

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

**LEA Name: Washington Global PCS**  
**LEA Contact: Elizabeth Torres**  
**LEA Type: Middle School**  
**Date Generated: 10/06/2020**

### 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.

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

<sup>2</sup>These 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.

<sup>3</sup>Refer 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)?

#### Cleaning, Disinfecting, Sanitizing

##### Regular Cleaning Schedule

During the School's offsite virtual phase, no students will be in the building for regular classes. However staff and teachers will be working in the building in private offices and classrooms. The protocols below will take place during both the School's virtual and hybrid phases.

The School will regularly clean, disinfect, and sanitize surfaces and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). The School has worked with its contractor, JLL, to make sure that all cleaning staff are trained in proper deep cleaning protocol. The Director of Operations and Facilities Manager will supervise and also engage in light cleaning and sanitizing when needed (ex. Cleaning student desks). All staff will also be trained on how to conduct routine sanitizing (ex. Teacher wiping off his or her desks with Clorox wipes). The School will continue to 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), as well as Chromebooks, water fountains, desks, chairs, thermometers, computer carts, and copier machines. Please see the chart below for an outline in which the School will routinely maintain a cleaning, disinfecting and sanitizing schedule.
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, the School will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by the Building Engineer, School staff, and the contracted cleaning company.
  - o Any of the cleaners listed on the [EPA website](#) will be used to clean and disinfect the school.
- The School will place updated signage in every classroom reminding staff of cleaning protocols.
- The School has developed and implemented a schedule for increased, routine cleaning, disinfection and sanitization by the Building Engineer, School staff, and the contracted cleaning company. Please see the below table for the schedule of cleaning, disinfecting and sanitizing of the building.
- UV-C lightbulbs will be installed in each bathroom throughout the building.

- When the School moves into its hybrid phase, student bathrooms will be assigned to specific groups of students at staggered times to ensure the bathrooms are cleaned between uses. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. The School has installed touchless faucets and automatic toilet flushers with toilet lids in all bathrooms. Additionally, staff members have access to the staff restrooms on the 2nd floor. The staff restrooms will be cleaned every 2 hours. Student bathrooms will be cleaned and disinfected after each group has finished.
- The School has implemented safe and correct storage for cleaning and disinfection products, in accordance with the OSHA requirements for safe storage of chemicals. The School has contracted building cleaning with BusyBee, and the following safe and correct storage for cleaning and disinfection products will be utilized:
  - o SDS's will be compiled into a binder, and will be kept in the main office for easy access.
  - o Flammable products will be kept in a fireproof storage room, away from other products and chemicals.
- No cleaning products will not be used near students throughout the day while students are present during the hybrid and in-person phases. The Building Engineer, School staff, or the cleaning contractor will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- During the hybrid phase, the School is eliminating the unnecessary use of shared objects and equipment between students. The School will provide each student an individual bag of his/her own supplies and Chromebook that are labeled and will not be shared. However, if shared objects or equipment must be used, to the extent feasible, the objects or equipment will be cleaned, disinfected, and when appropriate, sanitized between uses. The Chromebook laptops that are kept at the school will be sanitized on a daily basis with an approved laptop disinfectant, such as disinfectant wipes. Students are assigned their own Chromebooks and will not be sharing with any other students during either the virtual or hybrid phases of instruction.
- During both the virtual and hybrid phases of instruction, the School will be cleaned daily according to the below schedule. However, a specialized deep cleaning will take place every Wednesday and Friday that utilizes the Clorox 360 machine to sanitize all surfaces in the building and reinforce the sanitation of high-touch surfaces.

***Cleaning, Disinfecting, and Sanitizing Schedule***

*Legend: C= Clean                      D = Disinfect                      S = Sanitize*

	<i>Between Uses</i>	<i>Throughout Day</i>	<i>Daily</i>	<i>Weekly</i>	<i>Monthly</i>
<b><i>Surfaces</i></b>		<i>C, D</i>		<i>S</i>	
<b><i>Bathrooms</i></b>	<i>C, D</i>	<i>C, D</i>		<i>S</i>	
<b><i>Door Knobs</i></b>		<i>D</i>		<i>S</i>	
<b><i>Hallway floors</i></b>			<i>C, D</i>	<i>S</i>	
<b><i>Windows</i></b>				<i>S</i>	

<i>Desks, chairs, Mats</i>	<i>C, D</i>	<i>S</i>
<i>Student Chromebooks*</i>		<i>C, S</i>
<i>Stairwell Handrails</i>	<i>C, D</i>	<i>S</i>
<i>Trash bins</i>		<i>C, D</i>

\*Students do not share Chromebooks. Each student has their own device.

### Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case within the school community, the School will control spread by:

- Closing the areas in which the positive COVID-19 case was in immediately, and allow the closed area to sit for at least 24 hours to allow any lingering aerosol droplets to settle.
- Implementing an offsite working environment for all staff during the offsite virtual phase for at least 24 hours. Implementing an offsite virtual learning environment for all students during the hybrid phase. During the offsite virtual phase no students will be in the building.
- Immediately after closing the areas in which the positive COVID-19 case was in, the school cleaning vendor who is trained in deep cleaning will be notified and asked to conduct a deep cleaning and disinfecting. After 24 hours, the contracted cleaning crew will disinfect all exposed materials while wearing PPE (such as gloves, masks, face shields, etc.) and limit additional 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 utilize the Clorox 360 system after cleaning and disinfecting all surfaces, desks, chairs, and other items that are located in that area or areas. The full deep cleaning procedure of Washington Global is below:
  - o Cleaning will be completed first:
    - § The cleaning crew will clean all surfaces (including all desks, chairs, door handles, stairwell bannisters) with soap and water, following the CDC cleaning instructions for COVID-19 prevention.
  - o Disinfection will be completed second:
    - § The cleaning crew will disinfect all surfaces with a CDC-approved disinfectant to disinfect all surfaces. This includes stairwell bannisters, door handles, door bars, chairs, desks, and common space areas.
  - o Sanitization is the last step in the deep cleaning procedure, and will be completed by:
    - § Using the School's Clorox 360 machines, the cleaning crew will use CDC approved disinfectant to sanitize every surface in the school.
  - o Additionally, the cleaning crew will:

§ Clean and sanitize the floors of the School.

§ Clean, sanitize and disinfect the windows and carpets in all classrooms or areas where the positive COVID-19 case was in.

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

### Physical Changes to the Environment to Promote Social Distancing

#### Use of Space

The School has taken the following measures in the use of space within the building:

- There will be no shared offices - the School has built out additional office space to ensure maximum spacing of staff.
- Plexiglass barriers have been installed in the Main Office to provide additional protection.
- Plexiglass barriers have been installed on the Security desk, and a Waiting Area by the Security desk has been created
  - o This will be the space where essential visitors will get their health screening and will wait while practicing social distancing.
- Directional arrows, one-way arrows, and social distancing decals have been placed on all floors and stairways to ensure the proper health and safety measures are being adhered to.
- The School has maximized the spacing of staff and students once the School moves into its hybrid phase, in each space with a minimum of six feet distance between desks.
- The School has limited the number of occupants in any space in the School based on the “Phase” per the DC Health requirement. The School will update the number of occupants as directed per any evolving guidance issued by DC Health.
  - o [Phase 1](#)- 10 individuals
  - o [Phase 2](#)- 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs
  - o Phase 3 - Not provided at time of publication
  - o Phase 4 - Not provided at time of publication
- All communal-use spaces (such as staff break rooms and cafeterias) will be closed unless at the designated times listed below:
  - o When a staff member needs to use the copier. The staff copier is located in the Copy Room, but only one person at a time is allowed in the room when he or she is using the copier at his or her designated time. The individual who is scheduled to use the copier is required to wipe down the copier after using the equipment.
  - o During staff break times, which will be staggered, the Copy Room will be open to 2 socially distanced staff members. The School will stagger the use of the room to provide time for cleaning and disinfecting between uses and staff must maintain at least six feet of distancing at all times.

- The School's physical education classes will be held virtually via live streaming for all students, whether they are participating in in-person or virtual instruction.
- Physical barriers, such as plastic flexible screens, have been installed between bathroom sinks and urinals, if applicable.
- The School has designated an isolation area with its own ventilation and UV-C filter. The room 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 building. The isolation room is located within the main office, and is separate from the area used for routine healthcare.
- During the hybrid phase of instruction, Washington Global students will have assigned seats in one classroom throughout the day once the School transitions into its hybrid phase. Students will not rotate into other classrooms. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing). The School is also adding plastic screens/sneeze guards on the sides of the desks to ensure students are protected in the event a student needs to remove his or her mask.
  - o Individual student desks will all be turned to face the same direction and students will be staggered to maintain six feet distance. Student desks will also *not* be located directly underneath the air vent in the classrooms.

### **Use of Hallways**

The School's 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. Individuals will never pass each other on the same stairwell to ensure student groups and staff groups are not mixing.

During the hybrid phase: Additional signage including grade-color specific feet will be placed on the floor to provide direction for each grade level, as well as wall signs directing the flow of traffic will be used as needed to provide direction and instruction for movement. During the staggered dismissal times, each grade level teacher will monitor the hallways and stairwell to ensure the proper direction is being taken, as well as social distancing adherence.

The secondary stairway at the School will be used during the required drills the School will be holding each month once the School moves into its hybrid phase.

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

#### **Reopening Building After Prolonged Use**

Washington Global will ensure all building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains, toilets), are safe to use.

#### *Ventilation*

The School contracted with Setty, an HVAC Engineering Consulting Firm, to develop a plan that improves the School's HVAC system and improves fresh air circulation throughout the School after the School's prolonged

shutdown and before any reopening. Washington Global then worked with Whiting Turner and R&R to ensure that the plan was executed. Improvements included:

- Replaced all manual valves on toilets, urinals, and sinks with battery-operated valves
- Replace all air filters with MERV 13 filters and one main UV-C filter (to be completed close to the start of the school year).
- Routine Maintenance of DOAS unit (to be completed close to the start of the school year).
  - o Check condensate and electrical connections are sufficient and the unit is draining correctly.
  - o Check motor amperage
  - o Check that fans are clear of debris and in working condition/damage-free
  - o Clean coils
- Routine Maintenance of Air Handling Unit (to be completed close to the start of the school year).
  - o Lubricate fan and motor bearings.
  - o Check belt and sheaves. Replace belts if needed.
  - o Check and clean drains and drain pan.
  - o Check and clean strainers.
  - o Check steam traps and hand valves.
  - o Check unit operating conditions.
  - o Adjust dampers and linkage as required
  - o Lubricate motor bearings.
  - o Check condition of supply air filter; replace with Merv 13's.
- Routine Maintenance of RTUs (to be completed prior to the first day of school).
  - o Check control and power wiring for proper connections.
  - o Check system operating and safety controls to ensure proper functioning.
  - o Inspect condition of condenser/evaporator coils. Remove any foreign material.
  - o Inspect condensate drain pan and piping to ensure proper drainage.
  - o Inspect condenser/evaporator fan belts and sheaves for wear. Check fan belt tension and adjust as required.
  - o Check fan motor bearings for proper lubrication; lubricate as required. Also check and tighten locking collars and bolts.
  - o Check compressor oil pressure and level.
  - o Check compressor amperage draw with ammeter.
  - o Install pressure gauges and check refrigerant pressures.

- o Inspect refrigerant piping and fittings for leaks.
- Re-test and balance units throughout the school per Setty recommendations (to be completed close to the start of the school year).
- Therefore, systems will operate properly and increase circulation of outdoor air as much as possible for when the school enters Hybrid Mode.
- The School has upgraded the HVAC system to include UV lights within the air ducts to neutralize any virus particles and has purchased enough standalone UV-C air purifiers for each classroom, office, and open common areas.

Additionally, entry doors will be opened during arrival and dismissal times to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

### *Water System*

Prior to reopening after any prolonged shutdown, the School will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following [CDC guidance](#) and as described below:

- The Building Engineer will flush hot and cold water through all points of use, such as sinks, drinking fountains, toilets, and urinals.
- The water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
- Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.

- 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>.*

## **SY 2020-21 Reopening Plan**

### **Physical (Social) Distancing**

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

All individuals in the school building will maintain a distance of six (6) feet between each individual, to the

maximum extent feasible, in both indoor and outdoor settings.

During the virtual offsite phase of instruction, teachers and staff will be permitted to enter the school building. All staff and teachers will have a private workspace. Teachers will come in on established days according to their content focus so that there are limited numbers of teachers in the building at one time.

When the School is able to move to its hybrid phase of instruction, the following protocols will be taken:

- For indoor classes or activities, there will be no more than 12 individuals (staff and students) clustered in one room. One additional staff member (13 total individuals) can briefly be added to the group if necessary.
- For outdoor activities, each group of 12 (or, briefly, 13) individuals must interact only with their own group and not mix between other groups. Each group must have extra physical (social) distance (more than 6 feet) between them and the next group.

During all phases of reopening, the School is limiting all non-essential visitors.

### **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, shared cars, and school-provided transportation services through multiple facets of communication.

This will include additions to the Teacher Handbook and the Student and Family Handbook, social media posts, emails, robo calls, and push notifications from the School's app.

The School is also instituting a staggered schedule by grade level for staff and students to ensure there is no mixing of people in different grades for when the School can move to its hybrid phase of instruction.

- 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, and avoid the most congested routes if an alternative route is reasonable and safe.
  - Stand back at least 6 feet 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/or objects are touched, such as crosswalk buttons, students, families and staff should use hand sanitizer with at least 60 percent alcohol immediately after touching the surfaces and/or objects.

- Students, families, and staff who rely on public transportation to get to school, especially when the School moves to its hybrid phase, will be instructed to wear masks, and must 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 it is reasonable and safe.
  - Stand back at least 6 feet from gathering points such as intersections to avoid congregating in large groups.
  - Familiarize and stay current with transit system procedures for safety of passengers. Currently, WMATA requires face masks to be worn while using MetroBus and Metro Rail. Washington Global will continue to monitor WMATA's procedures for those utilizing their services.
  - Avoid touching unnecessary surfaces and objects.
  - When surfaces and/or objects are touched, students, families and staff use hand sanitizer with at least 60 percent alcohol after touching the objects and/or surfaces.
  - Use hand sanitizer after leaving the transit system.
  - For the remaining distance to the school, students will be instructed to follow the above section regarding walking to the 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 at least six feet of distance between others on the sidewalk as they walk up to the school building.
  - Use hand sanitizer with a minimum of 60 percent alcohol after leaving the vehicle.
- For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance from one-another, wear masks, and use hand sanitizer upon entry and exit of the vehicle.

### **Entering and Exiting School Building**

All students, families, and staff, will be provided instructions for entering and exiting the school prior to the date people are returning to the building. During the virtual reopening, staff arrival times will be staggered and teachers of different content areas will work in the building on separate days (MT- Science, Spanish, ELA, Wednesday- Deep Clean, RF- Math, Social Studies, Electives).

Once the School can offer its hybrid instruction plan, the following measures will be taken:

- The School will be staggering all arrival and dismissal times to reduce peak student and staff traffic in and out. Based upon the in-person schedule, each grade level will be entering and leaving the building together, with each staggered arrival and dismissal times lasting 30 minutes. Each 30 minute interval will allow for health screenings to be completed for all students in each grade level. The arrival and dismissal schedule is below:

### Washington Global Staff Arrival and Dismissal Times

<b>Staff Team</b>	<b>Arrival Times</b>	<b>Dismissal Times</b>
<i>6th Grade Team</i>	7:30am	3:45pm
<i>7th Grade Team</i>	7:45am	4:00pm
<i>8th Grade Team</i>	8:00am	4:15pm
<i>Non-classroom based Team</i>	Staggered across grade-level arrivals	Staggered across grade-level dismissals

### Washington Global Student Arrival and Dismissal Times

<b>Staff Team</b>	<b>Arrival Times</b>	<b>Dismissal Times</b>
<i>6th Grade Students</i>	7:20am until 7:50am	2:20pm until 2:35pm
<i>7th Grade Students</i>	7:50am until 8:20am	2:50pm until 3:05pm
<i>8th Grade Students</i>	8:20am until 8:50am	3:20pm until 3:35pm

The School will ensure that no more than 12 individuals are in the entrance space (which feeds into the cafeteria) at one time, per OSSE and DC Health guidelines.

- Once the School moves into its hybrid phase, The School will be performing the student wellness checks outside before the students can proceed into the building, which will reduce the number of students on the ramp. Each wellness screening takes less than one (1) minute.
  - The School will be placing social distancing stickers on the ramp and sidewalk leading to the main entrance for students, as well as waiting areas for other grades if students arrive after their scheduled arrival time.
  - During dismissal time, each grade level will be dismissed together at staggered scheduled times. Additionally, students will be monitored by the grade level teachers to ensure social distancing is adhered to as they leave the building.
  - The School will open another entry and exit path if it is deemed necessary for the safety and health of the students and staff members.
- During both virtual and hybrid phases of instruction, staff members are required to self-certify any symptoms, exposure, or waiting for test results via an app called HealthChampion beginning the first day they are returning.

Staff are required to do this on a daily basis, but no earlier than two (2) hours prior to his or her scheduled staggered arrival time.

- Once the School can offer its hybrid instruction model, or if students need to enter the building:
  - Student temperatures will be taken, and designated staff members who are performing the health screening outside at the bottom of the ramp for students will be asking the following:
    - o ASK: All students/parents/guardians and staff will be asked about whether the student or staff member has experienced the following symptoms consistent with COVID-19:
      - § Fever (subjective or 100.4 degrees Fahrenheit) or chills
      - § Cough
      - § Congestion
      - § Sore throat
      - § Shortness of breath or difficulty breathing
      - § Diarrhea
      - § Nausea or vomiting
      - § Fatigue
      - § Headache
      - § Muscle Pain or body aches
      - § New loss of taste or smell
      - § Or any other symptom of not feeling well.
    - o ASK: All students/parents/guardians and staff will be asked if they or the student have been in close contact with a person who has COVID-19 or a person who is awaiting COVID-19 test results.
  - Additionally, staff will LOOK: Designated school staff will visually inspect each student and staff member for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- In the event of an influx of students arriving at one time, the School will use the additional entrance with an outdoor screening station, for entry and exit for the additional students arriving at one time.
- The School will ensure the safety and security of all entry and exit points used by having either a staff member or security guard stationed at the entry and exit points during arrival and dismissal times.
- The School is placing direction lines and six feet of separation standing spots on the exterior pavement, as well as posting the procedures for health screening check-point ahead. The health screening procedures are described in detail in the Daily Health Screening section.
- The School will evaluate any shelter accommodations, such as pop-up tents, to protect students in line from the elements (e.g., sun and rain).
- The School is evaluating the safety of any outdoor waiting lines related to safety and security threats (e.g., behavioral issues, traffic).

