to get a baseline of their literacy levels using the American Reading Company’s Independent Reading Level Assessment (IRLA) .	All students were screened during the opening weeks of the school year using a diagnostic test using selected PARCC items on the Edulastic platform. Students took a closing benchmark in May to measure their growth from their baseline score.
6 th - 7 th Grades	Students were screened using the IRLA exam to show growth from the baseline when they last took the exam.	All students were screened during the opening weeks of the school year using a diagnostic test using selected PARCC items on the Edulastic platform. Students took a closing benchmark in May to measure their growth from their baseline score.
8th Grade	All students took a final exam in their course to measure their overall performance on the course’s priority content areas.	All students enrolled in Algebra 1 were screened during the opening weeks of the school year using a diagnostic test using selected PARCC items on the Edulastic platform. Students took a closing benchmark in May to measure their growth from their baseline score. Students enrolled in Geometry took

		a final exam in their course to measure their overall performance on the course's priority content areas.
9th-12th Grade	All students took a final exam in their course to measure their overall performance on the course's priority content areas.	All students took a final exam in their course to measure their overall performance on the course's priority content areas.

Most of these assessments are web-based to ensure that they can be completed at either at school or at home for remote instruction. Each assessment will be considered an assignment for students' English and math and completed independently. The one exception is the Independent Reading Level Assessment which is administered by a trained proctor in a proctored one-on-one session in-person or over Zoom, as needed.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

These assessments will be administered at the start of the school year as a diagnostic, midyear to measure student growth, and finally in May as a summative assessment. The following outlines our assessment calendar, though specific dates are still to be determined.

Date range	Content area	Grade(s) testing	Assessment
Aug-Sept 2021	ELA	Grades 5-7	IRLA (reading)
	Math	Grades 5-9	PARCC aligned benchmark in Edulastic
	ELA and Math	Grades 5-6	NWEA MAP
October 2021	ELA and Math	Grades 11	PSAT

	ELA and Math	Grade 12	SAT
March 2022	ELA and Math	Grades 8-11	PSAT or SAT
May 2022	ELA	Grades 5-6	PARCC and IRLA screening
		Grades 7-12	PARCC (as applicable), end of course exam, and AP (as applicable)
	Math	Grades 5-6	PARCC
		Grades 7-12	PARCC (as applicable), end of course exam, and AP (as applicable)

Summative Assessments

If PARCC is administered in Spring 2022, 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. In addition, teachers will administer assessments within their classes throughout the year, including at the end of the semester and school year, including a range of formats.

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

We set appropriate grade-level goals for students on all assessments, based on Latin’s model and

curriculum. In both ELA and Math, we set goals for the entire grade or division and for individual students. For example, our goal is that at least 90% of our Middle School students will read on grade level by the end of any given school year; an individual student reading level goal might be to advance two levels in a single semester. Such goals are determined by the assessment results and thus progress is likewise measured by the results of a reassessment conducted later in the year.

English

In our ELA program, we focus on writing, word sense (leveraging our Latin instruction to identify word roots and etymology), grammar and place special emphasis on independent reading. Our goal is that all students leave our Middle School reading on grade level as determined by our division-wide IRLA assessments (conducted twice annually for all students). Our focus on reading is both curricular (for example, we use novels and a variety of texts but not textbooks in our program) and cultural (for example, all students are to bring an independent reading book to school for spare moments of free time in and out of class, regularly bring classes to the library for book selection, etc.) We know that some students have read less in the past year of distance learning without this encouragement and thus will have made less progress or even fallen behind last year's levels.

In response, we will continue to assess all students' reading levels and expect to need additional time and focus on reading and bolstering student comprehension levels. At the same time, we realize that some students may have read more during distance learning and that the relative gap between our most and least proficient readers may have widened. Our goal will be to maintain the highest level of reading skill but focus on the students with the greatest needs, both in regular ELA classes and intensive Academic Support classes.

