

2020-21 School Year LEA Continuous Education & School Recovery Plans

LEA Name: Washington Leadership Academy PCS

LEA Contact: Stacy Kane

LEA Type: High School

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Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update 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.

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

²These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

³Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:

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

WLA will operate fully remotely for the foreseeable future. WLA has determined that remote learning will occur at least through October. Public health experts say it is likely that winter will be even more dangerous. Thus, it is unlikely WLA will provide in-person school until the spring, when conditions may allow it. Prior to that time, very few students and staff will be in the physical building. Students and staff will never be required to be in the building. When/if they are in the building, the following procedures will be followed.

WLA will regularly clean, disinfect, and sanitize surfaces and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). If WLA has any in-person instruction, WLA will clean and sanitize regularly according to the latest guidance. WLA will clean and sanitize the building at least daily and more often if needed. WLA will clean any space used by a cohort of students before another cohort enters.

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

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops, elevator buttons).
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#).
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.
- Use of shared objects (e.g., MakerSpace or science supplies) will be limited and cleaned between use.
- Shared bathrooms will be assigned to specific groups of students and staff. Bathrooms will be monitored by staff members to ensure vacancy before students enter the bathroom. Students will be escorted to their assigned bathroom for use one at a time or within a cohort, only. Bathrooms will be cleaned and disinfected frequently throughout the day.
- The school will implement safe and correct storage for cleaning and disinfection products.
- No cleaning products will not be used near students. Staff will ensure that there is adequate ventilation

when using these products to prevent children or themselves from inhaling toxic fumes.

WLA's landlord, Building Pathways, employs Busy Bee to clean the building on a regular basis. To the extent possible, Busy Bee has instructed Day porters to provide enhanced cleaning on all high touch surfaces (doorknobs, counter spaces, bathrooms) in public areas with CDC approved cleaning products throughout the day, adjusted by frequency of use. In restrooms, cleaning staff will be directed to place paper products in an area where individuals can "grab and go". Please note, this is for restrooms without automatic hand dryers. JLL will place hand sanitizing stations, subject to availability, throughout the facility in common areas. At night, the cleaning crew will focus on classroom spaces and restrooms for cleaning with CDC approved materials.

In addition to common area cleaning, Night Cleaning procedures will be conducted with the recommended equipment to limit exposure to microorganism and infectious disease. In addition to all of the above, Busy Bee has also implemented the following protocols for cleaning and disinfecting environmental surfaces:

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

JLL, the building engineer, confirms that they have and will continue, on a monthly basis to:

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

Positive COVID-19 Case Cleaning Schedule

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

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

WLA will follow public health guidance. Current guidance suggests that there may not be any physical school for at least half of the school year. In the event that there is physical school, WLA will:

- Use all available external doors will be used for student entry so that there are no students congregating at the entryways and exists.
- Serve all food outside and will be grab-and-go.
- **Maximize spacing of occupants in each space with a minimum of six feet distance between desks.**
- **Limit occupants in any space based on the current DC Health requirement. Currently, this is 12 people, which means WLA would have 1 adult and 11 students per classroom.**
- **Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).**
 - **Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.**
- **Communal-use spaces for students (such as cafeteria, and playgrounds) will be closed. Communal spaces for staff, such as work space, will also be closed.**
- **No physical education classes will be held in person. No interactive activities will be permitted (e.g. basketball, football, soccer).**
- **Students will go one-in one-out of the bathroom so physical barriers are not required. They will be escorted to a place outside the bathroom to ensure this distancing occurs.**
- **A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare. This will most likely be the MakerSpace or front office conference rooms.**

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage including floor arrows, floor markers, and wall signage, will be used as needed to provide direction and instruction for movement. There will be no transitions in the building except entry and exit.

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

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

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

Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.

The top three public health methods will be utilized to prevent the spread of the virus at WLA at all times: 1) PPE/masks; 2) social distancing; and 3) personal hygiene.

Traveling to and from School

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

Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:

- **Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.**
- **Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.**
- **Avoid touching unnecessary surfaces and objects.**
- **When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.**

Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- **Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.**
- **Stand back from gathering points such as intersections to avoid congregating in large groups.**
- **Familiarize and stay current with transit system procedures for safety of passengers.**
- **Avoid touching unnecessary surfaces and objects.**
- **When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.**
- **Use hand sanitizer after leaving the transit system.**
- **For the remaining distance, students will be instructed to follow the above regarding walking to school.**
- **Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:**
- **Maintain six feet of distance between others on the sidewalk as they walk up to the school building.**
- **Use hand sanitizer with recommended percent alcohol after leaving the vehicle.**

Entering and Exiting School Building

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

- **All possible doors will be used at arrival and dismissal to limit congregating.**
- **Health screening will be conducted at each entry point.**

- Multiple doors will be used, each with a screening station, for entry and exit.
- Entry and exit points will be assigned to students by their group that are close to their first and last location of the day.
- Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.