- To mitigate any issues, the School will station an additional staff member outside to ensure all students are safe. Additionally, the staff member will have excess masks for students who forgot to wear theirs.
- The School has a shared entrance with the Daycare next door, but the shared entrance will not be used for student entry and exit, unless it is necessary. If it is necessary to use the shared entrance, the School will coordinate with the Daycare to ensure all involved are safe and all health procedures will be used. The following circumstances would require the shared entrance to be used:
  - Emergency Drills, including fire drills and evacuation drills
  - Emergencies that require all people in the building must evacuate the building
  - Unplanned building closure during the school day

### **Daily Health Screening**

The School has a procedure to conduct a daily health screen for all students, staff, and essential vendors or visitors, which are described below.

### **Staff**

All staff members are required to self-certify their symptoms and exposure using the HealthChampion app. Staff members are required to submit their self-certifications no earlier than 2 hours prior to their scheduled staggered arrival times.

Staff members are asked about any COVID-19 symptoms (listed below), as well as if they or someone in their household has a positive test, or if they have been exposed to COVID-19, and if they have traveled outside of DC within the last 14 days. According to the Mayor's travel order, effective July 27, 2020, any staff member who has traveled to one of the 27 states is required to quarantine for fourteen (14) days.

If any staff member certifies that they are experiencing any COVID-19 symptoms, if they have been exposed to COVID-19, if they or a household member has a positive test, they are not permitted to report to work until they are cleared by their physician.

### **Students/Essential Visitors/Essential Vendors**

The following procedures for daily health screenings are described below:

- **ASK:** Students/parents/guardians will be asked about whether the student has experienced the following symptoms consistent with COVID-19:
  - o Fever (subjective or 100.4 degrees Fahrenheit) or chills
  - o Cough
  - o Congestion
  - o Sore throat

- o Shortness of breath or difficulty breathing
- o Diarrhea
- o Nausea or vomiting
- o Fatigue
- o Headache
- o Muscle or body aches
- o New loss of taste or smell
- o Or otherwise feeling unwell.

· **ASK:** Students/parents/guardians will be asked whether the student has been in close contact with a person who has COVID-19.

· **LOOK:** School staff should visually inspect each student for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Any student, essential visitor, essential vendor or staff member meeting “Yes” for any of the above “ASK, ASK, LOOK” criteria in the program’s daily health screen shall not be admitted. Such students, families or staff shall be instructed to call their health care provider to determine next steps.

*Note:* Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

The School will physically check the student’s temperature upon their arrival at school each day, whether it is to pick up materials or when the School moves into its hybrid phase, and the following protocol will be followed:

- The staff member will maintain a distance of 6 feet from the student. A non-contact thermometer will be used. After each use, the thermometers will be cleaned per manufacturer instructions.
- All staff members must follow CDC guidelines to do so safely, including with the use of Personal Protective Equipment (PPE).
  - o The staff member will wash their hands with soap and water for 20 seconds. If soap and water are not available, the staff member will use a hand sanitizer with at least 60 percent alcohol.
  - o The staff member will put on PPE. This includes a face mask, face shield, and a single pair of disposable gloves.
  - o The staff member will take the individual’s temperature with a non-contact thermometer.
  - o The staff member will use a clean pair of gloves, if they have not had physical contact with the student, for each student and that the thermometer has been thoroughly cleaned in between each check. If the staff member had physical contact with the individual, the staff member will change gloves before the next check.
  - o The staff member will remove and discard PPE.

- o The staff member will wash their hands with soap and water for 20 seconds. If soap and water are not available, the staff member will use a hand sanitizer with at least 60 percent alcohol.
- o The staff member will clean the thermometer following the directions below
  - § Wipe down the thermometer with an alcohol-based sanitizing wipe that contains at least 60% alcohol
  - § Allow to dry before the next use

### ***Symptoms While at School***

If a student or staff member develops any of the symptoms above during the school day, the school has a process in place that allows them to isolate until it is safe to go home, and they should seek healthcare guidance. The School has a designated isolation room located in the main office, which is separated from the Nurse’s Suite, and has a UV-C air purifier in the space to reduce the amount of viral particles in the air. For more information, please see the *Exclusion, Dismissal, and Return to School Criteria* section.

To determine when a student or staff member can return to school please see the *Exclusion, Dismissal, and Return to School Criteria* section.

### **Grouping**

During the virtual phase, teachers will enter the building on different days according to content area focus to reduce the number of instructors in the building on one day. Teachers will work in their private classrooms based on the following schedule: MT- Science, Spanish, ELA, Wednesday- Deep Clean, RF- Math, Social Studies, Electives.

The School will take the necessary and required measures in its scheduling and planning to achieve the following grouping practices when the School moves into its hybrid phase:

- The School will group students and staff together each day:
  - o Teachers will be grouped by grade level, and grade level teachers will rotate through one (1) grade level. There will not be any cross- contamination of student grade levels or pods.
    - § Prior to teachers coming into the classroom, he or she will use hand sanitizer to clean their hands and will proceed to wipe off the teacher’s desk and chair with disinfecting wipes.
    - § Before teachers leave the classroom, he or she will use hand sanitizer to clean their hands, and will wipe off the teacher’s desk and chair with disinfecting wipes.
  - o Students in the same grade level will be split into four (4) separate classrooms, with a maximum number of students of 9 in any one classroom.
- The School will not host any group activities or large gatherings of students, such as assemblies, and indoor physical education classes will not be held if six feet of distance is not possible.

- The School will correlate classroom groups with entry and exit groups as well as the coordinated use of hallways, restrooms, stairwell, and other shared spaces to avoid mixing groups.
- For students with special needs or immunocompromised students, the following measures will be taken to ensure they do not mix with students that are not in their cohort:
  - o Students with special needs will be in their own cohorts together when necessary per their Individualized Education Program (IEP)
  - o Immunocompromised students are encouraged, per DC Health, to consult with their doctor prior to coming to school

### **In School Dining**

During the virtual phase of instruction, students/families will be able to pick up five days of breakfast, lunch and snacks (per the National School Lunch Program regulations). The pickup will be contactless to ensure the health and safety of Global's staff and families.

The School contracts with Preferred Meals, a Food Service Management Vendor, and uses pre-packaged lunches, including plasticware, napkins, and seasonings for all meals, and also serves meals individually plated. When the School reopens for its hybrid model, students will be eating all meals (breakfast and lunch) within their classrooms.

- Students will eat meals in the classroom to avoid mixing in the cafeteria.
- Meal distribution will look like the following:
  - o Food Service Staff will pre-plate the meals in individual containers with all required components within the container.
  - o A designated staff member will bring the individual meals to the classroom and will set up the boxes at the front of the classroom.
  - o Students will wash his or her hands with soap and water (or hand sanitizer with at least 60 percent alcohol if soap and water are not available). After washing hands, the students will come up one at a time to pick up a box. Students will follow one-way traffic arrows up to the front of the classroom, and to head back to his or her assigned seat.
  - o Eating will be done at the assigned desk of the student, and students will stay seated.
  - o Once students are done eating, waste collection will occur with six feet of separation between all classmates, with one-way traffic arrows and queue lines marked on the floor of the classroom to the trash can. Students will be throwing away their waste one at a time.
  - o Additionally,
  - o Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
  - o Staff will wash hands before and after preparing food, and after helping children to eat.
  - o Tables and chairs will be cleaned and sanitized before the meal by the teacher, and after the meal by the designated lunch duty staff member.

- Preferred Meals, LLC has provided the school with the following Safe Meal Preparation, Service, and Cleaning plan:
  - Enhanced Cleaning
    - o Hand washing by Food Service staff is required every 30 minutes with soap and water, in accordance with SafeServ requirements
    - o Meal prep surfaces will be cleaned and sanitized multiple times per hours:
      - § Before meal prep begins
      - § After meal service is complete
      - § in-between meal times
      - § before and after each meal component is packed into the meal boxes
    - o Hand sanitizer is available at all times
    - o Continuous Food Service staff training
  - Physical Distancing
    - o All Food Service staff are required to wear a face mask at all times
    - o All Food Service staff are required to maintain at least 6 feet of space between themselves
  - Service Modifications
    - o The School will continue to provide pre-packaged cutlery and napkins in meal boxes
    - o Pre-plate all meals in food service boxes to reduce the potential exposure from staff and students
    - o Providing multi-day meal boxes for take-home meals
    - o No-contact Delivery
  - Personal Protective Equipment
    - o All Food Service staff is required to wear personal protective equipment, masks, gloves with training on proper wear and removal
  - Personal Health Monitoring
    - o The School's Food Service staff are required to observe health requirements to help ensure the health and safety of our staff and students.
    - o Employees are required to stay home if they are sick
    - o Employees diagnosed with COVID-19 must self-quarantine for 14 days, including any employees in close contact with a diagnosed employee
    - o Employee symptom self-certification is required prior to the staggered arrival of employees

Students who are participating in virtual learning through the course of the entire school year will be provided with multi-day meal boxes with a weekly menu, reheating instructions and holding instructions. These meal boxes will be available for parent pick-up at a minimum of once per week, at different times throughout the day.

## Canceling and Eliminating Activities

The School has taken the following steps to ensure activities are canceled, eliminated, and/or modified during the hybrid phase of instruction:

- The School has canceled or modified classes where students are likely to be in very close proximity.
  - o The School has eliminated student group work to ensure at least 6 feet of distance is adhered to.
  - o Physical education classes will be held virtually for all students regardless of if they are participating in in-person or virtual instruction.
- The School has canceled activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- The School has eliminated all non-essential travel for staff and teachers (e.g., conferences).
- The School has revised the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made. Orders are placed on a biweekly basis by the Business and Facilities Manager, and will be combined to ensure a limited number of deliveries is made. Mail is left by the secondary entrance to ensure a no-contact mail delivery. Either the Director of Operations, Building Engineer, or Business and Facilities Manager will pick up the mail for disinfection prior to opening envelopes.
- The School is limiting all non-essential visitors in the School. Visitors will be prohibited unless their presence has been requested by the Principal, CEO, or Director of Specialized Programs, or if they have received written permission to enter the school by the Principal, CEO, or Director of Specialized Programs.
- The School has scheduled all classes on a staggered schedule, and the classes are staggered by times or locations by cohort.

## Preventing a Vaccine-avoidable Outbreak

In order to prevent a vaccine preventable disease outbreak in a school setting, it is imperative for all students at Washington Global to be fully vaccinated according to CDC and DC Health standards.

- The School has implemented OSSE's [Immunization Policy for In-Person Attendance](#) in full.
- The School has a procedure in place for frequently reviewing immunization compliance, identifying and notifying non-compliant families, and removing non-compliant students from in-person instruction after the 20-school day period.
  - o The School's Health and Wellness team is working in conjunction with the School Nurse and Children's National to review immunization records for completion and compliance.
- A list of pediatric immunization locations can be found on the DC Health website. A search tool to find a primary care center in DC can also be found on the DC Health website.
  - o The School has shared these tools with the parents/guardians to ensure compliance with the Immunization Policy, and will be placed on the School's website.
- A review of immunization requirements and health forms can be found on the DC Health website.

- o The School has shared these requirements and forms with the parents/guardians to ensure compliance with the Immunization Policy, and will be placed on the School's website.

Generally, students at Washington Global must provide their school a certificate of health and evidence of an oral health examination on an annual basis. For the 2020-21 school year, students who have a health form on file from the prior school year (i.e., those who are re-enrolling at Washington Global from the 2019-20 school year, and those who were enrolled in any District public or public charter school that participated in School Health Services Program in School Year 2019-20) will be granted an extension to submit their Universal Health Certificate (UHC), Oral Health Assessment (OHA), and Medication and Treatment Authorization Forms, by November 2, 2020 to meet this annual requirement. The School and DC Health's School Health Services teams will utilize their health information from school year 2019-20 until the updated form is received. As stated above, all students must continue to timely receive all necessary immunizations as required by District law.

Students who do not have a health form on file (i.e., those were not enrolled in any District public or public charter school in the 2019-20 school year, and those who are newly enrolling in a District public charter school that does not participate in the School Health Services Program) must submit health forms by the first day of school. Expired health forms will be accepted for start of school, but unexpired health forms must be submitted by November 2, 2020 to meet this annual requirement.

Both the old and new versions of the health forms shall be accepted. Partial UHCs completed via telehealth visits shall be accepted according to the OSSE and DC Health guidance.

### **Non-medical (Cloth) Face-coverings**

Per Mayor Bowser's July 22, 2020 guidance, all school staff will wear face masks at all times when in the building, and when outside of the building, regardless of if the School is in its hybrid phase or not. If a staff member has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in in-person school activities.

Students are also required to wear face masks, especially when physical distancing is difficult (e.g., hallways, restrooms, while receiving related services) and on their travel to and from the school if they are using public transportation. Medical, developmental, and psychological reasons may limit the ability for some students to wear face coverings.

Per the July 22, 2020 guidance, instances when face coverings do not need to or should not be worn:

- A person is a resident or guest in a private home or apartment;
- A person is actually eating, drinking, or legally smoking;
- A person is engaged in vigorous outdoor exercise and is maintaining social distance of at least six (6) feet from each other person;
- A person is in the water at a swimming pool;
- A person is in an enclosed office that no one else is permitted to enter;

- A person is aged two (2) years old or younger;
- A person is unable to wear a mask due to a medical condition or disability, or is physically unable to remove a mask;
- A person is giving a speech for broadcast or an audience, provided no one is within six feet of the speaker;
- A deaf or hard of hearing person needs to read the lips of a speaker;
- The equipment required for a job precludes the wearing of a mask and the person is wearing that equipment, or when wearing a mask would endanger public safety;
- A person has been lawfully asked to remove the mask for facial recognition purposes.

Schools should ensure additional protocols are in place to support the safe use of clean masks.

· *Students:*

- o Students will be provided with a reusable Washington Global face mask, as well as having continuous access to disposable face masks in case they need a new one during the school day.

- *Staff:*

- o Staff members will be provided with a reusable Washington Global face mask, a K-N95 mask, and multiple disposable masks. Staff will have continuous access to disposable face masks in case they need a new one during the school day.

- Students and staff will bring multiple cloth face masks with them. In the event that a student, staff, or guest does not have a face covering, one will be provided by the School.

- The School has purchased at least 20,000 disposable masks in addition to enough two-ply cloth masks for each staff member and student.

- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and must wash hands immediately after removing it with either soap and water, or hand sanitizer with at least 60 percent alcohol in 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 mask.

- Staff and students should exercise caution when removing the mask, always store it out of reach of other students, and wash hands immediately after removing the face mask.
- The benefit of such a face mask is to limit the spread of secretions. If students play with their or others' face masks or if they are not removed and stored safely, their use should be discontinued.
- When feasible, students, teachers and staff will be asked to speak more loudly, rather than remove their face mask, if speaking in a noisy environment.

Other populations:

- Parents/guardians are encouraged to wear a face mask for drop-off and pick-up.
- While visitors to the school are strictly limited, any essential visitor must wear a face mask at all times on the school grounds and inside the school buildings.

For more information about non-medical face coverings or face masks, please refer to DC Health's "[Guidance about Masks and Other Face Coverings for the General Public.](#)" Further guidance from the CDC on the use of face

coverings, including instructions on how to make and safely remove a cloth mask, is available [here](#).

## Hygiene

### Hand Hygiene

The School is reinforcing frequent, proper handwashing strategies by staff and students, which includes washing their hands with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing their nose, coughing, or sneezing.

If soap and water are not available, and hands are not visibly dirty, staff and students are instructed to use an alcohol-based hand sanitizer that contains at least 60 percent alcohol.

Key times to perform hand hygiene include:

- before eating food;
- after using the toilet;
- before and after putting on, touching, or removing cloth face coverings or touching your face;
- after blowing your nose, coughing or sneezing; and
- entering and exiting a classroom or between activities.

### Schoolwide Hygiene

- The School has an adequate amount of supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices, including in classrooms, bathrooms, and offices.
- The School has set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, and the main entrances/exits.
- Teachers and staff that work in close contact with students must take extra steps. When washing, holding, or in very close contact with children, staff should wear clothing that can easily be removed in the event of contamination (e.g. button-down, long-sleeve shirt) and they must wash any skin that is touched by secretions or any soiled clothing or material. Teachers and staff that may be in close contact with a student's secretions must wear eye protection (e.g., goggles, face shield).

To the extent feasible, the School has:

- Ensured an adequate amount of supplies to minimize sharing of high touch materials. When shared supplies must be used, limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
  - Each student and teacher is receiving individual bags of supplies that are labeled for the teacher/student and will be used only by the teacher/student.
  - Each student has 2 school Chromebooks, one to keep at home and one to keep at School. The Chromebooks kept at the School are labeled for an individual student, and will only be used by that individual student.
- Installed individually labeled cubbies and containers to keep each student's belongings separated from others'.
- Increased air circulation by ensuring all ventilation systems are operating properly and placing individual

UV-C air purifiers in every classroom, office, and common space that must be turned on at all times.

- Encouraged staff and students to bring their own water bottles and to avoid touching or utilizing water fountains. If water fountains must be used, they will be cleaned and sanitized frequently.
- Encouraged staff and students to cover coughs and sneezes with a tissue by placing signage in all classrooms, offices, and common spaces. All used tissues will be thrown in the trash and hands must be washed immediately with soap and water for at least 20 seconds, or if soap and water is unavailable, hands will be cleaned with hand sanitizer.
- Installed no-touch fixtures on bathroom faucets and toilets.