Math

Our math goals are generally to improve the percentage of students in all grades who receive a proficient score on statewide tests (5% increase in all grades). While DC has not administered PARCC for the past two years due to the pandemic, we have continued to focus on increasing students' math proficiency with grade-wide and targeted interventions. This includes the work with data-driven instruction (led by the Lavinia Group and outlined in this plan in a previous section) and providing additional math instruction in small groups during Academic Support periods.

English language proficiency

English learners will take the WIDA assessment within the first month of school to determine their level of English proficiency. As was the case during 2020-21, Latin will conduct interviews via Zoom for any students on a Distance Learning plan in a one-on-one virtual screening. In both cases, the student's level of English proficiency will be scored according to the WIDA rubric. Once the student's learning needs are understood, the student will receive English language instruction through our inclusion model of instruction, supplemented with intensive support from both the ELL teacher and tutors who are also proficient in the students' native languages.

Because Latin enrolls a relatively small number of ELL students, we have provided this group with additional support (academic, social-emotional and logistical) throughout the pandemic. This will continue in 2021-22. More information about our program for these students is outlined in our response to question 10.

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after three years through our inclusion program, with special focus on achieving this before they enter high school.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

Washington Latin regularly conducts reading and math assessments in all grades, with a special focus on assessing and addressing the needs of Middle School Students. This is important in ensuring that all students, regardless of prior academic preparation, can succeed at Latin and gain the full benefit of our rigorous model and content-rich curriculum. Pre-pandemic, our model included these diagnostic assessments for all students in grades 5-7 and subsequent targeted interventions for students performing below grade level in either reading or math. This includes small group classes and additional tutorial support from either classroom teachers or outside tutors.

The assessment data gathered as outlined above will be an essential piece of our overall approach to identifying and addressing the needs of students at risk of academic failure. This data will shape our approach on an on-going basis, as follows:

- In the Middle School, benchmarking assessments administered at the beginning of the year will be used to identify which students will be assigned to additional academic support sections for Math or ELA. In the Upper School, we will continue to support the use of diagnostics at the outset of the academic year and will align across departments on how to recover and revisit content which was either abridged or removed from the curriculum in SY20-21.
- Our team will continue to work with the Lavinia Group in regular trainings on the use of data to shape instruction in order to increase the rate of academic growth and achievement for all students, most especially those facing the largest gaps due to interrupted schooling last year. These sessions include coaching sessions with our instructional leadership team on a regular basis and training sessions for grade-level instructional teams on a monthly basis.
- Assessment data for all students will be reviewed in weekly grade level and monthly department meetings, focusing on adjusting instructional strategies to address concepts in need of additional focus.
- The assessment data from our highest need students – those identified as most urgently needed accelerated instruction – will be reviewed on a weekly basis, including formative

assessments as well as grades, attendance, and other indicators of student performance, engagement and well-being.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

Not applicable

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Washington Latin's approach to accelerated learning involves the following key elements, reflecting the pillars of our plan as outlined in the Introduction to this document: consistent with the Latin model, research-based best practices, and OSSE Guiding Principles for reopening. The elements of our accelerated learning plan include:

- ***Focus on making rich content accessible*** to all students, using appropriate scaffolds and filling in gaps from missed learning as needed, rather than relying on reteaching, remediation or grade retention
- ***Identify needs of individual students*** using assessments and other quantitative and qualitative data to determine academic gaps as quickly as possible in order to plan tailored interventions and individualized plans for those students with the greatest need for support
- ***Develop an inclusive, integrated school-wide approach*** to academic support that differentiates and adds support but aims to avoid separating students in ways that can cause unintended stigma of receiving support that could diminish program effectiveness
- ***Create additional individualized instruction time*** during the school day, including by adding both classroom teachers and tutors to support student learning and accelerate growth for those furthest behind.
- ***Continue focusing on social-emotional development, individualized attention and personal relationships*** in order to respond to the needs of the whole child and create a sense of belonging that makes accelerated learning possible
- ***Provide training and support for all teachers*** in understanding the best strategies for accelerated learning, including adding staff to provide tutoring and other forms of support

Focus on making rich content accessible

The curricular framework of Washington Latin reflects our classical model and informs all instruction at our school. For each course, the teacher is required to submit a curriculum map that outlines course elements in the four quadrants of the model. Administrators review the maps for appropriate level of challenge, depth and breadth. Our approach balances teacher autonomy and thus room for creativity with consistency.