Daily Health Screening

- Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever.
- Students and staff will also complete daily questionnaires to ensure they do not have symptoms.
- In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. Use of non-contact thermometers is encouraged. See Hygiene section for thermometer cleaning.
- PPE will be used by anyone taking temperatures, including masks, gloves, gowns, and a protective plastic barrier.
- The thermometer will be cleaned before and after arrival and before and after dismissal.

Grouping

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

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, and other shared spaces to avoid mixing groups.

In-School Dining

Washington Leadership Academy will be working with a new school lunch vendor, Genuine Foods, in SY20-21 to deliver National School Lunch Program compliant meals to students' homes. The vendor will provide 3-5 days worth of reimbursable meals directly to our students, so families have confirmed access to school meals regardless of the opening status of the school. The school's food vendor will be required to provide a safe meal preparation, service, and cleaning plan in accordance with requirements and best practices at the time.

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

Canceling, Eliminating Activities

All non-essential travel of staff and teachers has been and will remain cancelled. Activities and events such as field trips, assemblies, athletic events, special performances, and school-wide parent meetings are all cancelled. Non-essential visitors will not be allowed on campus at all, and will be screened via a video camera rather than in person.

Non-medical (Cloth) Face-coverings

All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult or student has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. The school will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities. Face-coverings will be worn by all individuals at all times while in the building including students, staff, families, contractors, and visitors.

Ensuring the safe use of clean cloth face coverings:

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

Hygiene

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

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

- **A Health Screen occurs for all people entering the school.**
 - **Student screening is listed above.**
 - **Staff will be screened the same way.**
- **Health Screen materials are properly cleaned.**
- **Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.**
- **Students will keep all of their belongings with them in their backpacks.**
- **Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.**

- **Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.**
- **Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.**
- **Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).**
- **Regular hand sanitizing will be enforced:**
 - **Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)**
 - **Hand cleaning supplies will be readily available in classrooms, bathrooms, offices and entrances/exits.**
 - **Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.**
 - **Enforce a “you touch it, you take it” policy in classrooms and the lunchroom.**

High-risk Individuals

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

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

Exclusion or Dismissal from On-site Learning

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

Exclusion Criteria: Students and staff must stay home, or not be admitted if:

- The student or staff member has had a temperature of 100.4 degrees or higher,
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.

If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:

- 72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- at least 10 days after symptoms first appeared, whichever is later; OR
- per their healthcare provider following DC health instructions.

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

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

Dismissal Criteria: If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible (or get permission to dismiss immediately), and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

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

Exposure Reporting, Notification, and Disinfecting

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

Step 1: Report to DC Health Department

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

Step 2: Communication to Families and Staff

Communications to families in the event of COVID-19 cases may include but are not limited to:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- Families will receive robocalls and emails.

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

See Cleaning, Sanitization, and Disinfection section.

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

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

Distributing Educational Materials

All WLA students and staff have or will have a laptop computer for the school year. All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student's residence or mailed to the student's residence. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

Instructional Delivery Plan

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.
 - Identify the instructional methods (e.g., 100 percent synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the

2020-21 school year to ensure rigor across settings;

- **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);**
- **Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and**
- **Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**

WLA will begin the year in a remote posture. The following plans are subject to change with or without notice. WLA intends to pivot as needed to always serve the best interests of students.

The academic plan is as follows:

- WLA will use a combination of synchronous and asynchronous learning.
- All students will take all classes that they would normally take during the school year.
- All students will continue to pursue all credits that they would normally pursue during the school year.
- WLA will continue to use Canvas for its learning management system.
- WLA will continue to use the same curricular offerings as it normally offers for in person instruction.
 - WLA does not generally use very many physical books, but when needed, will ensure students receive them safely adhering to relevant health guidance.
- WLA will continue to offer Advanced Placement courses as normally offered.