### **High-risk Individuals**

Any individual at high-risk for experiencing severe illness due to COVID-19 should consult with their medical provider before attending in-person activities at school. This includes, but is not limited to, people with:

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

While it is not required to secure written clearance from high-risk individuals prior to participating in in-person activities at school, the School recommends obtaining written clearance from a physician.

### **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 any of the below are true:

- The student or staff member has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the “Daily Health Screening” section of this guidance.
- The student, staff member, or any close contact is confirmed to have COVID-19.
- The student or staff member is awaiting COVID-19 test results.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if previously evaluated by a health care provider and those specific symptoms determined to not be due to COVID-19.

If the student, parent/guardian, or staff member is excluded, students/parents/guardians and/or staff should call their healthcare provider for further directions. Students/parents/guardians and/or staff are required to obtain a doctor's note prior to returning.

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

***Return Criteria:***

**Symptomatic or Confirmed to Have COVID-19**

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

- They complete the appropriate isolation period:
  - They have been cleared to return per their healthcare provider or DC Health instructions, AND
  - 72 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; OR
  - At least ten days after symptoms first appeared, whichever is later; OR
  - They have a negative COVID-19 test, and meet standard criteria to return to school after an illness.

**Close Contact with a Person Who is Positive for Covid-19**

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 building until cleared by their healthcare provider or have completed their quarantine period of 14 days from the last date of close contact with the COVID-19 positive individual without becoming symptomatic or diagnosed with COVID-19.

**Awaiting a COVID-19 Test Result**

If any student or staff member is awaiting a COVID-19 test result, then the student or staff member must not enter the building until they test negative and meet standard criteria to return to school after an illness. If the student or staff member tests positive, then they should immediately begin a self-quarantine and seek further guidance from their healthcare provider or DC Health.

**Exposure Reporting, Notification, and Disinfecting**

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

### Step 1: Reporting to DC Health

In the event the School identifies a student or staff member who has tested COVID-19 positive, the following plan for COVID-19 exposures is explained below.

The School's COVID-19 POC will notify DC Health by emailing [coronavirus@dc.gov](mailto:coronavirus@dc.gov) and it will include the following information:

- "COVID-19 Consult" in the email subject line
- Name and direct phone number of the best point of contact for DC Health to return the call
- Short summary of incident/situation

An investigator from DC Health will follow-up within 24 hours to all appropriately submitted email notifications. Decisions on the timeline of exclusion and any other responses to a COVID-19 exposure will be determined by DC Health.

### Step 2: Communication to Families and Staff

The School has the necessary communication protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive, and will include:

- Notification to those staff and families of students in close contact with the individual, including the requirement to quarantine for 14 days;
- Notification to the entire school that there was a COVID-19 positive case, those impacted have been told to quarantine, steps that will be taken (e.g., cleaning and disinfection);
- Education about COVID-19, including the signs and symptoms at [coronavirus.dc.gov](https://coronavirus.dc.gov);
- Referral to the Guidance for Contacts of a Person Confirmed to have COVID-19, available at [coronavirus.dc.gov](https://coronavirus.dc.gov); and
- Information on options for COVID-19 testing in the District of Columbia, available at [coronavirus.dc.gov/testing](https://coronavirus.dc.gov/testing).

DC Health will instruct the School on dismissals and other safety precautions in the event a known COVID-19 individual came in close contact with others at school.

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

In the event of a **confirmed COVID-19 case in a student or staff member**, the school **will follow all steps outlined by DC Health** and will 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 building, the School will follow these steps:
  1. Close off areas used by the person who is sick.
  2. Open outside doors to increase air circulation in the areas, and turn up the individual UV-C air purifiers in the

area.

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 building, additional cleaning and disinfection is not necessary. The School will continue routine cleaning and disinfection.

## Student and Staff Schedule

### Washington Global Staff Arrival and Dismissal Times during Hybrid:

Staff Team	Arrival Times	Dismissal Times
<i>6th Grade Team</i>	7:30am	3:45pm
<i>7th Grade Team</i>	7:45am	4:00pm
<i>8th Grade Team</i>	8:00am	4:15pm
<i>Non-classroom based Team</i>	Staggered across grade-level arrivals	Staggered across grade-level dismissals

## Distributing Educational Materials

All students will be receiving individual supplies and materials prior to the start of the school year, and the materials and supplies will be labeled with his or her name on the case. The distribution will take place outside of the school building (in front of school) with social distancing and PPE regulations in place. All materials will be sanitized prior to assigning to a student for the duration of its use. While students are learning remotely, the materials will be distributed to the student prior to the first day of School or Summer Bridge, depending upon the grade level. For students who are unable to travel to school, the materials will either be dropped off at the student's residence or shipped directly to his or her home. The student and family will sign an agreement to properly care for the materials and that the student must follow the School's behavior policy. School materials that will be used by others (e.g science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

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

All of Washington Global's textbooks and reading materials are online and in digital form for all subject areas. The School has also purchased online library access for students. Below is a list of additional materials that students will receive.

- For all classes, students will receive:
  - o Chromebook
  - o Hotspot
  - o One (1) pack of 10 no.2 pencils
  - o Black and blue pens
  - o One (1) composition notebook
  - o Filler paper
  - o Headphones
  - o Additionally, students would receive items for science labs as needed and a calculator for math.

### **Oversight of Before and After and Extracurricular Activities**

The School will offer free before-care and after-care for the students during the hybrid phase if it is deemed safe to do so. Before-care begins at 6:45am, and after-care begins ten (10) minutes after dismissal. The following schedule and procedures will be taken to ensure all health and safety policies are adhered to:

- Grade level teachers will rotate to the grade-specific classrooms during the school day. For after-care, each grade level will be grouped together with the same grade level teacher. After-care will occur daily until 5:45pm, and will be held in one of the classrooms for that grade level. Before-care will follow the same procedures listed below, and will be grouped together by grade level, and a grade level staff member will be overseeing the before-care spaces.
  - Prior to students coming into the classroom, he or she will use hand sanitizer to clean their hands and will proceed to wipe off the desk and chair that they will be sitting at with disinfecting wipes.
  - Before students leave the classroom, he or she will use hand sanitizer to clean their hands and will wipe off the desk and chair they were sitting in with disinfecting wipes.
- All students and staff must maintain at least six feet of distance between one another, and masks are required to be worn during after-care. Additionally, students must remain seated until either:
  - A student’s parent/guardian has arrived to pick the student up, or;
  - The School has a signed release that he or she can leave on their own at the end of after-care

### **Providing Personal Protective Equipment (PPE)**

The School will be providing the following personal protective equipment (PPE) to students and staff:

<b>Personal Protective Equipment Item</b>	<b>Who will receive it</b>	<b>Quantity Received</b>
Cloth Mask	Students and Staff	Students –3 (will receive more as needed)

		Staff - 2 (will receive more as needed)
K-N95 Mask	Staff	One (1) per staff member
		Students – as needed
Disposable Surgical Mask	Students and Staff	Staff - as needed
		*the School has 20,000 on site*
Gloves	Staff	One (1) box per staff member
Face Shield	Staff	One (1) per staff member

### **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.**

### **Instructional Delivery Plan**

#### **Plan Statement**

This plan describes how Washington Global Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement. The School will also provide the equivalent in learning opportunity as in a traditional school year through synchronous and asynchronous remote and on-site learning opportunities.

The plan provides students, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day

learning of its students. The plan centers on equity, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being. The plan also includes information that the school gathered while interacting with families. The School surveyed the families throughout the extended school closure in the 2019-2020 school year, as well as throughout the summer months, to engage families in the planning process for the 2020-2021 school year and to ascertain families' technology and academic preferences.

Washington Global's goal for the upcoming school year is to provide a stable, safe, equitable, inclusive, rigorous, and mission-aligned learning environment through a remote learning and hybrid learning model that supports students' individual academic growth through:

- Instructional planning that promotes high academic standards and rigorous goals while differentiating and scaffolding to support the needs of face-to-face and distance learners on all levels.
- The transformation of the traditional learning model to an online learning model through online platforms that ensure that learning is accessible and inclusive for all learners.
- Ongoing data collection, analysis, and implementation into revised learning practices and strategies through assessment, feedback, online conferencing, reteaching, resubmission, and goal setting.

The School will begin the year in 100% offsite virtual mode until November 6, 2020. Therefore, the School's instructional plan set forth below provides a plan for both virtual and hybrid instruction.

The School is aware that based on guidance from DC Health and OSSE, as well as feedback from the school's stakeholders (families), the school's plan may change during the course of the school year, especially in regard to on-site instruction. The School has a team of leaders and teachers that will head this team and continuously amend the plan to meet State guidelines and meet the needs of the School's stakeholders. Washington Global believes that its stakeholders voice and choice is paramount to ensuring that all stakeholders' needs are met and will provide frequent surveys to stakeholders.

## **Description**

For the 2020-2021 school year, Washington Global will launch a learning framework that is both synchronous and asynchronous through virtual/remote live lessons in real-time that are guided and directed by online, teacher-created, and teacher orchestrated content and supports. The framework incorporates many elements from the School's spring 2020 plan but improves the School's previous plan by increasing the amount of synchronous learning opportunities for students through the use of newly acquired technology (Swivl). The primary Learning Management System (LMS) and communication system will be housed in Google Classroom but several subsidiary online platforms will be incorporated to expand both the accessibility and connectivity of the learning experience. When the health landscape allows, the School hopes to offer in-person hybrid instruction. All students, whether distance or hybrid learners, will have access to standard aligned and data-driven direct instruction, curriculum-aligned materials and learning experiences, peer collaboration, small group instruction, teacher conferencing, and formative and summative assessment cycles.

This model, which includes both asynchronous and synchronous instruction, will allow for uninterrupted learning for

students when health and safety guidance changes (such as moving from virtual to hybrid phase) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration and when the school resumes hybrid education.

The following options are available to families enrolling in Washington Global PCS for school year 2020-2021. As noted, the School will begin the year in virtual mode. If in-person instruction resumes, parents will be able to elect either hybrid or virtual learning. On a quarterly basis and based on availability, families may change their options from remote to on-site/ hybrid via a quarterly learning survey. At any time during the quarter, by completing a form, a parent can decide to transition their student from in-person to remote learning. At the end of each quarter, parents will complete a survey and at that time they can transition from remote to onsite. Special education students will have the ability to make this transition more immediately and accommodations for our special population will be made on a case by case basis.

## **Instructional Plan**

For the 2020-21 school year, Washington Global will incorporate synchronous and asynchronous learning models that support student growth and rigorous learning experiences within the instructional delivery framework. This will allow the school to meet the needs of students during the School's virtual phase that will last until November 6, 2020 (as determined by the health climate and OSSE guidance), and if the School is able to enter an in-person phase of instruction. A description of the student groups and overview of the virtual and hybrid schedule is below:

## **Student Groups for Hybrid and Virtual Schedules**

- **Population "A":** Hybrid students who attend school two days per week (Monday-Tuesday) and engage in synchronous lessons, via the Nearpod online platform and Zoom Pro, followed by three days of asynchronous lessons housed in Google Classroom and other subsidiary online platforms such as NewsELA, CommonLit, TCI, and Buzzmath.
- **Population "B":** Hybrid students who attend school two days per week (Thursday-Friday) and engage in synchronous lessons, via the Nearpod online platform and Zoom Pro, followed by three days of asynchronous lessons housed in Google Classroom and other subsidiary online platforms such as NewsELA, CommonLit, TCI, and Buzzmath.
- **Population "V":** Remote students who virtually attend live lessons, via the Nearpod online platform and Zoom Pro, two days per week (Monday -Tuesday or Thursday-Friday), and engage in synchronous learning digitally followed by three days of asynchronous lessons housed in Google Classroom and other subsidiary online platforms such as NewsELA, CommonLit, TCI, and Buzzmath.
- During asynchronous learning days, all students will have access to teachers for video conferencing via Zoom and google Meet during office hours. Other means for contact available to students are email, phone, and text.
- On Wednesdays, all students will learn asynchronous via iReady for ELA and math customized instructional intervention in addition to service-learning sessions via Zoom or Google Meet video conferencing.
- Teachers and grade level teams will schedule small group remedial sessions based on academic and engagement struggles that are revealed in the ongoing collection and analysis of data.

## Key Terms

- **Remote Synchronous Learning:** This learning option will be mandated for all students until November 6, 2020 (following DCPS and DC Charters). In this option, the students will experience learning from home via synchronous learning sessions held live by teachers from the ZoomPro and Nearpod online platforms. The learning will require the student to be logged onto the computer and engage in activities at the same time as their peers and teacher. Four days a week during the 100% virtual/remote phase, teachers will have the option record lessons inside their own classrooms using Swivl technology, which will allow students to have an education experience from the viewpoint of a classroom.
- **Remote Asynchronous Learning:** Asynchronous learning will be available to students five days a week. For students who are unable to attend remote synchronous learning when remote learning has been enacted city wide until November 6th, they will have the option to work self-guided through recorded lessons and online tasks. This type of learning allows for after-hours learning, when families may be more able to support students. Students will be able to access content teachers, for pre-determined and communicated office hours, throughout the school week during and after the normal school day.
- **Hybrid Synchronous Learning:** This learning option will be available for all students after November 6, 2020, as determined by the city and health guidance, and pending the return to onsite learning. In this option, the students may experience learning onsite two days a week in a small and socially distance learning environment that meets the health and safety guidelines outlined by the health department. The learning will require the student to be present in the building but they will interface with peers onsite and remotely via ZoomPro and Nearpod online learning platforms.

## Student Technology and Materials

- Prior to the beginning of the school year, students will receive one Chromebook for use at home and a mobile broadband hotspot to access the internet. As noted in the Technology Plan, these devices will be provided to all students. Additionally, when students return to the School building they will have a Chromebook assigned to them that remains at the school and also a Chromebook at home. Additionally, students will receive individual school materials, which include a calculator, manipulatives and notebooks. Washington Global’s reading and curriculum materials are all in a digital format.

## Virtual Phase (through November 6, 2020 unless extended)

Population	Monday	Tuesday	Wednesday	Thursday	Friday
Remote “V”	<b>Remote:</b> Students will engage in a combination of asynchronous and synchronous lessons offering instruction in all core content areas. Synchronous classes will utilize Swivl and Zoom	<b>Remote:</b> Students will engage in a combination of asynchronous and synchronous lessons offering instruction in all core content areas. Synchronous classes will utilize	<b>Remote:</b> Students will engage in a combination of asynchronous and synchronous lessons offering instruction. Wednesdays will include i-Ready	<b>Remote:</b> Students will engage in a combination of asynchronous and synchronous lessons offering instruction in all core content areas. Synchronous classes will utilize	<b>Remote:</b> Students will engage in a combination of asynchronous and synchronous lessons offering instruction in all core content areas. Synchronous classes will utilize

technology, which allows teachers to teach live from their classrooms or homes. Students will also have access to evening teacher offices hours.

Swivl and Zoom technology, which allows teachers to teach live from their classrooms or homes. Students will also have access to evening teacher offices hours.

intervention sessions and also opportunities for students to take electives courses.

Swivl and Zoom technology, which allows teachers to teach live from their classrooms or homes. Students will also have access to evening teacher offices hours.

Swivl and Zoom technology, which allows teachers to teach live from their classrooms or homes. Students will also have access to evening teacher offices hours.

## Hybrid Schedule

Population	Monday	Tuesday	Wednesday	Thursday	Friday
Hybrid "A"	<b>Onsite:</b> Synchronous learning with Adult Supervision and Structured Learning Activities	<b>Onsite:</b> Synchronous learning with Adult Supervision and Structured Learning Activities	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day
Hybrid "B"	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day	<b>Onsite:</b> Synchronous learning with Adult Supervision and Structured Learning Activities	<b>Onsite:</b> Synchronous learning with Adult Supervision and Structured Learning Activities
Remote Asynchronous "A"	<b>Remote:</b> Virtual Synchronous learning with Adult Supervision and Structured Learning Activities (use Swivl technology to participate in real-time learning)	<b>Remote:</b> Virtual Synchronous learning with Adult Supervision and Structured Learning Activities (use Swivl technology to participate in real-time learning)	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day	<b>Remote:</b> Asynchronous learning activities completed by the end of the school day
Remote Asynchronous "B"	<b>Remote:</b> Asynchronous learning activities completed by the	<b>Remote:</b> Asynchronous learning activities completed by the	<b>Remote:</b> Asynchronous learning activities completed by	<b>Remote:</b> Virtual Synchronous learning with Adult Supervision and Structured Learning	<b>Remote:</b> Virtual Synchronous learning with Adult

end of the school day	end of the school day	the end of the school day	Activities (use Swivl technology to participate in real-time learning)	Supervision and Structured Learning Activities (use Swivl technology to participate in real-time learning)
-----------------------	-----------------------	---------------------------	--	--

*If a student encounters an issue with logging in remotely, or if a student is absent, they will have access to recorded lessons in order to work asynchronously on the assigned tasks. Through Nearpod and Google Classroom, all students will have continuous access to previous learning along with ZoomPro teacher conferencing and support.*

As noted, student instruction in both the virtual and hybrid phases will incorporate both synchronous and asynchronous instruction. This instruction will be delivered by content specialists, and will include: Math, ELA, Social Studies, Science, and Spanish. Additionally, students will have the opportunity to take electives, which include but are not limited to: Korean Language, Reading Global Citizenship, Health/Physical Education, and Advocacy. All students will engage in and complete a service learning project grounded in the School’s project-based learning format.

The School also understands that virtual learning can be challenging for some students and has built in flexibility into the schedule to accommodate the needs of its students. The School will offer evening office hours daily for students who miss an earlier class session or who need additional support. During these office hours, students can engage with a content specialist and receive extra learning support.

