



A Classical Education for the Modern World

Coronavirus (COVID-19) Distance Learning Implementation Plan and School Calendars Waiver

Part One: Distance Learning Implementation Plan

- Responses to questions 1-9 have not changed; please use responses submitted to PCSB and attached to the email.

We have updated below our update to the original submission to PCSB.

Question: If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

Washington Latin will run a five-week summer school from June 22 – July 24. The program will include an online component for enrichment, advancement, and credit recovery for high-school students. A second component, preferably in person (dependent on the current status in the city), will focus on intensive remediation for students who lost significant ground during the period of distance learning. We estimate approximately 10-12 students per grade (70-80 students) who are in need of intensive intervention. We will assign a case manager and an academic coach to these students in pairs, and will provide 90 minutes a day of English instruction and 90 minutes a day of Math instruction. In addition to this direct instruction, students will work for another 90 minutes with their academic coach.

High-school students who are in need of credits will be able to take a variety of courses online, whether through an approved online provider or through a course offered online by Washington Latin staff.

Question 10: Guidance from OSSE for students with disabilities

- Washington Latin assures to the statements listed in Question 10.

Student Grades

11. Describe how the LEA will make student promotion decisions for the school year. Be sure to describe how student work before the emergency will be used in making decisions as well as work completed through distance learning.

The following information about end-of-the-year issues was sent to the parent community on May 1, 2020. **This information answers Question 12.**

In this communication, we explain grading for this emergency period as well as promotion decisions. If there is any possibility that a student may not be promoted to the next grade, there will be a meeting with the parents, the student, and the school. Only if the family and the school are in agreement that a student should be retained, will that happen.



WASHINGTON LATIN END- OF-YEAR GUIDE *COVID-19 CLOSURE EDITION* GRADING/CEREMONIES/CALENDAR MAY 1, 2020

End-of-Year (EOY) Schedule

Middle School

- *The last day of classes in the Middle School, grades 5-8, will be June 5.*
- We will hold our annual Valediction (Latin for “goodbye”) Ceremony virtually on June 9. We will send more details about the ceremony later in the month.
- *For students in grades 5 and 6, there will be no final assessments.* Classes will end on June 5th, and teachers will work to bring closure to the year primarily through reflection.
- We will also explore ways for our 5th and 6th graders to have their traditional field days when we return to school.
- There will be a version of final assessments in Grades 7-8, as described below.

Upper School

- *Classes in the Upper School will end over the course of the week of June 1, with the last classes held on Friday, June 5.* See below about end-of-the-year assessments (EOYA).
- Students who need to make up end-of-the-year assessments will do so on June 8.
- Upper School Valediction will be on Wednesday, June 10; details about that ceremony will follow later in the month.
- *We are hoping to put on a live graduation celebration June 12* for seniors and their parents. Senior families have received information about our thinking and will receive frequent updates.

End-of-year Assessments (EOYA) in Grades 7 -12

Students in grades 8-12 will have EOYA in place of final exams. These assessments are designed to bring closure to the academic year in a given course and are **not intended as a cumulative review of the year's work**. They do not aim to cover all units studied this year.

We typically begin final exams in grade 7. *This year, our 7th grade students will have end-of-year assessments in in English, Math, and Latin*, but the grade on this assessment will simply be included as part of the 4th quarter grade rather than a separate grading category.

Each department at Latin (e.g. Science, English, etc.) has chosen a format for the final assessments for all classes in that department. Below is a listing of the formats.

Department	Assessment	Final Assessment Due Date	End of Classes
Latin	Comparative translation Artistic representation of school motto	June 1 by 9pm	June 1
History	Document-Based Question (DBQ)	June 2 by 9pm	June 2
Electives	Arts: format varies by discipline	June 2 by 9pm	June 2
Science	Application question with data analysis	June 3 by 9pm	June 3
World Languages	Oral interviews	June 3 by 9pm	June 3
English	Creative dialogue	June 4 by 9pm	June 4
Mathematics	More standard final test	June 5 by 9pm	June 5
<i>June 5 is the last day of all classes.</i>			

Students will receive information about these end-of-year assessments by May 11. Teachers will devote ample class time between May 11 and June 5 to the completion of these assessments.