This process was unchanged during 2020-21 and remote learning, and our plan reflects our core commitment to offering a broad, liberal arts curriculum that exposes students to diverse ideas and a variety of materials that are challenging and engaging. All Middle School students take a core curriculum that includes English, Math, Science, History, Latin, Arts, Physical Education, and Academic Support. All 93 course offerings in our regular high-school curriculum were offered during virtual learning in 2020-21, with each student taking 5-7 courses in a semester.

Identify Needs and Plan Supports

We have created a systematic approach to identifying students at risk of academic failure to bolster our essentially relational approach to knowing our students. The early warning system is based on research and uses three broad categories of indicators: academics (including both assessment data and grades), attendance, and behavior. Those discussions consider less easily quantifiable but equally important measures of overall engagement and well-being. This system has been enhanced in recent years and will continue to be central in approach to identifying students in need of additional support.

Once we establish baseline data, our teachers, interventions, and instructional leaders will develop individualized intervention plans to address each student's unfinished learning. This may be in the form of a Student Success Plan (part of our Response to Intervention approach), a plan developed and managed through our Integrated Services team for students deemed at-risk, or as part of a formal 504 or Individualized Education Plan developed in accordance with the laws and guidance for ensuring students with disabilities receive an appropriate education (more information follows in this plan's section on serving students with disabilities). For each plan, faculty will work with students and parents to develop goals, milestones, and measures of success across a range of areas.

Develop an inclusive, integrated school-wide approach

In order to provide additional instruction time, we have considered adding programming for students before and after school and during breaks. We have tested these approaches and believe that adding time to a student's schedule can be less effective and even counterproductive, and in fact Latin's school day is already longer than the typical six-hours by a full hour. Additionally, our parent feedback indicated that the integration of independent classwork into our distance learning schedule and thus the more open time afterschool and in the evenings significantly improved their children's learning and well-being. This confirms our experience working with students immediately afterschool: adding more instructional time afterschool comes at the expense of the other important elements of our program. Parents likewise shared that their children were more engaged in virtual classes that with the later start time of our Distance Learning schedule. While mornings and afterschool times can and will be leveraged for additional instruction, we will not be systematically expanding the school day beyond 8:15 am – 3:15 pm.

Instead, our focus will be on providing support during the school day, including by classroom teachers and tutors. This strategy leverages our block schedule and universal Academic Support class periods in the Middle School and Study Halls in the Upper School to provide the additional instruction. As an additional benefit, we believe this integrated approach will reduce any sense of stigma associated with needing additional support. With all students in Academic Support classes in the Middle School, for example, a student who spends that period in small group instruction or with a tutor will not be easily identified as struggling.

The one possible extension of the school day we are currently considering is our tutorial period. Our school day currently includes tutorial at the end of regular classes Monday-Thursday. This is a 30-minute period (or longer, as needed for individual circumstances) during which students may elect or are directed to see a teacher for support with a concept. While voluntary and school-wide, it is especially crucial for students who are struggling academically. This has long been integral to our model. We will consider expanding how long teachers are available, particularly for students in need of accelerated learning, perhaps through systematic appointments, or using Zoom to make it possible for students to reach a teacher one-on-one after the regular all-campus tutorial period is over.