The WLA SY20-21 schedule is as follows, in both a remote and hybrid posture, on Monday through Thursday:

- 8:15-8:55am: Staff time, one or more of the following:
 - Department meetings
 - Academy meetings
 - Team meetings
 - Teacher-led PD
- 9-9:55am: Synchronous remote learning class
- 10-10:55am: Synchronous remote learning class
- 11:30-12:25pm: Advisory
- 12:30-1:25pm: Synchronous remote learning class
- 1:30-2:25pm: Synchronous remote learning class
- 2:30-3pm: Break
- 3-4pm: Office Hours/ Additional AP course time / SpEd time
- 4-4:50pm: Planning time / One-on-one meetings
- 5-6pm: Extracurricular activities
- Fridays include:
 - Town Hall meetings instead of Advisory
 - Re-mastery office hour time provides additional support for students who did not master key standards during regular class time.

Students are in synchronous courses for 4 hours, and synchronous Advisory for 1 hour from Mon-Thurs. Students are otherwise working asynchronously or in small groups for additional support and help from the teacher. Students work for 1-4 hours asynchronously per day. There is a minimum of 16 hours of synchronous instruction and 10 hours of asynchronous learning per week. Strong student support is a top priority. Thus, additional time on top of that time is carved out for office hours, re-mastery time, and one-on-one meeting time with teachers.

There are three weeks of professional development time before school starts in which staff will have many sessions about how to conduct remote learning. Additionally, every week staff will have weekly PD, department meetings, grade level meetings and teacher-led PD to develop them further.

The team will pivot frequently based on student feedback in real time. WLA is very iterative and open to changes that are in the best interests of students.

Assessment and Promotion Policy

A. Assessment

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

- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

NWEA-MAP

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

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

NWEA MAP has a system and structure that supports remote test-taking. WLA will test all incoming 9th graders to place them in appropriate courses. 9th and 10th graders will take MAP in the winter and spring to measure progress. If the city offers PARCC, WLA students will take it for all offered subjects for internal measurement purposes. WLA uses curriculum-specific diagnostic testing for 9th and 10th ELA and some math courses. Teachers will assess students at least every other week for mastery of the most important standards. Teachers will offer supportive opportunities for students who are struggling to have extra time with them to improve their understanding. WLA will also continue to support Advanced Placement testing for students. WLA will also support students who want to take SAT tests.

B. Promotion and Graduation

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

At this time, there are not plans for major changes to the grading or promotion policies. The WLA Student and Family Handbook will be kept up to date. The handbook is always available here:

<http://www.washingtonleadershipacademy.org/student-life>

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

At this time, there are no plans to waive high school graduation requirements. The District of Columbia may need to waive the community service requirement if volunteer service is not possible for most of the year. WLA will not require students to put themselves at risk to meet this requirement.

9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:

- **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
- **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and**

policies for students.

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

Several different student behaviors can trigger a present attendance categorization during remote learning. First and foremost, WLA will consider a student as attending the school day if he/she engages with the WLA Learning Management System, Canvas. WLA is initially defining engagement as logging into the system between 6am and 11:59pm (as DCPS is defining it) and submitting an assignment. WLA will use timestamped information on assignment submission to determine a daily attendance code. WLA intends to raise the attendance bar using advanced Canvas functionality as soon as possible, if possible. Canvas data will be entered into PowerSchool. Additionally, WLA intends to take session-based attendance during all synchronous classes via PowerSchool. Finally, WLA is exploring additional methods for counting attendance including contact with the student advisor and/or completion of course modules in the LMS system. At a minimum, WLA will use the Canvas login and timestamped assignment submission, but WLA intends to raise the attendance bar beyond that measure.

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
 - What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student’s presence?
 - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student’s presence?
 - What constitutes evidence of education engagement daily for the student to be marked present?

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

Data from Canvas will be uploaded into PowerSchool on a regular basis. Data from any other system utilized to count attendance (i.e. session-based attendance) will either be uploaded into or input directly into PowerSchool. In the event of an audit, records could be pulled from Canvas or PowerSchool for inspection.

Whole Student Support

A. Student Support

11. Describe the LEA’s plan for supporting students’ social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.

According to the American Academy of Pediatricians, “Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities.” Below are several interventions that WLA will utilize for students’ social-emotional and mental health needs during continuous learning and school recovery.

- Wellness staff members will meet regularly with any student who reaches out for support.

- Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- Teachers will use advisory time to build student community and/or social-emotional activities as appropriate.
- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through the LMS and via email for all students and families.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The mental health team will create tele-health options for students to call and schedule sessions with school counselors.
- The mental health team will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.
- The mental health team will regularly send out socio-emotional learning supplemental materials to students and families that are web-based.