The School’s schedule also includes time for research-based intervention in Math and ELA. All students will engage in asynchronous, remote usage of i-Ready, a research-based intervention program that supports students’ academic growth in math and ELA. Other intervention programs, including IXL, Lexia and Fountas and Pinnell will be incorporated into students’ instruction too (see below for full list of programs).

**Online Platform to Support the Learning Management System (LMS) and Ensure Rigor**

Washington Global selected the below software, curriculum, and Learning Management System (LMS) to provide teachers with the ability to track student data, provide students with synchronous and asynchronous instruction, to track student achievement, and to ensure that students are receiving rigorous, standards-based instruction that is appropriately differentiated. The below chart provides an overview of the software that will be used to facilitate instruction of both hybrid and remote students:

Software	How will it be used?
PowerSchool/ PowerTeacher	Students, staff and parents have access to PowerSchool. PowerSchool will be used by Global to track student attendance, grades, and to communicate student progress to

parents and families.

iReady, IXL, NewsELA, LEXIA PowerUp, Fountas & Pinnell, Buzzmath, GetEpic, LearningAlly, CommonLit, TCI History Alive,

Washington Global has purchased a variety of computer-based research-based curriculum and intervention programs that will allow teachers to prepare standards-aligned lessons. Washington Global has also obtained a variety of research-based intervention programs, many that the school has been using for years, but now has access to the digital versions. For instance, each student at Washington Global will engage in i-Ready, a research-based intervention program that tracks student progress in math and ELA, for at least 90 minutes weekly. Washington Global also modified its reading program to incorporate Fountas & Pinnell’s digital versions and Lexia, a computer-based reading intervention program.

Washington Global Email and Google Suite/ GoogleClassroom, Nearpod

As mentioned, Google Classroom will serve as Global’s primary LMS. Google Classroom provides a platform for students and teachers to actively engage in learning, for students to access learning materials, complete coursework, and complete assessments. Teachers will post instructional videos on coursework on this platform.

Achievement Network (ANET), NWEA MAP,

In addition to i-Ready, Washington Global will use Achievement Network (ANet) and NWEA MAP to determine student academic levels and to track student performance and standards/grade level mastery.

DeansList,

Washington Global uses Deanslist to monitor the school’s Positive Behavior Interventions and Supports.

Chrome Extensions: Chrome Vox, Mercury Reader, and Google Dictionary

Washington Global has included a variety of Chrome Extensions in its LMS to aid the learning of students with disabilities and to provide accommodations, such as text to speech. Washington Global adheres to Universal Design for Learning (UDL) principals.

ZoomPro, Swivl

Washington Global has developed a “real-time” synchronous learning model that includes use of Swivl and Zoom. Swivl is a device that films and tracks teachers as they teach in their classroom. The device integrates ZoomPro so that students can engage in the lesson in real-time. ZoomPro will also be used for small-group sessions and teacher office hours.

Student and teacher safety is a major focus of Washington Global reopening school safely once the full virtual/remote stage ends. As discussed in the School’s Operations plan, students in each grade will encounter a single set of teachers (Content Specialists) in a Pod so that there is no cross contamination between Teacher Content Specialists and groups of students.

During the virtual phase, teachers will be given the option to come to Washington Global to livestream lessons to their students. Teachers who come to the school to film their lessons using Zoom and Swivl technology will adhere to all School and District protocols. Teachers will wear masks upon entering the classroom and only remove them when alone in the classroom and lecturing. Teachers will not share classrooms. Half of the teachers will come Monday and Tuesday and half will come Thursday and Friday. On Wednesdays the School will be deep cleaned and cleaned nightly MTRF.

During the hybrid phase, the School will take the necessary and required measures in its scheduling and planning to achieve the following grouping practices:

- The school will group students and staff together each day.
  - o Teachers will be grouped by grade level, and grade level teachers will rotate through one (1) grade level. There will not be any cross- contamination of student grade levels or pods.
    - § Prior to teachers coming into the classroom, they will use hand sanitizer to clean their hands, and will proceed to wipe off the teacher’s desk and chair with disinfecting wipes.
    - § Before teachers leave the classroom, they will use hand sanitizer to clean their hands, and will wipe off the teacher’s desk and chair with disinfecting wipes.
  - o Students will be split into four (4) separate classrooms, with a maximum number of students of 9 in any one classroom.
- The School will not host any group activities or large gatherings of students, such as assemblies, and indoor physical education classes will not be held if six feet of distance is not possible.
- The school will correlate classroom groups with entry and exit groups as well as the coordinated use of hallways, restrooms, stairwell, and other shared spaces to avoid mixing groups.
- For students with special needs or immunocompromised students, the following measures will be taken to ensure they do not mix with students that are not in their cohort:
  - o Students with special needs will be in their own cohorts together as needed to provide individualized instruction from a special educator

Additionally, as noted in the Attendance Plan, attendance will be taken daily for each student regardless whether they attend in-person or remotely.

### **Instructional Hours**

Within both the virtual and hybrid schedules, students will have access to both synchronous and a synchronous instruction. Instructional hours will be the same on Monday, Tuesday, Thursday, Friday (see chart below).

#### **Monday, Tuesday, Thursday, Friday**

#### **Wednesday**

Core Student Instructional Time \*

Student Instructional Time\*\*

8:30am-3:00pm

8:30am-3:00pm

Student instructional time during the virtual phase includes a The instruction will consist of asynchronous

combination of live streamed synchronous lessons in all core content areas using Zoom and Swivl Technology, 1-1 office hour sessions, and asynchronous lessons on Google Classroom. If in-person instruction resumes, students will receive some lessons in-person.

core class instruction (from the MTRF classes), i-Ready and IXL intervention programs, and synchronous virtual electives classes, which include PE, Service-Learning, Korean, and PARCC Prep.

Evening Office Hours (5:00-7:00pm)

Core Content teachers will not provide live streamed lessons on Wednesdays, but will be available for office hours.

Washington Global will provide all students with flexible times to access teachers during evening offices hours.

Evening Office Hours (5:00-7:00pm)

*\* Students will have access to at least 2.5 hours of synchronous instruction during the core school day and two hours in the evening*

Washington Global will provide all students with flexible times to access teachers during evening offices hours.

*\*\* Students will have access to at least 2.5 hours of synchronous instruction during the core school day and two hours in the evening*

The instruction will consist of asynchronous core class instruction (from the MTRF classes), i-Ready and IXL intervention programs, and synchronous virtual electives classes, which include PE, Service-Learning, Korean, Spanish (for those not receiving MTRF) and PARCC Prep.

***Sample Sixth Grade Schedule***

**Key:**

(S)= Synchronous

**Monday + Tuesday**

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
<b>P1 8:30-9:15</b>	<b>ELA</b>	<b>Health (s)</b>	<b>GC/SL</b>	<b>Math (s)</b>	<b>Science</b>
<b>P2 9:30-10:15</b>	<b>Science</b>	<b>ELA</b>	<b>Health (s)</b>	<b>GC/SL</b>	<b>Math (s)</b>

**P3 10:30-11:15 Math (s) Science ELA Health(s) GC/SL**

**P4 11:15-12:00 Independent Learning/Lunch**

**P5 12:00-12:45 GC/SL Math (s) Science ELA Health (s)**

**P6 1:00-1:45 Health (s) GC/SL Math (s) Science ELA**

**P7 2:00-3:00 Small group tutoring(s) Small group tutoring (s) Small group tutoring (s)**

**Thursday + Friday**

**Group 1 Group 2 Group 3 Group 4 Group 5**

**P1 8:30-9:15 ELA (s) Health GC/SL (s) Math Science (s)**

**P2 9:30-10:15 Science (s) ELA (s) Health GC/SL (s) Math**

**P3 10:30-11:15 Math Science (s) ELA (s) Health GC/SL (s)**

**P4 11:15-12:00 Independent Learning/Lunch**

**P5 12:00-12:45 GC/SL (s) Math Science (s) ELA (s) Health**

**P6 1:00-1:45 Health GC/SL (s) Math Science (s) ELA (s)**

**P7 2:00-3:00 Small group tutoring (s) Small group tutoring (s) Small group tutoring (s)**

*GC/SL= Global Citizenship and Service Learning*

*Synchronous evening office hours available to all students from 5:00pm-7:00pm every evening.*

**Personnel**

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students will be identical. To achieve this goal, and for purposes of equity and logistics, we have divided the role of “teacher” into two roles: Community Leader and Content Specialist.

- **Homeroom Teacher:** During the hybrid phase, the homeroom teacher is the adult responsible for a group of students who, together, will be considered a “class.” The students in this class will remain in one classroom throughout the day. When Washington Global resumes to hybrid mode, the homeroom teacher will see some of their class on-site during homeroom and some remotely, depending on the day of the week and whether the student has elected to attend in-person during the hybrid phase. This adult will be a teacher of record for attendance and will also be the primary contact for families of a specific student cohort. During the virtual phase, each student’s first period teacher will serve as the main point of contact for the students and assume the duties of the Homeroom Teacher. *Please refer to the school’s attendance policy for how attendance will be determined, including the “touchpoints” that will be used.*

- The Homeroom Teacher will be responsible for managing behavior and supporting student learning. For all students, attending remotely and on-site, the Homeroom Teacher will engage in community-building activities designed to help with continuous student engagement.

This model assumes guidance will continue to suggest keeping students in smaller learning groups, even if all learners are allowed on-site at once. The school will keep students in community cohorts with a community leader as their main point of contact and the content teachers will move from class to class.

- **Content Specialist:** The teacher is the content area expert responsible for ensuring that students are learning. The content teacher’s primary responsibility is to ensure that content will be delivered remotely and in-person during the hybrid phase, with equal success and be differentiated for all learners. During the School’s virtual phase, the Content Specialist will use Swivl technology to livestream synchronous groups of lessons to groups of students from their own classroom according to the schedule described above. The Content Specialists will also be available for office hours at flexible times to accommodate all learners. Content specialists will also plan and implement asynchronous instruction on the School’s LMS Google Classroom.

- The teacher is responsible for providing the instruction to many students – often four sections of nine students each. The content teacher will have the opportunity to see some students in person, depending on the health and safety guidance, but will plan for all content to be delivered on-line and will be available to students who require extra support.

**Dean of Students/Culture Coordinator:** There are two staff members assigned to 12 cohorts and 240 students. During the virtual phase, these staff members will plan and implement the school’s PBIS efforts, engage in driving socio-emotional learning within the School and engaging in parent outreach. The Dean of Students and Culture Coordinator will assume responsibility for the students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues (technology, wrap around services, content support, tutoring), and triage support for the student as needed such as SST referral and/ or social emotional/mental health services. During the Hybrid phase, these staff members will also supervise classrooms on a rotating basis to allow the Content Specialist to take scheduled breaks throughout the day.

## **Training and Professional Development**

The framework of professional development at Washington Global is grounded in the School’s mission to provide high quality learning experiences through continuous monitoring, development and improvement in the areas of planning, instructions, data, and professionalism based on *The Framework for Teaching* by Charlotte Danielson.

Teachers will experience ongoing observation and this data point will be used to develop the comprehensive approach to individual and facility wide training, practice, and learning.

All faculty members began preservice training for the 2020-2021 SY in June 2020 for three weeks (June 2nd-19th). All staff will continue preservice training beginning August 3rd-August 30th. After August 31st, all staff will engage in a whole group/small group PD every Wednesday. During summer 2020 pre-service training teachers will engage in remote/virtual training and meetings. The development will focus on hybrid instruction, remote instruction, technology and systems, online platforms and educational software, assessing student learning, engagement, technology support, and troubleshooting, building community in a virtual and socially distanced learning environment. Teachers will meet with a variety of groups such as grade-level teams, content teams, instructional coaches, SPED teachers and special service providers, and interdisciplinary cross-curriculum collaborative teams. All teachers will meet daily with morning huddle groups for instructional and school culture support.

Formal instruction will end based on the grade band and the staggered dismissal schedule. The teacher workday will end based on the staggered arrival and dismissal schedule that is differentiated by grade level. Each day, teachers, staff, instructional leaders and administrators will have access to the remote learning/hybrid learning support team, the operations and IT support team, the school culture, and behavior intervention team, the student intervention team, the specialized services team, support staff, department leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

### **Washington Global Professional Development and Teacher Training Plan 2020-2021 SY**

#### **Pre-Service Training**

*(Aug 3rd, 2020-30th, 2020)*

- Introducing and Defining the Washington Global Phase 2 Distance/Hybrid Learning Model and Teacher Expectations
- Google Classroom Training
- Instruction Video Creation Training/Norm Setting
- Nearpod Training/Webinars
- Zoom Pro Training: Video Conference Norms & Expectations
- Swivl Training: The Hybrid Teaching Model
- ELA: iReady, IXL, NewsELA, CommonLit, Actively Learn
- Math: iReady, IXL, Buzzmath,
- SS: TCI Training

#### **In-Service Training**

*(Every Wednesday & Whole Day Oct 9th, 2020)*

- Digital Testing Expectations
- NWEA MAP Testing Procedures
- NWEA MAP Learning Continuum PD
- ANet Testing Procedure
- ANet Questioning vs. WG Formative Assessment Standard Aligned Questioning
- i-ReadyTesting
- Ongoing Health and Operations Trainings as they related to the school's COVID-19 response
- Family Support and Communications Ongoing Training
- Instructional Best Practices
- Danielson Topics for Developing Instructional

- Reading: Lexia, NewsELA, F&P LII
- Service Learning:
- SPED: Learning Ally, NWEA MAP, EasyIEP
- Planning for Social-Emotional Digital Transformation
- Building Community in the Digital Classroom
- Cross-Content Collaboration & Planning
- Incorporating Free Online Resources
- Operations and Health: COVID-19 OSSE Training, Health and Operations Trainings
- Family Support and Communications
- Attendance Training
- Mastery
- Formative Assessment Data Analysis and Planning
- Data Driven Instruction
- Interdisciplinary Best Practices
- Cross Content Planning and Collaboration
- Teacher Student Conferencing
- Transformative Instructional Practices: Growing the Digital Learning Experiencing
- Anticipating and Attaching Learning Gaps (Pre and Post Covid 19)
- Digital School Culture
- Digital Classroom Management
- Digital Communication with Parents

### Continuous & Ongoing Assessment Plan for Instruction

Washington Global teachers will engage students in instructional cycles that include backward planning from assessments that are designed to measure student growth. The summative assessments platforms from the 2020-2021 SY will be i-Ready, Achievement Network (ANet), and the NWEA MAP Assessment (MAP). Teachers will incorporate formative assessments multiple times throughout the week to gather data that will inform daily instruction.

### Testing Schedules and Data Table

Assessment Type	Assessment Description	Data Collected	Frequency
Formative Assessments	Daily Exit Tickets	· Skill Mastery	Daily
		· Concept Internalization	
	Checks for Understanding	· Understanding of the learning process and practice expectations (through student/teacher discussion, assignments,	Daily

and other classroom collection methods)

Teacher/Student Conferencing	· Individual struggles, questions, goals, and challenges	Weekly
i-Ready	· Math and ELA performance levels and growth over the course of the school year	Three times per year
ANet	· Math and ELA grade level performance as it relates to PARCC proficiency and standard mastery	Three times per year
Summative Assessments		
MAP	· Student mastery of skills and PARCC readiness	One to two times per year
Short Cycle Assessment	· Skill and standard mastery within the context of the unit or subtopic	Twice Per Quarter
Unit Assessments	· Skill and standard masters within the scope of the entire unit	Once Per Unit

### Monitoring and Plan Maintenance

Washington Global will continuously monitor the Instructional Delivery Plan during the course of the 2020-2021 school year. The School will monitor teacher performance, student achievement, and student engagement. Washington Global will utilize these key elements to make any necessary changes to the Instructional Delivery Plan. The School will utilize analytics from online platforms to monitor teacher accountability and student engagement by monitoring various key factors (*see chart below*). To ensure that teacher accountability is in place, Leaders will provide weekly feedback to teachers. Teachers will receive feedback on lesson plans and classroom instruction (both remote lessons and in-person lessons). Feedback will be provided to teachers both in person and virtually. The School’s enhanced technology ensures that Leaders will have access to live lessons to monitor student progress and instructional presentations and materials. Leaders will meet at least once per week formally, in conjunction with informal meetings, to discuss teacher performance and student outcomes.

In order to gauge student achievement, teachers will engage in data meetings once per week, in content groups, to discuss and plan for upcoming instruction with feedback and direction from leaders based on student data outcomes. Teachers will engage with instructional leaders and coaches one-on-one to support individual growth and development with face to face and virtual instruction. Teachers will also review formative and summative student assessment (see assessment plan).

Washington Global will also use feedback from its core stakeholders to reassess its plan. The School plans to survey teachers and families at least once per quarter to gain insight regarding their satisfaction of the Instructional Plan. Leaders will meet at least monthly to reassess the plan using the qualitative and quantitative data described above.

## 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?**

Achievement Network (ANet) ; i-Ready-Curriculum Associates ; 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.**

### Assessment Policy

#### Overview

Washington Global PCS is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. The School is also requesting a waiver from offering six hours of instruction each day from the Office of the State Superintendent of Education (OSSE). The policy below describes Washington Global's commitment to assessing and learning. This policy supports the School's charter and does not replace the commitments set forth within.

Students at Washington Global will be given formative and summative assessments throughout the year to assess their growth and knowledge acquisition. Washington Global will also use formal assessment tools, such as i-Ready, Achievement Network (ANet), and the NWEA MAP assessment to better understand the needs of Global's students and to measure academic growth and achievement.

#### i-Ready

Washington Global Public Charter School uses i-Ready. I-Ready is a research-based intervention program and diagnostic tool. I-Ready identifies students' current level of performance in math and ELA through interim diagnostics throughout the year. The program identifies students' skill gaps and then provides students with skills-based remediation through personalized lessons. I-Ready also provides student growth information based on student interim assessments. This program, therefore, will be used as a tool to streamline Response to Intervention (RtI) processes, promote early identification of students with disabilities, and improve student achievement towards grade level and PARCC proficiency. I-Ready is administered during the beginning, middle and end of the school year.