Create Additional Instruction Time

In 2021-22, we plan to add time in the schedule to provide more opportunities for faculty and tutors to work individually with struggling students, including both during and outside the school day. This includes:

- Doubling either math or ELA class time for students identified as needing more support, taught by intervention teachers in conjunction with classroom teachers in small groups of no more than eight students.
- Offering more afterschool one-on-one tutorial time for students with their classroom teachers by offering school day appointments and extending the time for tutorial afterschool.
- Offering high dosage tutoring during school hours during academic support periods (Middle School grades) or study hall (Upper School grades), provided by our partnership with Public Allies) at least twice weekly in 1:1 sessions
- Providing credit-bearing courses for students in the Upper School, such as 9th Grade Intensive Writing, 9th Grade Math Support, and 12th Grade Independent Living, which are small classes taught by our most experienced faculty
- Academic advising and coaching is an integral part of our model that we have bolstered in the past year with the additional support of an academic coach

Continue focusing on social-emotional development

As outlined in the response to the second Guiding Principle, we recognize that our focus on social-emotional development is central to our students' well-being and essential to their ability to accomplish the accelerated learning outlined here. In order to achieve, our students must have a sense of belonging and strong, positive relationships with the adults at Latin. This remains a constant focus, as previously described.

Provide training and support for all teachers

Recognizing the lift this accelerated learning program demands of our teachers, we are building more time into the schedule for all-faculty and small group professional development sessions. Our weekly faculty meetings are the base for gathering teachers to learn and discuss in all-school, division, grade, and department (content area). In addition, we are asking that all teachers participate in one or more semester-long courses delivered by their Latin peers in topics that are central to our model and support Accelerated Learning, including:

- Classroom management
- Leading Socratic seminars
- Teaching words and roots
- Research Methods
- Differentiation
- Classroom strategies in conflict resolution
- Math support
- Designing effective assessments
- Document-based questions
- Trauma-Informed Classroom (a more comprehensive version than the all-faculty training we provide in this approach)

In matching teachers with these sessions, we will consider where they need improvement and how to create more expertise among our teachers to support the dissemination of knowledge and experience across all departments and grades.

More information on our faculty professional development is given below.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

• a. Adjusted Scheduling

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming

- School break/holiday programming
- Weekend programming (e.g., Saturday school)

- **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

- **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

- **d. Other**

- **e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

Washington Latin's plan to accelerate learning for all students, particularly those who demonstrate learning loss or are measured as performing below grade level, is explained in the previous section. More detail is provided in the chart below.

Section	Activity	Yes/ No	Explanation of approach and expected impact
Schedule Adjustments	Adjusted class/block/bell schedules	No	While possible, we will focus on incorporating changes to our existing schedule
	After-school programming	Yes	On a limited basis, we will offer Math Lab and Writing Lab afterschool, in addition to our current tutorial period.
	Longer school day	No	Our overall schedule will not change for all students.
	Longer school year	No	Our school year is 180 days and will not change for all students.
	Summer 2021 programming	Yes	We leverage Summer School for students identified as needing additional support each year and prioritized providing small group, in-person classes for students identified as needing this support in grades or assessment data.
	Summer 2022 programming	Yes	We will leverage next summer as described above, with an additional requirement that new students attend for both the current and new campus of Latin.

	School break/holiday programming	No	While we may use this approach for individual or small groups, we will not plan it for all students.
	Weekend programming (e.g., Saturday school)	No	While we may use this approach for individual or small groups, we will not plan it for all students.
Instructional Changes	High-dosage tutoring ⁵	Yes	This is a central component of our accelerated learning plan.
	New curriculum purchase	No	Latin does not generally purchase curricula. We may develop new aspects to our current curricula, however.
	New intervention program or support	Yes	We will provide additional support elements, such as high-dosage tutoring, as part of our current support program.
	New uses of staff planning time for accelerated learning	Yes	Our teachers requested more time for collaboration across content areas and grade levels to identify the key knowledge and skills that students need and the best “just in time” approaches to ensuring they learn them without resorting to a complete reteach of previously covered content.
	New professional development for staff on accelerated learning	Yes	We plan to expand the data-driven instruction training provided to our Middle School math faculty by the

			Lavinia Group. We are also planning similar professional development sessions for teachers of ELA and other subjects in both divisions.
Staffing and Related Supports	Additional staffing Additional vendor	Yes	We will provide high-dosage tutoring through both contractors engaged part-time and through a new partnership with Public Allies.
	and/or community partner support		
	New hardware purchase	No	We moved up our timeline for a 1:1 Chromebook program and provided a device for each Latin student during 2020-21. We will continue to provide a Chromebook for all students going forward, whether our operations are in-person or (temporarily) virtual.
	New software purchase	No	
Other			

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

Washington Latin has been systematically engaging our faculty in discussions of what worked during distance learning that is worth keeping in our future operations in person. In addition, we have consulted our families and students themselves through a series of feedback sessions and informal discussions.