Our Approach to Grading

While we have aimed to keep students on track and learning during this period of online education, we recognize that the circumstances are certainly not ideal. As such, we are adjusting how final grades for the semester are calculated. By doing so, we aim to maintain a serious academic atmosphere in our online program and yet demonstrate understanding of the adverse circumstances we currently face.

In order to minimize the weight of the period of distance learning, we will calculate final grades according to the weights as shown in the table below. These percentages significantly minimize the effect of the 4th quarter grades for both Middle and Upper School students, as well as the results of the end-of-the-year assessment in grades 7-12.

Grade Level	Q1	Q2	Q3	Q4	EOYA
5 & 6	30%	30%	30%	10%	NA
7	30%	30%	30%	10%	Included in Q4 grade
8	25%	25%	25%	15%	10%
9 - 12	25%	25%	25%	15%	10%
Sem 2 Classes	NA	NA	60%	30%	10%

Once all 4th quarter assignments and final assessments (if applicable) have been graded and final grades computed, we will conduct a careful review of all students' grades and especially those whose grades were significantly decreased by the period of distance learning. If needed, we will make adjustments in a student's favor. ***We have absolutely no intent to penalize a student for these most unfortunate circumstances.***

The academic team has already begun this review to see how many students' grades have increased, remained the same, or declined during the period of distance learning. These results are fascinating to us from an educational point of view, revealing us a great deal about how some of our students learn best. We will definitely consider this data when we turn our attention to academic planning for 2020-2021.

Promotion and Retention

No student will be penalized for promotion to the next grade level because of the lack of in-person academic support and teaching. We will use the summer months to fill in as many gaps as we can, with our summer program designed to prioritize providing academic support for struggling students (please see below). Any decision to retain a student will follow discussions between the school and the family, taking into consideration this spring's adverse circumstances.

Students who fail courses in the Upper School will have a chance to retake these courses in our summer school, either through our online summer program or in a more intensive approach either at school or online. As is always the case, we will carefully track the credits for every Upper School student, and, in conjunction with the family, decide on an appropriate plan for the coming years.

Summer School – 6/22 through 7/24

Summer school will consist of one five-week session for all courses. The program will include two parts: an online component for enrichment and advancement, and an intensive program either in-person or online for those students who need remediation

Students who need remediation after this period of distance learning OR who have failed courses are REQUIRED to attend summer school, whether online or in person. It is crucial that we be able to catch up those students who did not fare well during this period of distance learning. Details about the curriculum and registration for the online component for enrichment and advancement will be announced by May 8.

13. For LEA's with high schools: Describe the policy used to award credits required for graduation.

Because Washington Latin was able to put in place a robust distance learning program and was able to deliver technology (both computers and internet) to every family that was without these essentials, we have been able to hold students accountable for the completion of their work. We have graded students according to the standards used during our regular school year, with the proviso that the grades earned during the distance learning period are weighted significantly less than they would have been during regular operation.

Seniors who are in danger of not passing courses are receiving regular communications from the school; we are setting seniors up with tutors and extra support. If a senior was passing a course at the time of the onset of distance learning and is failing the course during the period of distance learning, we will ensure that the student passes the required course.

Underclassmen who are in danger of failing required courses will be required to attend summer school. See previous description of the school's summer session.

Supporting Students after the Emergency

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g. summer school or planning for next school year)?

See page 1 of this document for a cursory sketch of our summer school to begin on June 22 and run until July 24.

We have only just begun the thinking and planning for re-entry to the building under severely circumscribed conditions – temperature checks, social distancing, separate entry points, etc. We clearly need to prioritize those students for whom this period of online learning has not been beneficial.

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-2021 school year? If yes, please select any that apply and describe how you are considering using these options.

We are aiming to fill as many gaps as we can during our intensive summer program. Prior to the start of the summer program, we will assess our Middle School students' reading progress through Reading Inventory (RI), the American Reading Company's Independent Reading Level Assessment (IRLA) and through our Fountas and Pinnell benchmark assessments. The F and P scales have been normed for our students during the regular school year. To assess the gaps in mathematics, we will use our own summative assessments for each grade, and work backwards accordingly. Our summative assessments are designed to cover the common core standards for each grade.