### B. Promotion and Graduation

Assessment Cycle	Assessment Type	Assessment Tools	Expectations for Student use of Data	Primary Expectation for Teacher/School use of Data	Emphasis Area for Professional Development
(3 times a year)					
August (Used to acquire data from new students due to lack of PARCC data) 10-17th September (Returning Students)	i-Ready Diagnostic 1	Chromebooks, scratch paper, pencil	Development of cohorts, student groupings, development of intervention groups	<p>1. Understanding the size of the achievement gap and identifying academic needs.</p> <p>2. Embed learning progression strategies as part of on level grade instruction.</p> <p>3. Look through an equity lens at growth and performance.</p> <p>4. Identify students who need intensive remediation.</p> <p>5. To inform teacher lesson planning and differentiation.</p> <p>6. Identify and set student, grade, and schoolwide academic growth goals.</p>	<p>-Interpreting and analyzing the data from the Diagnostic</p> <p>- Identify trends to inform priorities, and next steps</p> <p>- Data chats with teachers about their classes' Diagnostic results and setting class and student goals. (schoolwide goals will be discussed)</p>
9/8/2020-9/25/2020					
January	i-Ready Diagnostic 2	Chromebooks, scratch paper, pencil	Student groupings, development of PARCC/ intervention groups	<p>1. Targeted Instruction during the ELA and Math Lab time</p> <p>2. Differentiation of instruction to meet students' individual needs in response to data</p> <p>4. Identify students who need intensive remediation.</p>	<p>-Interpreting and analyzing the data from the diagnostic</p> <p>-Identify trends and inform priorities and next steps to support student growth</p> <p>-Data chats with teachers about their classes' Diagnostic results discuss student learning, growth and progress towards goals.</p>
1/11/2021-1/29/2021					
May	i-Ready Diagnostic 3	Chromebooks, scratch paper, pencil	Planning for SY 21-22 (i.e. Students who	<p>1. Planning for SY 21-22</p> <p>2. Analyzing whether class goals and</p>	<p>- Interpreting and analyzing the data from the final diagnostic</p> <p>-Identify trends and</p>
5/17/2021-6/4/2021					

will be in the Reading class, cohorts, etc.)

individual student goals were met.

inform priorities and next steps

3. Identify students for remedial summer programming.

-Data chats with teachers about their classes' Diagnostic results discuss student learning, growth and analyzing the class and student goals.

4. Identify whether individual student, grade level, and schoolwide growth goals were met.

On- site

Remote

**Testing**

**Policy** Hybrid (Pending-Start of 2nd Quarter after November 6, 2020)

Synchronous and asynchronous

(Beginning August 31, 2020)

6- 8th Grade Students will be tested in their pods, with social distancing protocols in place. Students will receive materials needed for the test and will go over testing expectations prior to the test session. Proctors will be a teacher that regularly works with the pod of students. Students will test for the given period of time and then will engage in a silent activity once the assessment is finished.

Students will be given instructions and expectations three times prior to the assessment date, with the last time being given within 48 hours prior to the assessment. All students will be trained on the testing system. During the assessment, students will take the assessment synchronously, unless otherwise specified in their Individualized Education Program (IEP). Students will have a testing contact to communicate with for technological support.

i-Ready Assessment shows how much growth is needed to reach grade-level proficiency and what students need to do next to get there. The i-Ready Assessment:

- Gives every student an aspirational, attainable goal to get on a path to proficiency or advanced proficiency levels
- Provides data that always informs teaching and learning
- Connects seamlessly to instructional resources that support the needs of all students

i-Ready Learning provides motivating, personalized reading and mathematics instruction that fills gaps and engaging, rigorous resources for grade-level learning, including:

- Precise instructional pathways that are guided by i-Ready Assessment data
- Engaging instruction that motivates students to persist in building their skills
- Scaffolded supports that meet the needs of all learners, especially English Learners and students with disabilities

**Use of Data and Fostering a Data-Driven Culture**

i-Ready data is used to regularly make data-informed decisions in math and ELA. Teachers discuss shared data during interactions with the school community and share and celebrate student progress towards goals. I-Ready data will also be used to set and track student-level, grade-level and Schoolwide goals.

Supporting Teachers: Interim Professional Development sessions provided by the School’s Director of Intervention and also professionals from i-Ready (Curriculum Associates) will provide, promote, and participate in on-going teaching learning and development. Staff will observe and identify areas for celebration and support. Teachers and administrators will review implementation and progress toward goals using assessment and personalized instructional data, observation, and collaborative discussions.

Actively Monitor and Adjust: Regularly review, after each assessment, personalized instruction and assessment data. Adjust programming, scheduling, and support as needed. Track data to gauge achievement of student-level, grade-level, and Schoolwide goals.

Supporting Students who Test Remotely: Parents/families will be contacted prior to the assessment explaining the importance of the assessment as well as assessment date and time. A testing resource guide will be provided to parents and students. The teacher/testing lead must make three different attempts to contact the parent or families if they cannot make contact with the family. Prior to testing students will be given a phone number for live support if they have errors logging on and taking the assessment, as well supporting any technical problems.

Testing for Students with Disabilities: Students will be given the accommodations and modifications per their IEP. Students who will be testing remotely will be contacted by their SPED case manager to make sure the accommodations are provided.

**Achievement Network (ANet)**

Washington Global has partnered with Achievement Network (ANet), a nonprofit organization that provides Common Core State Standards (CCSS)-aligned interim assessments, resources, and professional development coaching to improve students' academic performance. Washington Global will administer three interim ANet assessments (A1, A2, and A3) during the school year to measure student growth against the ELA CCSS. The assessments provide individualized and group performance reports that pinpoint which standards students have mastered. These assessments, taken by more than 100 schools nationwide, have a high level of rigor. Washington Global will use the ANet assessment as a classroom-based assessment tool to measure student CCSS achievement in ELA against present formative and summative assessment data.

Assessment  
Cycle

(3 times a year)	Assessment Type	Assessment Tools	Expectations for use of Student Data	Primary Expectations for teacher use of data	Emphasis area for Professional Development
---------------------	--------------------	---------------------	---	---	--

**7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the**

10/26/2020-10/30/2020 (Fall)	ANet-ELA	Laptop, pencil, scratch paper	-Determine progress of students in relation to the grade level standards -To compare data related to standards with our formative data collected	1.To adjust our next units focus based on specific growth areas 2.To help group students for online remediation support 3.To review our testing policy	-To compare our formative assessment questions to the ANet assessment questions - To set goals for the next unit
2/1/2021-2/5/2021 (Winter)	ANet-ELA	Laptop, pencil, scratch paper	-Determine progress of students in relation to the grade level standards -To compare data related to standards with our formative data collected	1.To adjust a unit plan based on the needs of the students from the assessment	- How to craft rigorous questions -How to ensure questions are standard aligned -How to collect and reflect on data
5/3/2021-5/7/2021 (Spring)	ANet-ELA	Laptop, pencil, scratch paper	-Determine progress of students in relation to the grade level standards -To compare data related to standards with our formative data collected	1.To determine further remediations groups 2.To help group students virtually based on achievement for SY 2021-2022	-How to use ANet resources to prep EOY assessments

<b>Testing Policy</b>	On- site Hybrid (Pending-Start of 2nd Quarter after November 6, 2020)	Remote Synchronous and asynchronous (Beginning August 31, 2020)
-----------------------	--	---

6th-8th Grade	Students will be tested in their pods, with social distancing protocols in place. Students will receive materials needed for the test and will go over testing expectations prior to the test session. Proctors will be a teacher that regularly works with the pod of students. Students will test for the given period of time and then will engage in a silent activity once the assessment is finished.	Students will be given instructions and expectations three times prior to the assessment date, with the last time being given within 48 hours prior to the assessment. Students will have the opportunity to ask questions and clarify any misunderstandings prior to the assessment. All students will be trained on the testing system. During the assessment, students will take the assessment synchronously, unless otherwise specified per their IEP. Students will have a testing contact to communicate with for technological support.
---------------	---	---

**LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may**

Use of Data and Fostering a Data-Driven Culture: Teachers will be given Achievement Network accounts and can access them at <https://www.achievementnetwork.org/>. Teachers can review individual student reports and can view student achievement based on standards. Teachers will engage in relevant professional development opportunities around the ANet student data.

Supporting Teachers: Interim Professional Development sessions provided by the school’s Director of Intervention and will provide, promote, and participate in on-going teaching learning and development. Staff will observe and identify areas for celebration and support. Teachers and administration will review implementation and progress toward goals using assessment and personalized instruction data, observation, and collaborative discussions.

Testing for Students with Disabilities:Students will be given the accommodations and modifications per their IEP. Students who will be testing remotely will be contacted by their SPED case manager to make sure the accommodations are provided.

**NWEA MAP Assessment**

The NWEA MAP test is an adaptive assessment that increases or decreases in rigor of content based on student performance. MAP assessment data provides insight into how students are tracking in relation to the PARCC assessment in math and ELA and places students on a learning continuum to show next steps for student growth. Students will take the first MAP assessment in the Fall to determine a baseline of where students are performing. MAP data will be used to inform teacher instruction and to support student achievement.

Assessment Cycle

(Will be used as diagnostic tool administered once, possibly twice)	Assessment Type	Assessment Tools	Expectations for use of Student Data	Primary Expectations for teacher use of data	Emphasis area for Professional Development
9/21/2020-9/25/2020	NWEA MAP Assessment (Reading and Math)	Laptop, pencil, scratch paper	-Determining groups that need further remediation and support -To determine areas of highest leverage for learning	1.To alter units to meet the specific areas where students need assistance	- PD around interpreting a learning continuum - Analyzing data from the MAP assessment
1/18/2021-1/21/2021	NWEA MAP Assessment (Reading and Math)	Laptop, pencil, scratch paper	- To monitor student growth and celebrate gains and determine whether targeted remediation is	1.To review current supports in place. 2. To determine further steps to	- PD to review student growth along the learning continuum

working

support students on - To adjust the their learning scope and sequence continuums and supports for teachers and students

On- site

Remote

**Testing**

**Policy** Hybrid (Pending-Start of 2nd Quarter after November 6, 2020)

Synchronous and asynchronous (Beginning August 31, 2020)

6th-8th Grade

Students will be tested in their pods, with social distancing protocols in place. Students will receive materials needed for the test and will go over testing expectations prior to the test session. Proctors will be a teacher that regularly works with the pod of students. Students will test for the given period of time and then will engage in a silent activity once the assessment is finished.

Students will be given instructions and expectations three times prior to the assessment date, with the last time being given within 48 hours prior to the assessment. Students will have the opportunity to ask questions and clarify any misunderstandings prior to the assessment. All students will be trained on the testing system. During the assessment, students will take the assessment synchronously, unless otherwise specified per their IEP. Students will have a testing contact to communicate with for technological support.

Use Data and Foster a Data-Driven Culture: Teachers will be given NWEA MAP accounts and can access them at <https://teach.mapnwea.org>. Teachers can generate class reports, individual student reports, family-friendly reports, can view students on a learning continuum, and can view student achievement based on standards. Teachers will engage in relevant professional development opportunities around the NWEA MAP student data.

Supporting Teachers: Interim Professional Development sessions provided by the school’s Curriculum Coordinator and will provide, promote, and participate in on-going teaching learning and development. Staff will observe and identify areas for celebration and support. Teachers and administration will review implementation and progress toward goals using assessment and personalized instruction data, observation, and collaborative discussions.

Testing for Students with Disabilities: Students will test in their current groups, where the test will be proctored by a teacher who is scheduled to work with the students for that day. Students who have specific testing accommodations, per their Individual Education Program ( IEP) or 504, will be provided with the accommodations from a SPED teacher or other related service provider.

Other Diagnostic Tools for Continuous Monitoring: Students cannot start the assessment before the time set by the proctors, allowing testing windows to be created and monitored. Proctors will be able to assess student progress as they take the MAP assessment. The proctor will be notified if the student is rushing through the assessment and can remotely stop the student from progressing, if need be. Teachers will be notified when the student has completed the assessment.

Supporting Students who Test Remotely: Parents/families will be contacted prior to all formal assessments explaining the importance of the assessment as well as assessment date and time. A testing resource guide will be provided to parents and students. The teacher/testing lead must make three different attempts to contact the parent or families if they cannot make contact with the family. Prior to testing students will be given a phone number for live support if they have errors logging on and taking the assessment, as well supporting any technical problems.

**Formative and Summative Assessments**

Throughout the school year, student progress will be monitored regularly with formative and summative assessments. Teachers will actively collect formative and summative assessment data to determine how to further support and foster student achievement.

Classroom-based Formative Assessment: Teachers will align standards to each formative assessment created. Formative assessments can include daily exit tickets or any work done independently by a student. Students will provide at least two formative assessment grades prior to testing the standard in a summative assessment form. In core, standards-aligned subjects, students will be graded against the standard to provide data on how students are progressing towards grade-level performance, when compared with summative assessment data. Formative assessments will occur in the class time given, including for students who are working remotely from home, if the assignment is synchronous. If the assignment is asynchronous, then students will complete the formative assessment in the time provided by the teacher.

Classroom-based Summative Assessments: For on-site and remote students, teachers will attach standards to each question on the summative assessment. If the summative assessment has multiple standards, teachers will provide separate grades for each standard. Summative assessments include unit tests or other forms of final assessment of standards or a unit. Washington Global has contracted with SOLVED, a consulting firm, to help the school create classroom-based summative assessments for both on-site and remote students. Both synchronous and asynchronous assessments will require students to complete the assessment within the time given by the teacher.

Formative and summative assessments will include the following elements:

	Daily Exit Tickets	<ul style="list-style-type: none"> <li>· Skill Mastery</li> <li>· Concept Internalization</li> </ul>	Daily
Formative Assessments	Checks for Understanding	<ul style="list-style-type: none"> <li>· Understanding of the learning process and practice expectations (through student/teacher discussion, assignments, and other classroom collection methods)</li> </ul>	Daily
	Teacher/Student Conferencing	<ul style="list-style-type: none"> <li>· Individual struggles, questions, goals, and challenges and ways to further support student learning</li> </ul>	Weekly

**provide a link to the policy or describe the existing policy.**

Summative Assessment	Unit Assessments (Multiple choice, short answer, essays, writing equations, matching, fill the blank, etc.)	<ul style="list-style-type: none"> <li>· Reviewing standards covered during the unit</li> <li>· Assessing students depth of understanding of the given standard</li> <li>· Used to determine further support and remediation</li> </ul>	Monthly
----------------------	---	---	---------

Formative and Summative Assessment for Students with Disabilities: Students will test within their current groups or classes they attend in Google Classroom. Students who have specific testing accommodations, per their Individual Education Program (IEP) or 504, will be provided with the accommodations from a SPED teacher or other related service provider.

### Student Promotion Policy

Student promotion for onsite and virtual/remote students will be based on a multitude of factors to ensure that a comprehensive picture of students’ academic development is considered. To support remote learners, the school added more digital criteria, including Digital Student Portfolios. The subject area teachers will make a recommendation for each student’s promotion based on, but not limited to, the following criteria:

- Digital Student Portfolios
- Grades
- Attendance
- Performance on Internal Formal Assessments in ELA and Mathematics

**Digital Student Portfolios.** Washington Global will measure student progress using a growth model. Instructional staff will collect student work samples throughout the year that will be compiled in each Digital Student Portfolio. Digital Student Portfolios will be evaluated at the end of the school year for student growth.

**Grades.** Grades will also be used in conjunction with the Student Portfolios to determine promotion. Students must be performing above, at, or near grade level, particularly in ELA and Mathematics. Additionally, students who have maintained at least a 60% grade in ELA and Mathematics, will be eligible for promotion.

**Attendance.** Students with chronic absenteeism (10+ unexcused absences) may be found ineligible for promotion. Washington Global will make personal contact with the parent of a student each time the student has 1 unexcused absence and hold a parent conference/send a parent letter for students with 5 or more excused absences and also conduct a welfare check (see full attendance policy). There will be a continuum of school policies and services for absenteeism including supports, incentives, intervention strategies, and consequences for absenteeism at the onset and when chronic absenteeism continues. Out of school suspensions and expulsions will not be used to address absenteeism because the goal is more classroom participation time, not less.

**Performance on Internal Formal Assessments in Reading and Mathematics.** Students will be assessed in Reading and Mathematics through internal formal measures to help monitor their growth. The results of these assessments will be used when determining student promotion. Students at Washington Global will be given formative and summative assessments throughout the year to assess their growth and knowledge acquisition. Washington Global will also use formal assessment tools, such as i-Ready, ANet, and NWEA MAP to better understand the needs of our students and to measure growth and achievement. Results of these formal assessments will be taken into consideration in student promotion matters.

Teachers and the Academic Leadership Team will monitor all students' performance throughout the year. Students will also be actively involved to take responsibility for their own learning. Teachers will meet with parents at least once per quarter to discuss their child's performance, including Student Portfolios and Grades. If it is determined that there are academic/behavioral concerns the student could be referred to the Student Support Team (SST). There will be ample, ongoing opportunities to discuss the possibility of promotion/retention. The Principal ultimately makes the decision to promote a student based on a combination of these performance levels.

**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.**

N/A LEA is a middle school

**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?

## Overview

Washington Global is committed to meeting its goals and academic achievement expectations as set forth in its charter. Due to the unprecedented circumstances caused by the COVID-19 pandemic, Washington Global requests a waiver from OSSE for six-hours of "seat time" per instructional day. However, the LEA understands that attendance for all learners, including remote learners, is paramount to achieving both objectives. Washington Global has developed a robust attendance policy for the 2020-2021 school year. The policy will accurately document each student's daily attendance, regardless of whether the students attend in-person or remotely. This policy reflects how remote and in-person attendance will be documented. This document also assumes that all students will attend school remotely through November 6, 2020 to align with Mayor Bowser's recommendation for schools.

## Daily Attendance

**10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure**

Per DC Public Charter School Board (PCSB) and OSSE requirements, attendance will be taken for every student on each and every instructional day for both in-person students and students accessing the school's program virtually/remotely.