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our core academic team, including the Head of School, Principal, Directors and Assistant Directors of the Middle and Upper Schools, our Assistant Principal for Academics, and Directors of Student Support and Mental Health. We are additionally consulting with other members of our senior leadership team, including the Directors of IT, Family Engagement, Grade Leads. Finally, we are integrating the feedback we have received from our students and parents in our plans, received in a series of Zoom feedback sessions, written feedback from parents submitted in Q4 about both Hybrid learning and the all-virtual program, and student results (grades and assessments, as described above).

This work has already begun and will continue through the summer and 2021-22. Recognizing the lift this accelerated learning program demands of our teachers, we are building more time into the schedule for all-faculty and small group professional development sessions. Our weekly faculty meetings are the base for gathering teachers to learn and discuss in all-school, division, grade, and department (content area).

In addition, we are asking that all teachers participate in one or more semester-long courses delivered by their Latin peers in topics that are central to our model and support Accelerated Learning, including:

- Classroom management
- Leading Socratic seminars
- Teaching words and roots
- Research Methods
- Differentiation
- Classroom strategies in conflict resolution
- Math support
- Designing effective assessments
- Document-based questions
- Trauma-Informed Classroom (a more comprehensive version than the all-faculty training we provide in this approach)

In matching teachers with these sessions, we will consider where they need improvement and how to create more expertise among our teachers to support the dissemination of knowledge and experience across all departments and grades.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year.

- Leveraging Zoom and limited on-campus activities for small group or individual attention for struggling students
- Engaging parents as a whole community and individually (as for IEP meetings) over Zoom
- A common IT platform provided to all students with our Chromebook 1:1 program
- Shared information with students and their parents about classwork for all students, courses and grades through Unified Classroom, supporting at-home engagement for all students
- Block learning that made it easier for teachers to work with individual or small groups of students after delivering the primary lesson on Zoom
- A more fully developed Integrated Services Team that includes faculty from across Latin support departments, including: Student Support, English Language Learner, Deans, Academic Coaches, and counselors, all working together to provide integrated, individualized whole child supports and wraparound services for families
- Wellness Wednesdays that allowed students to choose an activity on a designated asynchronous Wednesday to encourage social interaction and focus on wellbeing
- Ongoing focus on student socializing and culture/community-building activities, even over Zoom, such as student assemblies, cohort-based field days, and weekly advisory lunches.

This range of activities reflects elements that were praised nearly universally by students, teachers and parents in our formal and informal feedback sessions.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

Latin worked throughout the previous year to support students in order to sustain engagement and avoid the need for credit recovery. This included the following measures:

- Targeted summer school interventions in small group classes and individual academic coaching sessions (both 2020 and 2021)
- Individual interventions with students identified as academically or otherwise at-risk, including bringing them to campus one or more days each week during 2020-21
- Personal outreach for in-person support, including emails, phone calls and, as needed home “porch” visits from our At-Risk Team (including teachers, counselors, deans, SPED case managers, etc.)
- One-on-one support from aides, many of whom were Latin alumni familiar with our curriculum, instructional model and often the teachers and courses. Latin hired an additional 15 aides on a part-time, temporary basis through the school year to support these students.
- Targeted tutorial support from classroom teachers (particularly on Asynchronous Wednesdays), as needed, to (re)teach course content.
- Logistical support for technology, transportation, and food to make it easy and appealing for students to come to campus.

This approach continued through the spring quarter for students who elected to remain virtual and/or those in the Upper School whose classes continued in a distance learning mode.