16. What steps will the LEA take to review policies, processes, and systems to improve the implementation of distance learning in the future?

Washington Latin has already held two all-school fora for the purpose of soliciting feedback on our current distance learning program. So too we are meeting bi-monthly with the parent leadership of the Parent-Faculty Association and soliciting feedback. We are holding weekly faculty meetings and reserving part of the agenda for a review of our procedures. In the next month, we will survey the students for their input about the online schooling. At the end of this school year (June 18), we will hold an administrative retreat to further assess our program. Each month, we are reporting on our policies, processes and systems to our Board of Governors and responding to their questions, concerns and guidance. Also, a comprehensive audit of our policies is also being conducted by legal counsel.

Part Two: School Calendar Waiver

- **OPTION 1:**

In the instance where an LEA believes that its distance learning is equivalent to the 6 hours of instruction per day requirement, select Option 1, by highlighting the text below.

The LEA IS NOT seeking a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency sufficient to meet the 180 days of 6 hours of instruction per day requirement with its distance learning plan, as described above.

- Number of Instructional Days in 2019-20 school year Calendar: 182
- Number of Instructional Days Completed Before March 16, 2020: 128
- Number of Days of when Distance Learning was provided at less than 6 hours per day: 51
- Number of Days Requested to be Waived from 6 hours of learning: 51 (please see below)

A regular instructional day at Washington Latin is 7.5 hours (from 8:10 a.m.-3:40 p.m.). Prior to the building closure, the school had conducted 128 days of instruction. Of those days, 122 were 7.5-hour days and six were 4-hour days. As such, prior to the closure, students had received 939 hours of instruction or 86.94% of the required 1080 hours for the year. Distance learning began on Tuesday, March 17, 2020 is anticipated to continue until Friday, June 5, 2020. Accounting for a professional development day, spring break and a day off for Emancipation Day, there are a total of 51 days of instruction in our distance learning period. If students work for an average of only three hours per day for that period (which includes participating in synchronous classes, attending tutorials and/or doing independent work after reviewing teacher video-recorded lessons), they will accumulate 153 hours of instructional time. If we add this to the 939 hours of in-school instruction, the total of 1092 hours will surpass the required minimum of 1080 hours.



Washington Latin Public Charter School Instructional Contingency Plan

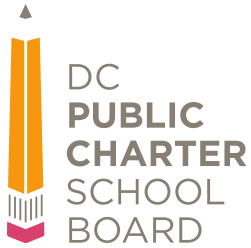
Instructions: As part of our emergency response planning, DC PCSB requests that schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form below or submit a plan in an alternative format, but it must respond to all of the prompts outlined below.

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your explanation, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

We are implementing a hybrid asynchronous/synchronous Distance Learning Plan. Every class in our Upper School and all core classes in our Middle School (will convert to all MS classes if our closure extends beyond 3/31) are providing lesson modules online through Unified Classroom, a tool we use broadly in our daily work with students.

Each class session will include the following:

- ***Orienting video*** (2-5 minutes in length) – The teacher will provide an overview of the day’s agenda.
- ***Guided Instruction and Practice*** – The teacher will also post instructional materials that may consist of an additional content video, guided notes template, reading, IXL and Khan Academy (online practice), etc. Students will work on these materials and complete any handouts as needed. The teacher will provide clear instructions on what is expected and how students will need to submit their work.
- ***Exit ticket*** – After submitting their classwork by 9:00 PM, students will also complete an “Exit Ticket”, which is a simple Google Form that asks a few questions about the lesson and assignment to show that they participated in the instruction.
- All assigned classwork – including the exit ticket - is due by 9:00 PM on the day assigned!



WASHINGTON LATIN
PUBLIC CHARTER SCHOOL

Washington Latin Public Charter School Instructional Contingency Plan

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

We did a schoolwide survey of family internet access and device availability during the week of March 9th. We followed up with all families who did not have adequate access at home. We provided Chromebooks to several families and have been working with families to help resolve internet access issues on a case-by-case basis. We have also established a special email address and phone line to field all family questions about technical access. Lastly, every single student has been assigned a point-of-contact on our faculty. That POC is responsible for reaching out to every family assigned to them on a weekly basis to provide an ongoing support system and to help resolve challenges in real-time.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.