All students from grades 9-12 will complete a diagnostic assessment during the first two weeks of school (Weeks 8/24 and 8/31). These assessments may be teacher created or sourced from an online platform (CommonLit and Imagine Math). Teachers will analyze this data during our first PD on Friday 9/4 and will analyze student performance data to determine initial student mastery and identify key growth standards. In addition, students that have not yet demonstrated mastery in the key growth standards will be required to attend Friday Remastery sessions that provide targeted support for students struggling to master the specific standard. Additionally, students can also be scheduled to attend daily office hours (Monday-Thursday) for support in mastering key standards. As an added layer of support, Advisors provide weekly academic check-ins with advisees to track student progress and notify content teachers and families if additional support is required.

B. Behavior

12. Describe the LEA’s policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:

- A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
- The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
- The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school’s educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

Special Populations

The conduct rules described here are subject to change as we pivot to ensure we are meeting the needs of all students and the best interests of all students as we learn what works in a fully remote environment.

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

If a student is inappropriately using technology or using inappropriate language during virtual learning below are the following consequences: 1. First offense the student will not be allowed to join any synchronous instruction for two days and will complete asynchronous instruction. Students will have an extended due date during the time of their asynchronous instruction; 2. Second offense will be that students will not be allowed to join any synchronous instruction for one week and will complete asynchronous instruction. Students will have an extended due date during the time of their asynchronous instruction; 3. Third offense, students will receive a suspension but will receive asynchronous instruction. All assignments will be due at the end of the students suspension. Washington Leadership Academy will communicate via telephone and email with families and students in the event a student violates the virtual code of conduct. In the event of a suspension, leadership will meet with families and students via zoom.

Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

Behavior Policy for Remote/Distance Learning

- Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.
- Students must follow all classroom and school expectations for using audio and video during classroom meeting times.
- Students must mute their microphones when they are not speaking and while others are speaking.
- Students will follow the school's dress code and always maintain proper dress code during virtual classes

Communication and Student Engagement

- Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.
- Students must follow the same rules for whole group class meetings while in breakout rooms.
- Students must immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher.
- Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.
- Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.

- **Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.**
- **Students must report all instances of cyberbullying to school staff immediately.**
- **Students must keep their username and passwords in a safe place and must not share them with other students.**

Logging into the LMS

- **Students must log into the LMS using their own log-in information.**
- **Students must log into the LMS daily for classroom meetings, announcements or to submit assignments.**
- **Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.**

Student Work

- **Students must submit their own work and provide citations for work created by others.**
- **Students must communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.**
- **Students must treat all school and personal electronic devices with care.**
- **Students must keep food and drinks away from the equipment.**

Taking Care of Physical Equipment

- **Students must keep devices out of extremely cold or hot areas.**
- **Students must hold and carry computers properly.**
- **Students must report any damage to school equipment as soon as possible.**

Monitoring of Student Behavior

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

- Teachers will communicate concerns with families by phone, email, text or using the LMS.

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

If students do not follow expectations for communicating respectfully with school staff or other students:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on LMS chat or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

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

Reporting Cyberbullying

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

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

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

- Anonymous Reporting

13. Describe the LEA's plan to serve students with disabilities, including:

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

- **Investigation Procedures**

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

Within fifteen (15) school days of receiving a report of bullying, the Vice Principal of STEM will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that cyberbullying has occurred, appropriate corrective and remedial action will be taken. Washington Leadership Academy will make determinations as to whether a reported incident constitutes cyberbullying based on all of the facts and circumstances surrounding the incident. WLA will use a preponderance of the evidence standard (i.e., more likely than not that cyberbullying occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of cyberbullying during the course of the investigation process. WLA will make every effort to protect confidentiality during the course of the reporting cyberbullying.

Washington Leadership Academy staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction during a cyberbullying investigation.

- A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;
- The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and
- The manner in which LEA deliver related services for students in distance learning;
- The manner in which the LEA will support parent training for students receiving related services through distance learning;
- The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;
- The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and
- The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).

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

B) Through the advisory program, WLA will conduct a needs assessment to determine the unique needs of

14. Describe the LEA's plan to serve ELs, including:

each family; this will include communication around learning platforms and potential modifications and/or accommodations needed for the family. Additionally the Student Support Department will ensure school staff are trained on how to support adults and family members with disabilities.

C) WLA will deliver related services for students in distance learning through telehealth services during the school day hours. Parents and students will be provided notification of the individual student schedule. The relative service providers will continue to deliver services for students outlined in their IEP, to the greatest extent possible, in a remote, telehealth online setting. Sessions will be documented in SEDS under related service session notes.

D) WLA will support parent training for students receiving related services through distance learning by providing detailed information of the various sessions and resources available for continuing support.