Nonetheless, we know that approximately 50 students across both divisions were largely disengaged during last year's distance learning. We For 2021-22, our activities include:

- ***Academic Recovery and Achievement*** - We plan to continue offering a range of individualized or small-group interventions, primarily during the school day, as outlined our answer to questions 3a and 3b, including:
 - Intensive summer school interventions and credit recovery (required for students who received a D or F in any class), which includes both academic and social-emotional supports and logistical assistance, as needed (e.g., Uber fare to school if public transportation is not accessible or a barrier to coming to campus)
 - High-dosage tutoring with Public Allies in 1:1 sessions at least three times a week
 - Additional tutoring from faculty as needed to ensure credit recovery
 - Academic coaching to create a plan for recovery and track progress on a weekly basis
 - Other supports to ensure students attend school, are engaged with classes, and feel connected to the community and at least one go-to adult at Latin
- ***Postsecondary Preparation*** - Our highly personalized counseling will be ongoing with this group of students, including
 - Creating an individual portfolio to help our college counselors understand interests, goals, etc.
 - College application bootcamp over the summer to kickstart the application process
 - FASFA and other financial aid information and support for students and parents
 - Career explorations (weekly lunches and an annual job fair) in areas such as military, technical careers, etc.
 - Classes in life skills such as Financial Literacy and Independent Living to prepare students for life after high school

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design**

appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;

- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
- e. 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.

Washington Latin prioritized the ongoing engagement of students with disabilities (SWD) and their families throughout distance learning. Nonetheless, we are focused on returning to all in-person learning and assessing the needs of our students to not only receive a Free and Appropriate Public Education (FAPSE) but also to ensure that our accelerated learning plan addresses the needs of these students. We are committed to ensuring equitable access to educational opportunities in 2021-22 across learning environments and will continue to prioritize support for those students with the greatest need for them, including those designated as students with disabilities. Our ongoing commitment is to an inclusion mode that provides individualized supports in the least restrictive environment.

Our plan to accomplish this includes the following:

- **Assess** - ensure our students can appropriately participate in the benchmark assessments that will be administered school-wide, with appropriate accommodations and support
- **Plan** - Based on assessment and other data (grades, attendance, etc.) from last year, determine students that are particularly struggling and supplement their existing plans with additional support for accelerated learning.
- **Support** - Engaging the family as well as the Integrated Services team, determine additional assistance that may be needed to ensure each student in this group can fully participate in the program and make gains during this school year.

More detail is in the following chart.

Issue	Description		Timing
Assessing students with disabilities need for accelerated learning	Review each student with an IEP or 504 plan's performance last year (grades, assessments), engagement (attendance) and start-of-school benchmark data		Within first month of school

<p>Designing appropriate services for students with disabilities</p>	<p>Working in collaboration with division-level academic leadership, discuss needs, compare to current IEP/504 plan, and propose a comprehensive set of supports to ensure accelerated learning is both available and accessible for each student</p>		<p>By 9/30/21</p>
<p>How accelerated learning will be scheduled and delivered to students with disabilities</p>	<p>With the goal of ensuring the least restrictive environment and an inclusion model, provide extra support such as high-dosage tutoring during the school day with appropriate collaboration and additional support from aides and case workers. In some cases, we may work with additional tutors with expertise in</p>		
<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<p>In addition to the all-parent meetings and written communications, we will host a meeting for the parents of our students with disabilities to discuss our overall approach. In addition, we will communicate individually with the parents of students who demonstrate a particular need for accelerated learning based on last year's performance. As needed and appropriate, we will modify student plans to reflect the additional services or revised goals.</p>		

The LEA will continue to support parent training for students receiving related services through distance learning by providing both informational meetings with this group, offering trainings in

how to best support children with disabilities from 5th grade through senior year and post-secondary planning, and offer individual meetings with families to discuss their children's progress.