For the 2020-2021 school year, Washington Global will launch a learning framework using a Learning Management System (LMS) that provides live lessons in real-time and student-led lessons that are guided and directed by online, teacher-created, and teacher orchestrated content and supports. The primary LMS and communication system will be housed in Google Classroom but several subsidiary online platforms will be incorporated to expand both the accessibility and connectivity of the learning experience. All students, whether distance or hybrid learners, will have access to standard-aligned and data-driven direct instruction, curriculum-aligned materials and learning experiences, peer collaboration, small group instruction, teacher conferencing, and formative and summative assessment cycles. The school's LMS allows the school to track student engagement in learning for remote learners.

*All students have an individual log-in to the School's LMS and their own school-issued Chromebook configured to the student's identity. See Tech plan for how PII will be protected.*

Per DC PCSB requirements, Washington Global's attendance policy includes a series of "touchpoints," which demonstrate that students attending school remotely participated in daily distance learning activities that signify sufficient engagement. This provides all learners with the opportunities to demonstrate that they are present in the school environment.

Washington Global will use the following methods each day to verify/authenticate and record the attendance of remote students and ensure that students are engaged:

#### Authentication

- Indication of the student's attendance by the LMS teacher roster; Student is authenticated on LMS by the student's individual log-in and password. (authentication)

*Please note that student attendance logging into the LMS will be authenticated by one or more of the touchpoints below.*

#### Authentication and Engagement

- Phone contact with instructional staff, related service provider, or other applicable school staff.
  - The phone conversation will be logged by the provider and reported directly to the school's central Attendance Monitor for input of data into the SIS. Student engagement will be authenticated by the school staff and the school staff. This will count for "present" attendance only if the student is engaged in a school-based task with the staff member. Example: Student and teacher speak on the phone because student's internet is down and student reviewed assignment and asked academic questions telephonically by the teacher. This method shows that Washington Global will still educate and engage students who may have technological issues, so those barriers do not inhibit student performance or access to the curriculum. Having this touchpoint is also important for students with special needs who will be receiving independent tutoring and alternative ways to access the curriculum.

**that the official attendance records of students are accurate? What student-level data specifically would be**

- Direct ‘face-to-face’ online contact through an applicable video platform (ex. Zoom or Google Meets) with instructional staff, related service provider, or other applicable school staff providing instruction or related services.
  - o Teacher or other applicable staff will take student attendance and send attendance data to the school’s Attendance Monitor for input into SIS. Student engagement will be authenticated by student's participation on the video platform in the live lesson, tutoring session, related services session, or other school-based session.
- The student completes at one assignment (completed at least 50%), completed Do Now, or completed exit ticket per day.
  - o Do Now, Assignment, and Exit ticket completion will be tracked by each teacher and reported to the school’s Attendance Monitor for input into SIS OR populated through Google Survey to an Excel spreadsheet that is managed by the school’s attendance team. Students will have 24 hours to complete the Do Now, exit ticket, or the assignment. The assignment will unique to each student and thereby authenticated to each individual student because students will submit it using the school's LMS OR through Google Survey using the student’s unique Google log-in.
- The student logged into and engaged in one of Washington Global’s online intervention programs (ex. i-Ready, IXL, Lexia).
  - o The Director of Intervention will report to the Attendance Monitor whether the student engaged in an intervention program for at least 50% of the required assignment time. Student use of academic intervention program is authenticated to the student because each student has a unique log in and password.

The daily method of attendance verification for remote learners will depend on the particular goals of remote instruction for the day. All attendance data will be reported by the teacher/service provider/ other applicable school staff to the school’s central attendance monitor who will input the corresponding code into the school’s SIS. Details of this process are outlined in the below section.

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

**furnished to OSSE in the event of an audit of attendance records?**

On-Site Attendance (Once School enters Hybrid mode)

Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent (excused or unexcused) and will align to existing DC PCSB-approved LEA attendance policy. Washington Global will adhere to OSSE guidance regarding what constitutes full-day present, partial-day present, or absent (excused or unexcused). The attendance codes will continue to be recorded in the schools School Information System (SIS).

Absences are recorded and reported to the Office of the State Superintendent of Education and the DC Public Charter School Board because attendance is a vital factor in a student’s performance. Vacations are not considered an excused absence. Parents and guardians are responsible for sending their children to school and those that fail to

do so may be subject to court action under the Compulsory Attendance Law of the District of Columbia 8-247. To report an excused absence, parents can provide a note or call the front office staff.

### Remote or Distance Learning

Per OSSE guidance for distance learning, using a new code for Distance Learning, students will be marked present or absent. This is aligned to updated regulations for the distance learning attendance type.

As described above, Washington Global will take the following steps to track student attendance:

- Teachers responsible for daily attendance for students on-site will follow existing attendance protocols. Within these protocols, each student's core teacher will mark a student either present or absent in the SIS (PowerSchool).
  - o The school's Central Attendance Monitor will access the school's late arrival list and cross reference with the teachers' attendance in the SIS. The Attendance Monitor will make any necessary updates to record the partial attendance of any tardy/ late arriving students (either excused or unexcused) and make necessary contact with the students' parents/ guardians.
- Teachers and the Attendance Monitor will be responsible for taking daily attendance for remote students. Below is the system for indicating attendance:
  - o Each day, teachers/classroom instructional staff will fill out the school's Attendance Tracking Document and indicate *one or more* of the following: 1) The student engaged in phone contact or meeting with a teacher or other applicable staff member 2), The student engaged in direct 'face-to-face' online contact with a teacher or other applicable staff member through an applicable video platform (ex. Zoom or Google Meets), 3) The student engaged in an assignment (<50%, completed a "do now", or completed an exit ticket, 4) Indication of the student's attendance in a session by the LMS roster authenticated by the student's individual secure log-in, 5) The student engaged in one of Washington Global's online intervention programs (ex. i-Ready, IXL, Lexia).
  - o Students will be considered Present- Virtual if one or more of the above touchpoints are met.
  - o The Attendance Monitor will access the Attendance Tracking document the same day and enter the applicable codes into the SIS to ensure accuracy of the data. The codes are as follow: Present Virtual, Absent Virtual- Unexcused, Absent Virtual- Excused. The Attendance Monitor will make any necessary updates to the SIS based on any parental contacts they have made throughout the school day.
  - o The attendance information from the SIS and the School's Attendance Tracking document will be furnished to OSSE in the event of an audit/data request.

Washington Global will take the following actions to address tardies/absences:

- The attendance team, led by the Attendance Monitor, will be assigned cohorts of students for follow-up from the primary building attendance administrator.
- The attendance team, led by the Attendance Monitor, will contact absent students and families to determine reason for absence and determine what's needed to ensure future attendance.
- Per LEA policy, students who reach 5 unexcused absences will receive a formal letter from the school's Principal and a request for a meeting. These students will also be referred to the school's Student Support Team (SST) for a plan to help ensure that the student's attendance gets back on

track.

- The school will make welfare checks if a student has not attended school remotely for five days. Students who meet the definition of chronically absent will be reported to child and family services (CFSA), as required by law.

The families of students who are learning remotely will receive the following:

- A reminder notification each morning to attend class or complete assignments in the LMS sent via app, email, phone, or text.
  - A notification if not present by 10:00am.
  - A phone call from the school the same day notifying them of the student's absence from school, if applicable.
- Weekly announcements with any applicable updates will be sent to families via app, newsletter, and email.

The school will log all contacts with a student and family using the Attendance Log and use the information to inform data input into PowerSchool.

## **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.**

##### **Overview**

Washington Global PCS prioritizes our students' academic, social and emotional health. As a school we have developed a clear plan to address the needs of our students. This plan assumes that all students will engage in virtual learning through November 6, 2020, but that students may return to in-person schooling following the School's hybrid model (see Instructional Delivery Plan).

##### **Student Support Team (SST)**

A main tenant of Whole Student Support is the Student Support Team (SST) at Washington Global Public Charter School. SST emphasizes early intervention for struggling students academically and social-emotionally as a function of the general education program. Even though our school will look different with Hybrid/Remote Learning Model the SST Team understands that essential elements of instruction are still in place in home-based distance learning: teachers deliver instruction, assign academic work, and provide performance feedback/grades to evaluate student

work. It follows that, even via online instruction, teachers should be able to identify which of their students fail to engage in, or are doing poorly in, schoolwork and would benefit from the SST process. With only minor modifications, then, the SST Team will be able to adapt its familiar school-based process of teacher referral and intervention planning to home-based instruction.

The SST team would continue to develop interventions to support the struggling students. The School will provide students with Tier1 classroom (virtual or hybrid) support or Tier 2 small group support (in-person if hybrid or virtual). The below points outline the steps that the school follows to identify learners struggling with instruction and provide and document the plans to support the student.

- Tier 1 Supports: Washington Global offers a variety of universal Tier 1 supports to identify struggling learners. These research-based programs, universally utilized by the students, include i-Ready and IXL. As noted in the School's Assessment Plan, data from these programs will allow the School to identify struggling learners and initiate the SST process. Data will be reviewed weekly to identify trends.
- Survey Teachers- The SST members contact all teachers and request that instructors send them names of any students who are substantially underperforming or failing to participate in online instruction if virtual. (They will complete a modified SST form). Students who are not engaged in virtual instruction will also be identified through the School's daily attendance plan.
- Schedule parent problem-solving conferences- The Director of Intervention schedules a phone call or video conference with parent(s) of at-risk students. During this call, parents and teachers discuss the concerns and develop a brief written intervention plan to address the concerns. The student will receive an at home Academic Support Plan.
- Archive SST plans- WGPCS will save and archive these home-based SST plans as part of the overall intervention record of at-risk students.

### **School-based Student Support**

### **Social Emotional/Mental Health Support**

- Teachers are expected to embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers, deans, administrators, and SST team members will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- Deans, Administrators, and members of the Mental Health Team will conduct weekly home visits to verify student safety and well-being. Per the School's attendance policy, a home visit will be conducted if a student has not been present in virtual class for five school days.
- For virtual students, weekly food distribution will serve as a method of communication and verification of student well-being.
- The social workers will provide daily support as needed. A referral form will be developed for teachers to complete. The form will have the levels of needed support (high, moderate, low) which will dictate the urgency of counseling intervention. Students may require monthly, weekly, or daily support.
- School administration will model-social emotional and wellness checks during teacher professional

development that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.

- Washington Global has two social workers who will work with students in providing mental health counseling as needed and also refer families to outside resources as needed. Social workers will also conduct wellness checks (if students have been absent for 5+ days from virtual learning, or if the School believes there is other indication that the student needs a wellness visit).
- The mental health team will make referrals to neighborhood Family Support and Collaboratives for families in need of additional social-emotional and mental health support.

### Communication with Families

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

Daily	Weekly	Monthly	Quarterly
(via WG app, email, phone or text)	(via WG app, newsletter and email)	(PowerSchool)	(PowerSchool, video calls)
<ul style="list-style-type: none"> <li>· Reminder notification each morning to attend class or complete assignments in the LMS.</li> <li>· A phone call from the school notifying the parent/guardian of students absence from school, if applicable</li> </ul>	<ul style="list-style-type: none"> <li>· Upcoming events</li> <li>· Incentives</li> <li>· Spotlights on parents, staff and/or students</li> <li>· School resources (mental health and other wrap around)</li> <li>· Celebrations of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>· Progress Reports</li> </ul>	<ul style="list-style-type: none"> <li>· Report Card</li> <li>· Parent Conferences</li> </ul>

## 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.*

## **Expectations for Student Behavior**

Washington Global has developed expectations for student behavior for both the remote and hybrid settings. The expectations will be reinforced by the School's robust PBIS program described in the subsequent section.

- The School will help students to establish daily routines for engaging in the learning experiences (i.e. following the daily schedule)
- Students should identify a comfortable, quiet space in their home where they can work effectively and successfully.
- Students must communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards.
- The School will help students to understand and follow expectations for using audio and video during classroom meeting times.
- Students will be instructed to mute their microphones when they are not speaking and while others are speaking.

### Communication and Student Engagement

- Students will be directed to refrain from sharing inappropriate pictures or images during classroom meetings or discussion boards.
- The School and the School will provide clear guidelines to students regarding class structure (direct instruction on Zoom, completing work through the LMS) and when the students should be engaged in which activities.
- Students are expected to report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher.
- Students will be instructed not to post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.
- Students must refrain from any forms of cyberbullying-harassing, threatening or abusing others within the school community while online. Students must report all instances of cyberbullying to school staff immediately.

### Logging into LMS

- Students must keep their username and passwords in a safe place and must not share them with other students.
- Students must log into the LMS using their own log-in information.

- Students will be provided a schedule to log into the LMS daily for live synchronous lessons, asynchronous lessons, meetings, announcements or to submit assignments.
- Students are to complete assignments with integrity and academic honesty, doing their best work.
- Students must do their best to meet timelines, commitments, and due dates.

#### Student Work

- Students are expected to communicate proactively with their teacher if they cannot meet deadlines or require extra support.
- Students are expected to communicate via email, phone or text if they have questions or require any technical support.

#### Taking Care of Physical Equipment

- Students will be provided with a Technology guide and will be instructed to treat all school and personal electronic devices with care (ex. no liquids or eating near the computer).
- Students must report any damage to school equipment as soon as possible. This will allow the school to provide a loaner device immediately so there is no lag in learning.

### **Monitoring of Student Behavior**

- Administration/teachers will engage in weekly reviews of student discussion boards and classrooms to make sure comments and behavior are appropriate.
- Administrators will attend classes regularly 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. These reminders will occur through phone calls, the website, and the school app.
- Staff members will be responsible for supporting students and families with navigating the learning platform and be available to provide students with technical support.
- School staff will continue to track student participation and engagement according to the school policies by using Powerschool and DeansList. These policies require staff to enter grades daily and track student participation and behavior daily through Deanslist during virtual and hybrid school sessions.
- Grades and attendance will be reported through the daily utilization of Powerschool.
- Teachers will communicate concerns with families by phone, email, and/or text

### **Positive Behavior Interventions and Supports (PBIS)**

A core tenant of Washington Global's behavior management system is Positive Behavior Interventions and Supports (PBIS). PBIS is a proactive approach to establishing the behavioral supports, students' participation, and social

culture needed for all students in a school to achieve social, emotional, and academic success. Washington Global will continue to use PBIS to virtually support the School's school-wide expectations and rules. These expectations and rules are taught to scholars by school staff members to prevent challenging behaviors that may be detrimental to the learning process.

Washington Global will require all staff members to integrate the school wide PBIS system (see below) into daily operations by facilitating consistent acknowledgement of positive student behavior and growth. To do so, Washington Global will provide:

- *Daily-DeansList & Powerschool entries*
  - o Each teacher will use DeansList to track student behavior and promote a positive classroom culture. Daily usage is required to uphold a positive school culture and hold all students accountable for their behavior choices. Students accrue points that they can use to participate in school-wide incentive programs.
  - o Powerschool is a daily requirement and will be used to monitor and track student attendance, grades, and parental contact.
- *Weekly-Celebrations & Acknowledgements*
  - o The School's website, app, and newsletter are used to celebrate students that have earned the most points within DeansList or have shown the most growth during a specific time frame.
  - o Teachers will be encouraged to celebrate students individually within their online classrooms.
- *Monthly-Awards & Prizes*
  - o Each month, star students will be celebrated and awarded for academic excellence, attendance, growth, etc.
  - o Star groups may also be recognized and celebrated at this time

Encouraging student participation and promoting a positive school culture is a key element to enhancing our program. To increase participation amongst students and parents, Washington Global will:

- Communicate all upcoming events and celebrations through our website and app.
- Allow students to create a "bank" of rewards to garner input and interest
- Highlight monthly star student award winners by entering them into our monthly raffle to receive a special prize.
- Host virtual social events to promote positive social interactions

### **Distance Learning Student Behavior Policy**

Washington Global has modified its Student Behavior Policy to incorporate responses to student behaviors in both the in-person hybrid and the fully virtual setting. Washington Global's behavior management policy is pursuant to all State and Federal laws, including D.C. Law 22-157. Student Fair Access to Amendment Act of 2018.

Washington Global's goal is to ensure that students remain in the synchronous classroom as much as possible. However, the School understands that some students may flourish in a more asynchronous or modified synchronous environment and have also made these environments available to students. At no time will a student at Global be removed from the School's virtual platform and unable to engage in learning unless a parent has requested a different form of learning that does not involve technology.

If students engage in minor virtual classroom disturbances (Tiers I-II) per the School's discipline policy, which may include distractions/ disturbances in the classroom, off-task behavior, and insubordination, the School will engage in the following responses:

- Teachers, Dean of Students and other school administration staff will remind students of expectations for distance learning.
- Teachers, Dean of Students and other school administration 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:

- Teachers, dean of students and other school administration 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 Tier III-Tier IV offenses, which may include cyberbullying or display/share inappropriate images, and threatening staff and students on the LMS, the School will take the following responses:

- Students will immediately be moved into a virtual "waiting room" and conferenced with by a member of the School's behavior management team.
- School staff will conference with families about school expectations not being met.
- School staff may modify the student's current synchronous learning environment, placing the student with another teacher to receive synchronous instruction in a modified environment.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction if that better meets the student's needs.

These modifications to distance learning are designed to ensure that students will not be excluded from the virtual learning platform. Students who may have missed a session of synchronous learning because they were conferencing with a Dean will be able to access the work on the School's LMS along with the recorded lesson and have 24 hours to complete the assignment.

The School will implement its full behavior policy found in the Student and Family Handbook when students are in school after November 6, 2020.

## **Special Populations**

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

- **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](#).*

## **Students with Disabilities**

The plan set forth below provides information on how Washington Global will serve its students with disabilities during the 2020-2021 school year. Washington Global is committed to providing students with disabilities a rigorous, standards-aligned education, which includes all required special education and related services to optimally support students per federal and State policies. This plan assumes that Washington Global will begin the school year in 100% virtual mode until November 6, 2020 and then move to hybrid mode. Both the virtual and hybrid phases include synchronous and asynchronous learning opportunities for students with disabilities and real-time delivery of special education and related services according to each student's Individual Education Program (IEP).