As noted in the previous response, we did a schoolwide survey of access during the week of March 9th and have been working with families on a case-by-case basis to help resolve internet access issues.



Washington Latin Public Charter School Instructional Contingency Plan

4. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

The work that students submit during this period of distance learning does count towards their grades. Students will be graded daily on their completion of classwork and their submission of exit tickets. All work completed through March 20th will be considered part of Quarter 3, and all work completed March 30-31 will count towards Quarter 4.

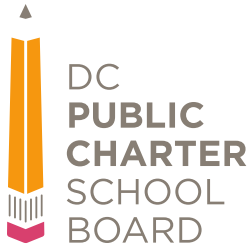
From March 17th through March 31st, we will not be giving any quizzes or tests. After we return to campus, teachers may elect to give a final quiz or test that can be backdated to Quarter 3 if that grade is a substantial part of the quarter's work. If our closure extends beyond March 31st, our team is devising a set of best practices for administering online assessment.

The school is committed to ensuring that all students can access the learning materials and receive the support during this period of Distance Learning. For each student with an IEP or 504 Plan, the case managers and related service providers have been in direct contact with families, providing a daily briefing of assignments, and scheduling check-in calls. We have also built in time for consultation between our gen-ed and special education faculty on appropriately modifying assigned work.

5. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

We provided a four-hour training on Monday, March 16th, about the creation of all Distance Learning plans. This training included establishing a common set of expectations for digital lessons, and overview of key technological platforms for use to administer lessons, and norming on collaboration between our gen-ed and special education faculty to ensure that our Distance Learning program embraces principles of Universal Design for Learning.

Education Act and Section 504 during a long-term closure. Please describe, in detail, how

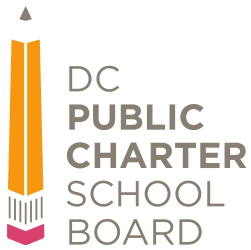


WASHINGTON LATIN
PUBLIC CHARTER SCHOOL

Washington Latin Public Charter School Instructional Contingency Plan

you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.

The school is committed to ensuring that all students can access the learning materials and receive the support during this period of Distance Learning. For each student with an IEP or 504 Plan, the case manager has been in direct contact with families, providing a daily briefing of assignments, and scheduling check-in calls. We have also built in time for consultation between our gen-ed and special education faculty on appropriately modifying assigned work. Additionally, our case managers are holding office hours for student check-ins, providing modified schedules for students as needed, and are collaborating with our dedicated aides to schedule and provide additional support hours for the students they support. Our related-service providers are working closely with our Director of Student Support to continue service provision digitally, where possible, and we are planning to provide compensatory services when it is not possible. Finally, we are planning to continue with our IEP meeting schedule in a digital format, as possible.



Instructional Contingency Plan Update – Washington Latin Public Charter School

In response to the COVID-19 pandemic, LEAs have been asked to implement Instructional Contingency Plans to ensure students have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. The questions below ask LEAs to share an update about implementation of their plans, and to elaborate further on specific areas.

- 1) What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

We have largely adhered to the basic instructional contingency plan that we first submitted on March 17th. We have continued to implement a hybrid synchronous/asynchronous Distance Learning Plan in both our Middle and Upper Schools. We have added our Middle School elective classes into the plan as of March 30th.

We are following this schedule on a weekly basis:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ALL core classes	English	Math	English	Math
No electives	History	Science	History	Science
	Latin/Greek	World Language	Latin/Greek	World Language
	Elective Grp 1	Elective Grp 2	Elective Grp 1	Elective Grp 2

The core of each lesson is a siloed lesson module, containing the following:

- ***Orienting video*** (2-5 minutes in length) – The teacher will provide an overview of the day’s agenda.
- ***Guided Instruction and Practice*** – The teacher will also post instructional materials that may consist of an additional content video, guided notes template, reading, IXL and Khan Academy (online practice), etc. Students will work on these materials and complete any handouts as needed. The teacher will provide clear instructions on what is expected and how students will need to submit their work.
- ***Exit ticket*** – After submitting their classwork by 9:00 PM, students will also complete an “Exit Ticket”, which is a simple Google Form that asks a few questions about the lesson and assignment to show that they participated in the instruction.