E)

- WLA will deliver recovery services in asynchronous and synchronous formats that allow students to participate in general education, whole group instruction, general education small group instruction, and specialized instruction services delivered in a manner most appropriate to the students' needs. Special education teachers and related service providers will, to the extent possible, service students by pushing into general education sessions and providing small group individual sessions focused on ensuring student access to the general education curriculum and focus on student's IEP goals.
- WLA will provide benchmark assessments and use Reporting Period 4, IEP progress reports to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and determine pathways to recover skills for students with disabilities to ensure FAPE.
- WLAs will deliver recovery services to students with disabilities during the 2020-21 school year during pre-scheduled recovery office hours. During this time, students will be provided direct instruction by special education teachers to promote recovery and growth. At the beginning of the school year, all students will have a multidisciplinary team meeting to discuss and agree upon the need of the recovery services. Teachers will continue to communicate and collaborate with families on overall progress

F) WLA will work with its McKinney Vento POC to ensure that student experience homelessness has equitable access to all virtual learning platforms; including district resource connections and/or accommodations and modifications as determined needed. WLA will provide any and all possible services and support to these students.

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
 - The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;
 - The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
 - The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.
-
- WLA will continue to provide EL services through the SIOP model. Staff will receive direct training on the SIOP implementation during summer professional development. Additionally, EL students will have the opportunity to engage in asynchronous and synchronous learning in the small groups setting, during re-mastery hours and office hours.

- WLA will use the WIDA access scores and screener to determine and set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency; Each individual student will have their own individualized plan to monitor progress on the appropriate goals.
- WLA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and WLA will continue to use the SIOP model for all grades and EL levels. Additionally, direct instruction for level 1 and level 2 English language Learnings during the week
- WLA will provide EL students access to academic content by grade and proficiency level. Teachers will provide appropriate modifications and accommodations according to individual plans based on student, guardian and teacher. Using the SIOP model, teachers will differentiate learning experiences based on student need and progress.

Technology Policy

15. Describe the LEA's policy for technology use during distance learning, including:

- **Expectations for student access to devices and technical training;**
 - **The manner in which the LEA will assess student/family technology needs;**
 - **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
 - **The plan for replacing/repairing devices;**
 - **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
 - **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
 - **If/how the school's technology policy differs by grade level.**
- During a regular school year, WLA provides devices to every student. All plans, procedures and processes from a regular year remain in place. Distribution will be contactless and/or socially distanced for new families.
 - All students are provided one-to-one devices at the start of the school year. WLA maintains a set of available spare devices equal to 10% of the overall device need to manage repairs and loss due to damage and theft.
 - Student device repairs will be managed via contactless swap at the school location or via shipment to and from student residences. All devices will be sanitized when received for repair and before they are provided to students.
 - Student devices and accounts are monitored using third party management tools. Student internet content is filtered using multiple device and account based tools that fully comply with CIPA and COPPA regulations. PII is secured in all core WLA systems including Google Apps, PowerSchool, and Canvas. Encryption standards for all third party data systems meets or exceeds minimum FERPA regulations.
 - Student and family technology needs will be assessed using periodic surveys and weekly reporting by staff advisors. Operations and technology staff members respond to all needs as they are reported using these methods.
 - Students and families will have access to the tech department's help desk and support portal. Instructions for common tasks related to our systems and online learning, as well as basic Internet access and device troubleshooting, will be available through the portal.

- **Students and families who have limited or no Internet access are first directed to outside agencies that can provide these resources at reduced rates. WLA also has purchased a number of pre-paid hotspots through the T-Mobile for Education program. WLA is also currently working with additional local providers to sponsor Internet services for students and families for whom other options are not viable.**
- **The third party management tools functions as a digital enforcement mechanism as they are set to blacklist objectionable categories and sites on the internet. The Director of Innovation and Technology reviews regular reports and suspicious activity. Additionally, all families sign a form indicating acceptable terms of computer and internet use when they enroll at WLA. Teachers have additional tools available to further restrict usage on a class by class basis.**

Family Engagement Policy

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

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

related to our systems and online learning, as well as basic Internet access and device troubleshooting, will be available through the portal.

- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
 - **9th Grade will have a two week-long orientation from 8/11**
 - **10th-12th grade will have a week-long orientation from 8/24**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**
 - **Students will receive interim progress reports and report cards**
 - **Weekly Leadership Reports are sent to students and families every Friday**
 - **Grades are updated weekly and can be accessed by students and families through Canvas**

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

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

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Washington Leadership Academy

LEA Leader Name: Stacy Kane

Date: 10-05-2020 11:48 AM