### **Description of how LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services**

Washington Global Public Charter School (Global) abides by the special education policies set forth by the Office of the State Superintendent of Education (OSSE) and the Individuals with Disabilities Education Act (IDEA). A

collaborative effort with families will be made to adhere to IDEA timelines as it pertains to 30-day reviews, Individual Education Program (IEP) development, initial evaluations, re-evaluations, specialized instruction and related services.

Students who receive special education and related services will begin the 2020-21 school year until November 6, 2020 receiving those services virtually. A hybrid model of instruction, which includes synchronous and asynchronous in-person and remote learning, has also been included in the Special Populations Plan as a viable instruction option for families when school buildings reopen.

Students with IEPs, whether virtual or hybrid learners, will have access to standards aligned and data-driven direct instruction, curriculum-aligned materials and learning experiences, peer collaboration, small group instruction, teacher conferencing, and formative and summative assessment cycles. Additionally, as noted in the Technology Plan, all students, including students with disabilities, will have a school Chromebook and hotspot provided to them prior to the beginning of the school year to access special education and related services, and other core and elective classes at Washington Global.

The Learning Management System (LMS) will be implemented in collaboration with student’s IEP services, goals, and accommodations.

	Virtual	Hybrid
Service(s)	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Synchronous/asynchronous instruction (through Zoom meetings, Google Classroom and other platforms described in the School’s Instructional Plan)</li> <li>· Telephonic instruction</li> <li>· Small group and individualized support</li> <li>· Differentiated materials</li> <li>· Supplementary Materials</li> </ul>	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Synchronous/asynchronous instruction</li> <li>· Small group and individualized support</li> <li>· Differentiated materials</li> <li>· Supplementary Materials</li> </ul>
Service Hours	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Instruction days/times according to student academic schedule in alignment with IEP</li> <li>· Related service schedule determined by related service provider and family and provided virtually</li> <li>· Evening virtual teacher offices hours available</li> </ul>	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Instruction days/times according to student academic schedule in alignment IEP</li> <li>· Related service schedule determined by related service provider and family</li> <li>· Related services may be In person or virtually provided, dependent upon student progress</li> </ul>

Frequency of Services	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Service tracker documentation</li> </ul>	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Service tracker documentation</li> </ul>
Supplementary Aids/Supports	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Additional by Family Needs Assessment</li> <li>· Progress monitoring will inform the need for additional aids/supports</li> </ul>	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Determined by Family Needs Assessment</li> <li>· Progress monitoring will inform the need for additional aids/supports</li> </ul>
Accommodations	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Possible adaptations to accommodations for remote/virtual learning (see chart)</li> <li>· Family training provided by special education teachers and related service providers</li> </ul>	<ul style="list-style-type: none"> <li>· In accordance with IEP</li> <li>· Possible adaptations to accommodations for remote/virtual learning (see chart)</li> <li>· Family training provided by special education teachers and related service providers</li> </ul>

### Presentation Accommodations

#### Existing Accommodation

#### Possible Adaptations for Virtual Learning

Directions and/or content read aloud	<ul style="list-style-type: none"> <li>· Parents read aloud directions and content</li> <li>• Teachers offer a phone or virtual session to read directions and content.</li> <li>• Teachers record themselves reading the directions and content and provide the recording to the student. (Allows for repeat.)</li> <li>· Offer text-to-speech options <ul style="list-style-type: none"> <li>· <a href="#">Bookshare</a></li> <li>· <a href="#">Snap and Read</a></li> <li>· <a href="#">PrizmoGo</a></li> <li>· <a href="#">Natural Reader</a></li> <li>· <a href="#">Google Docs</a></li> <li>· <a href="#">Microsoft Immersive Reader – Chrome Extension</a></li> </ul> </li> </ul>
--------------------------------------	--

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

- Provide live or recorded video instructions
  - [Screencastify](#)
  - [Khan Academy](#)
  - [YouTube](#)
  - NearPod
  - ZoomPro
  - Google Classroom
  
- Clarify directions
  - Provide modeled examples with step-by-step tips and/or visual image supports
  
- “Chunking” of assignments
  - Provide a schedule for step-by-step completion of the assignment with specified due dates for each step
  - Check-in with student to confirm completion of each step
    - Provide checklists
  - Provide manipulatives that were used in the classroom environment for use at home
  - Provide virtual manipulatives
    - Elementary – [Math Learning Center Apps](#)
  - Elementary and Secondary – [National Library of Virtual Manipulatives](#)
  - Provide digital copies of visuals used within the classroom for home use. Provide versions that can be edited as needed.
  
- Use of manipulatives for math
  - Provide digital copies of visuals used within the classroom for home use. Provide versions that can be edited as needed.
  
- Visual supports
  - Consider creating parent guidance and/or a video tutorial to support successful use of visual supports at home

### **Presentation Accommodations (Continued)**

#### **Existing Accommodation**

#### **Possible Adaptations for Virtual Learning**

- |                       |   |
|-----------------------|---|
| Provide copy of notes | <ul style="list-style-type: none"> <li>· Provide presentation with notes prior to virtual lessons</li> <li>· Use Microsoft Translator to provide transcripts of lesson</li> <li>· Provide guided notes for student to complete</li> <li>· Low-tech</li> </ul> |
|-----------------------|---|

	<ul style="list-style-type: none"> <li>· Ruler, notecard or line guide to track text</li> </ul>
Support to visually track text	<ul style="list-style-type: none"> <li>· High-tech <ul style="list-style-type: none"> <li>· <a href="#">Microsoft Immersive Reader</a></li> <li>· <a href="#">Visor – Chrome Extension</a></li> <li>· <a href="#">Liner- Chrome Extension</a></li> </ul> </li> <li>· Color code, bold and/or highlight documents</li> <li>· <a href="#">Liner- Chrome Extension</a></li> </ul>
Visual cues	<ul style="list-style-type: none"> <li>· Use icons or emojis</li> <li>· Tag content according to a key</li> <li>· Pre-organize content</li> <li>· Share the best color contrast for student with the family</li> <li>· Provide access to software at home</li> </ul>
Color contrast for visual accessibility	<ul style="list-style-type: none"> <li>· Provide customized files as needed</li> <li>· Utilize a colored overlay</li> <li>· Provide access to textbooks at home</li> </ul>
Access to large print copies of the text.	<ul style="list-style-type: none"> <li>· Provide technology to magnify materials at home</li> <li>· Provide enlarged files, digital or paper, as needed</li> <li>· Provide access to textbooks at home</li> </ul>
Access to braille copies of the text.	<ul style="list-style-type: none"> <li>· Provide access to digital braille display or similar technology</li> <li>· Provide embossed or digital files, as needed</li> <li>· Provide visual content as appropriate</li> </ul>
Access to an interpreter for sign language.	<ul style="list-style-type: none"> <li>· Provide closed captioning as appropriate</li> <li>· Provide interpreter virtually as appropriate</li> </ul>

### **Response Accommodations**

#### **Existing Accommodation**

#### **Possible Adaptations for Virtual Learning**

- Provide copies of commonly used graphic organizers and instructions
    - [ReadWriteThink](#)
    - [Ditch That Textbook](#)
- Provision of graphic organizers.
- Provide access to the device in the home environment
  - Include video tutorials and model the use of AAC
    - o Provide static copies of boards currently being used
  - Mail or deliver dictionary used in the school setting
  - Provide online dictionaries
    - o Elementary Options
      - § [Math Dictionary for Kids](#)
      - § [Little Explorers Enchanted Learning](#)
      - § [Merriam-Webster – Word Central](#)
    - o Secondary Options
      - § [Merriam Webster – Visual Dictionary](#)
      - § [Visuwords](#)
      - § [Visual Thesaurus](#)
- Augmentative and alternative communication device
- Use of a dictionary
- Provide options for using built-in dictionaries and glossaries
  - Provide instructions on how to access bilingual settings as needed
  - Provide access to appropriate calculator
    - [Four Function Calculator](#)
    - [Scientific Calculator](#)
    - [Graphing Calculator](#)
- Use of a calculator
- If a device is not available, mail, deliver, or maile available for pick-up an appropriate calculator to the student
- Hundreds chart or multiplication tables
- Provide a paper copy of the hundreds chart or multiplication table to use at home
  - Provide access to a [virtual hundreds chart](#) or a [virtual multiplication table](#)

The Global team will execute on-going progress monitoring to support students with IEP goal mastery and provide them with skill development that meets individualized growth measures related to grade-level standards.

Prior to individualized progress monitoring, certain considerations and possible solutions will be discussed in relation to each student. This information will be used to guide the IEP team in supporting students with individualized plans.

Considerations	Possible Solutions
Unsatisfactory student attendance and engagement in general education and special education instruction	<ul style="list-style-type: none"> <li>· Documented communication between parents and teachers to discuss existing barriers (EasyIEP)</li> <li>· Create daily behavior incentive tracker</li> <li>· Consider alternative modes of instruction, i.e. 1:1 virtual instruction, hybrid instruction, alternative instruction times, modified curriculum</li> <li>· Implement FBA/BIP that can be executed in a virtual/hybrid setting</li> <li>· Amend IEP to include virtual/hybrid plan</li> <li>· Provide tutoring inside or outside school building on school grounds (1:1)</li> </ul>
Environmental factors that potentially influences virtual/hybrid instruction	<ul style="list-style-type: none"> <li>· Family and cultural living components, i.e. set-up instruction location, family schedule, internet services</li> <li>· Provide student materials, furniture,</li> <li>· Troubleshoot utility service assistance</li> </ul>
Sensory or other factors that potentially influence the student’s ability to participate in virtual/hybrid instruction	<ul style="list-style-type: none"> <li>· Auditory considerations (i.e. noise canceling headphones), attention-deficits (table top dividers)</li> <li>· Consider alternative modes of instruction, i.e. 1:1 virtual instruction, hybrid instruction, alternative instruction times, modified curriculum</li> </ul>
Student’s ability to engage in and complete learning activities and assignments	<ul style="list-style-type: none"> <li>· Modified assignments (shorten length)</li> <li>· Amend IEP to include distance learning plan</li> <li>· Provide tutoring in the school building (1:1 or small group)</li> </ul>

- Documented communication between parent and teacher to discuss existing barriers (EasyIEP).
  - Create daily behavior incentive tracker
  - Consider alternative modes of instruction, i.e. 1:1 virtual instruction, hybrid instruction, alternative instruction times, modified curriculum
- Behaviors (new or existing) or circumstances that may potentially interfere with engagement and learning
- Virtual or telephonic counseling sessions
  - Implement FBA/BIP that can be executed in a virtual/hybrid setting
  - Referral to community support services
  - Amend IEP to include distance learning plan
  - Provide student tutoring in the school building or community (1:1 or small group)
  - Documented communication between parents and teachers to discuss existing barriers (EasyIEP)
- Unanticipated barriers that may become apparent during virtual/hybrid learning
- Schedule meeting with IEP team to discuss barriers and create a plan to alleviate barriers
  - Continue progress monitoring
  - Amend IEP to include distance learning plan

### Progress Monitoring Data System

Data Type	Description	Data Collected	Frequency
Related Services Tracker (EasyIEP)	Review and analyze related service progress in relation to baseline and IEP goals (OT, speech, behavioral counseling)	· Benchmark · Skill mastery	According to IEP
IEP Quarterly Reports	Review and analyze IEP goal progress	· Benchmark · Skill mastery	Quarterly
IEP Goal Tracker	Review and analyze IEP goal progress	· Benchmark · Skill mastery	Weekly
Formative Assessments	Daily Exit Tickets	· Skill Mastery · Concept Internalization	Daily

	Checks for Understanding	· Understanding of the learning process and practice expectations	Daily
	Teacher/Student Conferencing	· Individual struggles, questions, goals, and challenges	Weekly
	i-Ready	· Math and ELA performance levels and growth over the course of the school year	Three times per year
	ANet	· Math and ELA grade level performance as it relates to PARCC proficiency and standard mastery	Three times per year
Summative			
Assessments	MAP	· Student mastery of skills and PARCC readiness	Two times per year
	Short Cycle Assessment	· Skill and standard mastery within the context of the unit or subtopic	Twice Per Quarter
	Unit Assessments	· Skill and standard masters within the scope of the entire unit	Once Per Unit

The student's IEP Team will include a special education teacher, general education teacher, parent/guardian and related service provider (if the student receives services). The parent/guardian is an integral member of the IEP team and will be provided with timely and consistent feedback regarding the student's progress throughout the school year. There will be continuous collaboration between the parent/guardians and other IEP team members as it pertains to student progress and IEP meetings, including the following:

### **Progress Monitoring Communication System**

**IEP Review** - Review the components of the student's current IEP to determine the services that can be delivered in a virtual and hybrid learning environment. Determine which services may need additional accommodations and modifications in order to continue providing FAPE to the student. Educators identify and develop strategies to provide instruction to support students progress on their IEP goals and the general education curriculum grade-level standards.

**On-going Progress Monitoring** - Weekly meetings will be held with case managers and the Director of Specialized Programs to review and analyze student progress data to include IEP goal trackers, service delivery log, and formative classroom assessments. Parents/guardians will receive a weekly update of student progress.

**IEP Quarterly Progress Reports** - Case managers will update student progress for current IEP goals in EasyIEP.

Quarterly progress reports will be analyzed as a progress monitoring tool to evaluate student IEP goal progress.

**Procedural Safeguards** - A procedural safeguards manual will be delivered to parents/guardians in a digital format. The signature page should be returned using an e-signature, however parents that are not able to access this format may receive a paper copy via postal mail.

**30-Day Review** - New student IEPs will be reviewed within 30 days of a student's attendance at Global. Case managers will contact parents to schedule a virtual or telephonic meeting to review the student's IEP and discuss possible IEP amendments.

**IEP/Eligibility Meetings** - Parents/guardians will be contacted by the IEP case manager to schedule a virtual or telephonic meeting. Parents will be provided with a copy of the pertinent documents at least 7 days prior to the meeting. IEP meeting participants will receive documents that require signatures via e-signature or postal mail.

**Parental Consent** - Students with IEPs that will be evaluated/re-evaluated during the 2020-2021 school year will receive an e-signature parental consent form. Consent forms will be mailed via postal mail to parents that do not have access to the digital format and parents that have not responded to the digital consent forms. If there is a barrier to obtaining consent on the EasyIEP consent form, the parent/guardian will be asked to provide consent using an alternative method, such as text message or email.

**Initial/Re-evaluation Testing** - The IEP team will conduct an analysis of existing data (AED) to determine if additional information is needed to answer the guiding questions for eligibility determination. If it is determined that additional testing is needed, the student will be administered testing by the school psychologist or Director of Specialized Programs (in conjunction with school closure regulations).

**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**

In an effort to engage families and support student progress, several initiatives have been adopted

- **Family Needs Assessment** - A family needs assessment will be sent to parents before the beginning of the school year. Information gathered will include preferred mode of communication, optimal time of day for student services, level of parent expertise on technology platforms and questions about family member disabilities or limitations that may impact virtual learning for the student. A survey was also sent to parents in July 2020 to gather initial technology information from families.
- **Staff Training** - Staff will be trained on how to support family members with disabilities which will include the communication strategies and formats for individual family members with specific needs. This training will occur prior to the beginning of the school year.

- Special needs assistance - Those families that have indicated that there is a family member with a disability will receive assistance in accessing the instructional information dependent upon the nature of the disability, i.e. provide a tutor for a student with a parent that has cognitive disability or text-to-speech software for a parent with a visual impairment.
- Instructional Daily Reminders - The families of students with disabilities who are learning remotely will receive the following:
  - o A reminder notification each morning to attend class or complete assignments in the LMS sent via app, email, phone, or text.
  - o A notification if not present by 10:00 a.m.
  - o A phone call from the school the same day notifying them of the student's absence from school, if applicable, and to provide any support needed to the student.
- Weekly announcements with any applicable updates will be sent to families via app, newsletter, and email.
- IEP Review - Review the components of the student's current IEP to determine the services that can be delivered in a virtual and hybrid learning environment. Determine which services may need additional accommodations and modifications in order to continue providing FAPE to the student. Educators identify and develop strategies to provide instruction to support students progress on their IEP goals and the general education curriculum grade-level standards.
- Parent Collaboration - determine resources that may be needed to lessen barriers to learning within the distance learning and hybrid environment (small group instruction, individual tutoring, community-based activities). Discuss optimal related service provider delivery times. LEA-specific identification of technical requirements for mobile platform access, and ensuring the availability of troubleshooting resources for mobile platforms.
- Weekly Student Progress Check-in - provide families with a weekly update of student progress as it relates to attendance, classwork completion, assessments, and social emotional behavior. Parents will determine the mode of communication (email, text, phone) on the Family Needs Assessment.
- Monthly Strategies Newsletter - provides families with a resource of strategies, tips, and tools that will support students within the home environment
- Quarterly Parent Webinars - provide families with a community forum to interact and discuss related concerns and share highlights during distance learning. Special education teachers and related service providers will offer additional learning opportunities and strategies to use within the home environment.
- Updated Points of Contact - Provide parents with updated contact information for special education teachers, case managers, related service providers, and Director of Specialized Programs.

### **The manner in which LEA deliver related services for students in distance Learning**

Related services will be delivered in-person, using a virtual platform (i.e. ZOOM or GoogleMeet) or telephonically. The manner in which related services are delivered will be based upon the needs of the student and a collaborative decision between the family and the related service provider. During the virtual phase, related services will be provided using a virtual platform unless that method is unsuccessful. All health and safety protocol per OSSE and DC Health guidance will be implemented for in-person services.

Related service providers will document the provision of services using the service trackers in EasyIEP. The service

trackers will be completed, signed by the service provider and uploaded in Easy-IEP. Service trackers must be completed and uploaded on a monthly basis.

The EasyIEP communications log will be used to document parent/guardian communication.