For any students with disabilities who are either temporarily or long-term in an all-virtual mode, we will revert to the approaches and supports provided during 2020-21, including:

- ***Leverage our case management system*** that integrates support and response for the student and family.
- ***Enhance our systematic approach creating individual student plans***, working with grade and division teams to review both qualitative and quantitative data to identify accelerated learning needs and plan for the provision of additional services.
- ***During distance learning, focus on relationship building and one-on-one support.*** Bringing together mental health counselors, academic support aides, and deans as well as case managers and other Student Support faculty to establish or further develop relationships with students.
- ***Build family engagement into every student's plan.*** This includes home visits (or porch visits during the pandemic) at the beginning of the year and as needed throughout, and regular communications and meetings with the family on a frequent basis (usually weekly). This engagement is aimed at collaborating to support the students' success at Latin, as well as connecting the family to any resources they need for basic needs (food, housing), health and wellness (family counseling options), etc.

Finally, our family engagement strategies will continue to ensure that families with disabilities are equally able to access our communications, activities, and especially understand their children's progress and challenges. This includes providing interpretation for families who are deaf at all parent meetings, for example, and modifying written communications to ensure that they are accessible to visually impaired parents, as needed.

17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

Not applicable

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:

- a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
- b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

Washington Latin's English Language population has been small throughout our history. And the staff members assigned to work with them have often had other competing responsibilities and has experienced year over year turnover. However, the population is growing and the needs of the students, especially in the wake of more than a year of remote learning has likely intensified. For the 2021-2022 school year, the English Language support team will include four staff members with EL responsibilities accounting for 2.25 FTE. Three of the staff members are new to the school and come with significant experience working with English Learners. Our program is undergoing review and may experience other changes over the course of the year.

The primary approach to language instruction for English learners is **sheltered instruction**. In this instructional approach, students are engaged in developing grade-level content-area knowledge, academic skills, and increased English proficiency. Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. These strategies include use of hands-on activities using authentic material, demonstrations, and modeling. Teachers often facilitate cooperative learning activities with appropriately designed heterogeneous grouping of students.

In select classes for students with the need for more intensive support, EL and general education teachers plan instruction based on student needs. For such classes, the EL teacher may push in and co-teach or provide other in-classroom support. English learners also receive targeted language development instruction during regular academic support classes. For newcomers, teachers may use the English learner's first language as a tool to provide comprehensibility.

Given recent transitions, Washington Latin is exploring the possibility of adopting the SIOP model as our approach to sheltered instruction.

Screening English Learners

There were no new students who were identified as eligible for English Language Learner services in the 2020-2021 school year based on a review of the results of the Home Language Survey. As such, there are no students who have a Provisional-EL status.

We are implementing the standard screening process for the 2021-2022 school year. New students not identified as ELs at their previous school but whose Home Language Survey indicates another language spoken at home will be screened using the WIDA Screener. Screening will be completed within the first 20 days of school. Students who earn a composite score less than 5.0 will be deemed eligible for English Learner services. Within the first 30 days of school, goals will be established, and language learning supports will be instituted.

The EL coordinator will meet with the families of all students who are screened, those who are deemed eligible and those who are ineligible. Meetings will be conducted via Zoom or in person. The purpose of these meetings will be (1) to share the results of the screening and reasons why a student is eligible or ineligible; and (2) to find ways to engage families and share with them the variety of resources and support services available to them.

Students already identified as ELs and all continuing Latin EL students will not be screened to establish a baseline of their current English levels but will participate in the goal setting process described below.

Setting Language Goals

Once we have the results of the language assessment, the ELL Coordinator will review this and other data, including last year's grades, examples of student work, results of Latin's benchmark assessments administered at the start of the year at Latin (especially in reading), teacher and family input, and any information shared by the student's previous school (if applicable), to create student profiles, including a student's Individual Plan of English Language development which is maintained as a part of a student's cumulative file. In 2021-22, this process will also include a review of data and other information to understand how the student fared during distance learning, essential in understanding the twin issues of language acquisition and academic growth across content areas.

From this, working collaboratively with students and the grade level teams, the EL Coordinator defines an appropriate set of language acquisition and content goals. During the first month of school, we review student work, gather teacher, faculty, administrator, and EL Coordinator input and meet with the student to determine and set the language and content acquisition goals for the year. Each student's profile includes data from both language and content/skills benchmarking assessments, their language and content goals for the year, and the articulated benchmarks in each area. Goals are set for the year during the first month of school. We review progress regularly, including a formal progress review each quarter. Note that both new and returning EL students

participate in the goal review process.