Each teacher holds a tutorial by Zoom from 3pm-4pm on each day that they teach so that students can stop in and get additional instructional support from their teacher. Additionally, we have continued to convene as a community in Advisory Lunches each Friday. And this week (week of April 6th), several of our school clubs have reconvened.

Starting on Monday, April 13th, and on all following Mondays, teachers will have the option to hold a synchronous learning session – for class discussions, Socratic seminars, and other



elements of our instructional model. Teachers will provide alternative assignments for students who are unable to attend during the synchronous period, and all sessions will be recorded and posted into our Unified Classroom portal.

- 2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

All of our work continues to be disseminated through Unified Classroom, and teachers are tracking completion of student work there; progress and completion is visible to students and parents. Our teachers are using a daily exit ticket as a method of formative assessment, and we have begun to implement other assessments, primarily through the Quizzes feature on Google Forms. Some teachers are using discussion boards, mastery of content in IXL or other learning platforms, and 1 on 1 discussions during tutorial to check for understanding.

- 3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

We are using multiple methods to gauge student participation and engagement in Distance Learning.

- Class attendance – Teachers are logging attendance after their assigned teaching day. Students are marked present for having engaged in any way – completing all or some of a class module, attending tutorial, or being in touch with their teacher directly about the work by email. Students are marked absent if they have not completed any portion of their assignment or been in touch with their teacher. Our deans and administrative team run attendance reports regularly to check student engagement, and our grade-level teams have reviewed attendance to address any common challenges.
- Point of Contact – Because our aim is to continue to foster a highly relational school culture, every single student has been assigned a point-of-contact from our faculty. The point-of-contact, who may be a student’s advisor, their grade-level dean, a school administrator, or some other member of our community, is responsible for being in touch with every student and family assigned to them on a weekly basis to provide an ongoing support system and to help resolve challenges in real-time. These contacts – both successful and attempted - are all logged in our Distance Learning Communication Log.
- Student Support Services – Our case managers, dedicated aides, counselors, and related service providers remain in direct contact with students with IEPs and 504 plans, providing daily briefings of assignments, and 1 on 1 instructional support or service provision through telephone or Zoom calls on a regular basis. Every student and family contact is logged in our Distance Learning Communication Log.
- Distance Learning Communication Log – Our administrative team collate all attendance and communication data in an Engagement Tracker, using this info to facilitate further outreach as needed.

- 4) Please elaborate on the following areas of support for students/families with disabilities:



- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.
 - For each student with an IEP or 504 Plan, the case manager provides a daily briefing of Distance Learning Assignments and scheduled 1 on 1 and small group telephone or Zoom check-in calls to provide ongoing assistance with student work. This team is also continuing to work in consultation with our general education teachers to appropriately modify assigned work.
 - Our related-service providers are working closely with our Director of Student Support to continue service provision digitally, where possible, and we are planning to provide compensatory services when it is not possible.
 - How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
 - We have continued to hold IEP meetings through telephone conference or Zoom.
 - What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
 - Our Student Support Services team is logging all services provided during this time and is making plans to provide compensatory services as needed.
 - What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.
 - Our case managers have worked closely with families through their check-in telephone or Zoom calls with students to resolve any issues in accessing content.
 - Because our school also serves several deaf and/or hearing-impaired families, we have also identified support for virtual interpretation as needed.
- 5) Please elaborate on the following areas of support for students/families with limited English proficiency:
- How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - Our EL team has been providing daily briefings of work to our EL students on an as-needed basis. This team has scheduled 1 on 1 Zoom check-ins with students and continues to work with our general education team to help provide appropriate modifications or accommodations to students in the general education setting.
 - What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.
 - Our team has translated the essential guiding documentation into Spanish and shared that with all families; the EL team has also been having regular check-in calls with parents who are non-English speaking as part of our weekly check-ins with students.
- 6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any



decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?

- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

Our team has identified several different scenarios for returning to in-person learning and we are in the early stages of contingency planning for each of those scenarios. We have not yet made any decisions about make-up instructional time, but we are aiming to have mapped out the possible contingencies by the end of April.