The results of assessments and draft goals are shared with parents before they are finalized. This is generally done through personal outreach (via Zoom or in-person meeting) by the EL Coordinator. We provide translation and interpretation, either using school staff and via an outside service, if necessary). Our overarching goal for all ELs is for each student to reach full proficiency after three years in our program, with special focus on achieving this before they enter high school.

The following are our overall goals for the English Learner Program:

1. EL students will develop and maintain listening, speaking, reading and writing competency in English as measured by the WIDA
2. EL students will demonstrate proficiency according to DC benchmarks as measured by DC standardized assessments and curriculum-based measures such as formative and summative assessments
3. EL students will develop and apply academic language as measured by curriculum-based assessments
4. EL students and families will be members of and participate actively, confidently, and consistently in the school community
5. The school leadership team will work with regular education and EL staff to build capacity for educating English Learners

Accelerated Learning and Language Learning Supports

Latin's core model and plan for accelerating learning across our student body is grounded in principles of inclusion and meeting individual student needs. Our EL students will be in general education classes with additional support, including instructional modifiers as needed both during instruction and assessment, and peer collaboration during lessons.

In addition, we will include our ELs in the academic support program. These academic support classes are designed to respond to individual student needs and are outside of core instruction times. Our plan for accelerated learning includes academic support for every student at Latin with any such need. To ensure that this concept of support does not have negative associations for students, it is our policy that all students be scheduled for a dedicated Academic Support period. In addition to the benefits of how the term Academic Support is viewed by all students, this policy allows us to provide necessary interventions to students outside of core instruction periods. This is true for both general education students and those with specific needs, including ELs.

We will assign students to specific academic support groups based on their particular needs, as identified in both last year's course performance data and this year's benchmark assessments.

In 2021-22, there will be designated academic support periods with EL-trained faculty for this group in particular. These faculty will provide support to individual students based on their profile and goals, both for language and other content areas. In addition, our Middle School ELs will receive additional support from our Literacy coordinator. The Literacy coordinator and ELL Coordinator also collaborate on alternate readings, resources, and supports to assist teachers with the differentiated levels of reading abilities. A high number of our EL students are designated as at-risk, and their families are receiving additional support, both at Latin and in community services. (See our Integrated Services description in this Plan.)

All teachers, including those working with English learners, will be trained in culturally responsive pedagogy. We are also increasing our communications in Spanish, French, and Amharic, and enhancing the opportunities available to families for engaging with Latin's programming and community.

ELs and Distance Learning

At this writing, there are no Latin students who have indicated that they will be applying for a medical exemption for in-person learning in the fall. That said, we are prepared to respond to changing guidance, virus outbreaks in our community, and/or individual changes in circumstances. We will ensure our English Learners have full access to our program during any future distance learning period with the following supports:

1. Provision of materials, technology, and Wi-Fi access, as needed, and delivery of these items if necessary
2. Additional supports (e.g., food, emergency aid, etc.) will also be offered and provided to any EL families in need
3. Additional personalized supports will be provided to students learning virtually, such as high-impact tutoring from bilingual tutors, in person if possible (as we provided during 2020-21) or via Zoom
4. Regular family communications and check-ins to ensure parents/guardians are aware of supports and their children's progress.

(Please note that this response supersedes any previous responses, including the EL Program Plan that was uploaded as an attachment. We tried to delete that Plan, but we were unable to do so.)

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

As a non-Title I LEA, Washington Latin does not qualify for ESSER III-ARP funds.

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

As a non-Title I LEA, Washington Latin does not qualify for ESSER III-ARP funds.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

As a non-Title I LEA, Washington Latin does not qualify for ESSER III-ARP funds.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

As a non-Title I LEA, Washington Latin does not qualify for ESSER III-ARP funds.

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- 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 completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- 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 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person 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 any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses 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 baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. 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 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

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

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- 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, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.