**The manner in which the LEA will support parent training for students receiving related services through distance learning**

Related service providers will contact families of those students on their caseload at the beginning of the school year via phone and email to introduce themselves. Based upon the parent needs assessment and introductory communication, related services providers will determine the following:

- Preferred mode of communication between parents and related service providers (telephone, video, email or text)
- Preferred parent contact days/times
- Preferred method of service delivery for the student (telephonic, video, or in-person) dependent upon the status of reopening schools.
- Preferred times for service delivery to the student
- Schedule individual parent training sessions

Training will be provided by the related service providers at the beginning of the school year and will include:

- Overview of the IEP goals in which student's related services will be targeted.
- Training on how to use assistive technology and materials that may be needed according to the student's IEP
- Determine how parents will receive assistive technology and materials
- Training for families in using the distance learning platform
- Discussion about the general format and expectations for the student during the related services session.
- Training in using use additional resources (i.e. games, worksheets, websites) in extension student activities
- Related service providers will provide input in the monthly strategies newsletter which will provide tips, tools, and resources to support students within the home environment
- Related service providers will provide parents with a copy of the service trackers (uploaded in SEDS).
- Related service providers will provide their contact information to the families.

**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 US Department of education has acknowledged that once school resumes normal operations, IEP teams must make individualized determinations as to whether compensatory education services are needed to address lapses in services. (OSEP Guidance Question A-1, USED Supplemental Fact Sheet at p.2).

The Global special education team will make an individualized determination whether and to what extent compensatory services may be needed for students with IEPs during the 2020-2021 school year. Global will begin offering compensatory educational services to students who qualify in August 2020, prior to the first day of school.

Delivery recovery services plan:

- Global will continue to collect student data during periods of distance learning and incorporate these activities into LEA-wide and student-level recovery planning.
- Global will assess and mitigate student regression upon return to the 2020-2021 school year.
- Resources and timeframes that will guide the IEP team to make individualized recovery services/compensatory education decisions include the following:

<b>Resources</b>	<b>Timeframe</b>	<b>Review/Analysis</b>
Current IEP	Review July 27, 2020 - Aug 7, 2020	Document student PLOPs, IEP service hours, accommodations
IEP Quarterly Progress Reports (Q4)	Review July 27, 2020 - Aug 7, 2020	Analyze student progress to IEP goals for 2019-20 school year
NWEA MAP student report	Assess students beginning Aug. 17, 2020 (reading, math, and language)	Analyze student performance and growth to prior year (if applicable)
i-Ready Diagnostic	Assess students beginning Aug. 10, 2020 (reading and math- see school Assessment Plan)	Analyze student performance and growth to prior school year (if applicable)

- Global will communicate with families regarding student-level recovery planning, including anticipated timeframes for compensatory education discussions and service delivery, as appropriate. The IEP team will make individualized decisions regarding when a student’s compensatory education services should begin and end, and the modality and method of receipt of those services.

- During recovery planning, the IEP team will determine which method of synchronous, asynchronous, hybrid instruction models will be available to provide compensatory services to determine the method in which students will receive compensatory services.

**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**

Students with disabilities will be assessed at the beginning of the school year to determine if there has been a lapse in that would require compensatory education. Students with IEPs will be administered skill-based assessments at the beginning of the 2020-2021 school year to determine the compensatory services and service hours that will be provided.

Student testing data will be collected and analyzed, along with a review of the student's current IEP and IEP quarterly reports to determine appropriate compensatory services. The assessment administration location will be dependent upon the virtual and hybrid model being utilized by students.

NWEA MAP

- New Students - 8/17/2020 - 8/30/2020
- Returning Students - 8/17/2020 - 9/10/2020

iReady Diagnostic

- New Students - 8/10/2020 - 8/17/2020
- Returning Students - 9/10/2020 - 9/30/2020

**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**

Students that have been identified to be in the care of the District of Columbia and students experiencing homelessness will be assessed within the same timeframe as new students and students with IEPs to allow for the delivery of recovery services in an expedited manner. Students who are experiencing homelessness will be able to have tutoring sessions (virtual or in-person) to assist with facilitating the students' academic growth. Additionally, all students experiencing homelessness will receive a Chromebook, mobile hotspot and other necessary school supplies to experience success in the virtual and hybrid educational settings.

- **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.**

## English Learners

### Overview

Washington Global PCS's language acquisition model is centered on meeting the individual needs of its EL population while ensuring that students are held to high academic standards. The goal of Washington Global's model is to facilitate students' acquisition of communicative and academic English, including writing, reading, listening and speaking. Students also work on grade-level, core content work with the EL specialist. Additionally, Washington Global also promotes a classroom environment that values the richness of diverse cultures and perspectives, and promotes cultural awareness. The plan set forth below assumes that Global will offer 100% virtual instruction through November 6, 2020 and hybrid instruction with in-person offerings after that date.

### Program Model, Language Instruction, Access to Grade-level Materials

Currently, Washington Global uses an English-only model of instruction. Based on the needs of its EL population, Global may offer EL services in different settings, including but not limited to: 1) Pull Out/ Class Period Model where students are taught in general education classes in English and the EL specialist pulls EL student(s) out of class to provide services, and 2) Push In Model where the EL specialist pushes into the EL students' academic classes to provide services to the individual student.

Each year, Global's EL coordinator and registrar work collaboratively to identify students who receive EL services, or need to be evaluated based on the results of their Home Language Survey (HLS). Global's EL population changes each year and the specific program is tailored to meet the needs of the population. In the past, Global has only had 1 EL student each year. This school year (2020-2021), Global will work to determine which students need ELA support through identification and testing (WIDA). This school year the EL specialist will provide EL services in the setting that meets the needs of the EL population. These settings could include:

- Pull-out setting (on-site)
- Push-in setting (on-site)

If the student is attending virtually, the pull-out setting will occur with their EL case manager at least once a week, or more based on the needs of the student, via Zoom. Likewise, if the student is attending virtually, the push-in support will be provided by the EL case manager providing additional support to the student through our LMS.

Global is implementing a plan that focuses on the student's ability to communicate academically (writing, speaking, reading, and listening), while accessing grade level material and standards. The EL session includes, but is not limited to the following instructional strategies:

1. **Vocabulary Development:** The teacher uses available resources, including i-Ready to provide vocabulary development lessons to the student.
2. **Reading:** The teacher utilizes a variety of resources, including i-Ready (blended and direct instruction lessons) and texts from the student's ELA class to help the student improve reading comprehension and fluency.
3. **Writing Support:** The teacher assists the students with grammar, punctuation, and academic writing. The teacher supports the student with grade-level, content-area assignments, and provides supplemental support with materials such as *The English Grammar Workbook for Grades 6, 7, and 8*.

4. Conversational English: The teacher conducts specified questioning and conversations with the student to assist the student with mastering conversational English.

The EL Specialist also works with content area teachers to modify assignments as needed for students.

When addressing EL students, the CCSS suggests that teachers understand that students can learn grade level standards without having fully mastered the English Language. EL students can use their knowledge in the native language to boost their skills, while offering a diverse perspective that enriches the school and community. It is necessary for ELs to have access to:

- Teachers and staff who are qualified to support ELs;
- Literacy-rich school environment;
- Instruction in English foundation skills to support ELs in participating in grade-level coursework;
- Coursework that is comprehensive for students learning content in a second language, with the help of additional support;
- Ongoing assessment to direct learning;
- Model English speakers;
- Opportunities to develop communication skills through classroom discourse and interactions with other students;

Students will be provided additional support and differentiated instruction and support with the below program.

Digital Programs	How Learning Will Occur (Hybrid learning ispending, start of 2nd Quarter)	How it Supports ELs
Lexia	Virtual/Hybrid	Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English or need remedial support. Students using Lexia will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction.
iReady	Virtual/Hybrid	Students utilize iReady in their Math and English classrooms at least weekly, which provides targeted online lessons to each student. The school also utilizes iReady as a diagnostic tool to better understand the needs of individual students.
Learning Ally	Virtual/Hybrid	Students will use Learning Ally as a reading platform where students are able to access books based on their lexile level. Teachers can create bookshelves and can assign books to students. Learning Ally contains all the

books we will use in ELA class based on our Engage NY curriculum.

Get Epic!	Virtual/Hybrid	GetEpic is a reading platform for students to choose engaging informational and literary texts and books remotely. Teachers can assign books and can use the program to track students reading.
Fountas and Pinnell	Virtual/Hybrid	Fountas and Pinnell is a program that provides leveled texts to students that can be read in tandem with Zoom.
NewsELA	Virtual/Hybrid	NewsELA allows students to read current events that have been adjusted to meet their lexile level. Teachers can assign standards-based quizzes to the news articles to check for student understanding.
IXL	Virtual/Hybrid	Students can utilize IXL in ELA, Math, Science, Social Studies and Spanish. This program provides students with targeted online lessons to each student.

### **Determining Services for English Learners**

Students who are identified as English learners have the right to participate in the English language instructional program at school. Federal law requires schools to offer eligible students an English language instructional program so they may attain English language proficiency and achieve academic success.

Students will be determined to be eligible for EL services based on the Home Language Survey, which will be given to all families enrolling their child in a District of Columbia school for the first time. The form is in English, Spanish, Amharic, French, Chinese, Korean and Vietnamese. The Home Language Survey is not used to determine a family's immigration status; a family's residency status; or if the student is an English learner (this is determined by the English language proficiency screener). If the parents state that they use another language other than English as the primary language at home, then students will be given the World-Class Instructional Design and Assessment (WIDA).

Some students may participate in school fully remotely due to health and safety precautions and may be unable to take the EL screener test in-person within 30 days of the first day of school. As such, if timely in-person screening is not possible for a student due to full remote learning and/or health precautions, Washington Global will conduct a provisional EL screening. This procedure was developed by OSSE, with input from the State Title III Advisory Committee, as part of the District's response to the coronavirus (COVID-19) pandemic, in order to provide greater flexibility on the timing of full EL identification.

When using the provisional EL identification procedure, Washington Global will verbally explain to parents the information required to be in the parent notification letter to start providing EL services remotely for those students. Washington Global will keep track of all students who are screened using the provisional method and record the results as "Provisional EL" (PEL) or "Provisional Not EL" (PNEL) in the student information system (SIS).

If the student is attending school virtually, and is in grades K – 12, the EL Coordinator at Washington Global will conduct a student interview virtually or by phone (See Appendix A: Language Use Rubrics). The purpose of the interview is to gather sufficient information about the student’s current proficiency in English to determine provisionally, in the absence of ability to administer the state-approved screener, whether EL supports and services are needed, so that the student may begin receiving those services immediately. An EL teacher or coordinator should meet with the student to gather information about the student’s current skills in English and rate the student’s responses using the language use rubrics in Appendix A.

When it is possible to physically test in person, Washington Global will complete a formal screening for all students screened provisionally during distance learning, including students whose provisional screening indicated *Provisional – EL* and those whose results indicated *Provisional – Not EL*, within 10 instructional days.

## **Assessment**

The EL program will develop and assess students’ language communication skills to meet or exceed grade level standards. Washington Global will use the Access for ELs test by World-Class Instructional Design and Assessment (WIDA) to assess ELs. WIDA measures both academic and social language proficiency, and is specifically tied to standards, curriculum and instruction. The WIDA assessment covers the areas of speaking, listening, reading, and writing. Students are assessed on six levels of English language proficiency, which are used to determine what English language services they receive. The intensity of the services will increase based on the needs of the students.

Students who attend only virtually will be given the assessment within 30 days digitally. Parents will be notified at least 48 hours prior to the test being taken and will review the purpose of the test and go over logistics. The assessment proctor will set the time for the assessment and will be available to assist with any technical difficulties.

Parents will be notified by the school within 30 days of the student being enrolled at Washington Global, the results of the test. The information given to the parent must be as follows:

- The reasons for their child’s identification as an EL and for placement in a language assistance program;
- The child’s level of English proficiency and how it is assessed, and the status of the child’s academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- How such programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELs, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- In the case of a child with a disability, how such program meets the objectives of the individualized education

program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));

The parents must also be notified of their rights:

- To remove their child from such programs upon their request;
- To decline to enroll in the program or choose another program, if available;

ELs will also be assessed throughout the school year to provide additional data to teachers and EL case managers in order to determine further supports and scaffolds needed. Below is a chart of the assessment types and occurrences for the 2020-2021 school year.

### Testing Schedules and Data Table

Assessment Type	Assessment Description	Data Collected	Frequency
	Daily Exit Tickets	<ul style="list-style-type: none"> <li>· Skill Mastery</li> <li>· Concept Internalization</li> </ul>	Daily
Formative Assessments	Checks for Understanding	<ul style="list-style-type: none"> <li>· Understanding of the learning process and practice expectations (through student/teacher discussion, assignments, and other classroom collection methods)</li> </ul>	Daily
	Teacher/Student Conferencing	<ul style="list-style-type: none"> <li>· Individual struggles, questions, goals, and challenges</li> </ul>	Weekly
Summative Assessments	i-Ready	<ul style="list-style-type: none"> <li>· Math and ELA performance levels and growth over the course of the school year</li> </ul>	Three times per year
	ANet	<ul style="list-style-type: none"> <li>· Math and ELA grade level performance as it relates to PARCC proficiency and standard mastery</li> </ul>	Three times per year
	MAP	<ul style="list-style-type: none"> <li>· Student mastery of skills and PARCC readiness</li> </ul>	One to two times per year
	Short Cycle Assessment	<ul style="list-style-type: none"> <li>· Skill and standard mastery within the context of the unit or subtopic</li> </ul>	Twice Per Quarter

### **Accommodations for English Learners**

During instruction, some ELs may benefit from the use of accommodations to assist them in accessing the curriculum. These accommodations will be based on the WIDA assessment data and will be monitored by the case manager. If the student is dually-identified as SPED and a EL student, the student should receive both special education services and EL services.

Accommodations are available on content based assessments. The District of Columbia offers PARCC mathematics assessments in grades 3-8 and high school in Spanish. PARCC mathematics assessments have been trans-adapted into Spanish for the computer based tests, paper-based tests, text-to-speech computer-based tests, and large print paper-based tests. For all PARCC assessments (ELA/literacy and mathematics), general test administration directions are provided in the following languages: (1) Spanish; (2) Arabic; (3) Navajo; (4) Chinese Mandarin; (5) Vietnamese; (6) Portuguese; (7) Polish; (8) Haitian Creole; (9) Urdu; and (10) Russian.

Washington Global will ensure that ELs have access to such support as they strive to achieve the CCSS that prepare them for equal participation as native English speakers in social, economic, and civic endeavors in their community.

### **Exiting and Reclassification**

Students who receive a composite score of a 5.0 or higher on the WIDA assessment in the four areas of reading, writing, listening, and speaking, will be able to exit the program successfully. Parents will be notified in writing of the exit decision, the student's English language proficiency, supporting evidence, and the right to contest the reclassification. Parental notification will be retained on file.

Students exited from EL status must be monitored for four years to ensure that:

- The student has not been prematurely exited;
- Any academic deficits incurred have been remedied; and
- The student is meaningfully participating in the standard program of instruction comparable to their non-EL peers.

Once students are exited from the language assistance program, they are reclassified from EL to EL monitored. The case manager will continue to monitor the former EL student. If a student is not successful, the Washington Global will determine whether the cause is a lack of language proficiency, or other factors, and have procedures in place to assist these students.

Washington Global will monitor former EL students by:

- On-going monitoring of development of content skills/knowledge as the student progresses through his/her program of instruction to ensure successful transition into the regular instructional program; and
- Periodic program evaluation to ensure that academic support services for EL monitored students.

If an exited EL is now in "EL Monitored" status and monitoring suggests a persistent language need, schools can re-test or re-screen the student to discern if the student needs additional language services. Washington Global will include parents in this decision.

### **English Learners Distance Learning Policy**

In the case of distance learning, EL students will participate with a cohort of students and will have both synchronous and asynchronous classroom instruction daily, as noted in the School's Instructional Delivery Plan. EL students will be provided with the tools and resources to be able to engage in a virtual classroom.

In addition to the support given by the classroom teachers, EL students will be provided continued support from their EL case manager, who will ensure the components for an EL student's lesson are present and scaffolded to meet the student's individual needs. EL students will be contacted regularly by the EL case manager to provide interventions and support as needed. Given the need of support, EL students will conference with their EL case manager at least once a week via Zoom for check ins and support. The EL's will get specific practice around their speaking and listening during these Zoom meetings.

### **Goals**

In the event of full virtual learning, EL goals will be set based on the diagnostics assessments provided to all our students, i-Ready and NWEA MAP, in addition to the provisional identification procedure. The EL's academic goals will be created and monitored by the EL case manager. Further support will be provided if deemed necessary based on grades and academic data. Any accommodations previously in place, will still be offered to the students in virtual learning.

The below chart demonstrates how Washington Global will determine and monitor the goals of an EL student.

Assessment Type	WIDA Goal Area	Frequency	How the Data will be Used
i-Ready and NWEA MAP	Reading	Every 3 months	<ul style="list-style-type: none"><li>· EL case manager will set data related goals and progress monitoring</li><li>· EL case manager will create a reading intervention and</li></ul>

			support plan
			<ul style="list-style-type: none"> <li>· Texts and books will be recommended for the student in reading class</li> </ul>
Writing Sample based on WIDA Rubric	Writing	Twice a year	<ul style="list-style-type: none"> <li>· EL case manager will set data related goals and progress monitoring</li> <li>· EL case manager will create a writing intervention and support plan for ELA and content area classes</li> </ul>
Oral Interview based on WIDA rubric	Speaking	Three times a year	<ul style="list-style-type: none"> <li>· EL case manager will set data related goals and progress monitoring</li> <li>· EL case manager will generate a speaking learning continuum based on WIDA standards to support next steps</li> </ul>
Oral Interview based on WIDA rubric	Listening	Three times a year	<ul style="list-style-type: none"> <li>· EL case manager will set data related goals and progress monitoring</li> <li>· EL case manager will generate a listening learning continuum based on WIDA standards to support next steps</li> </ul>

## Appendix A

This document will be used to assess students who will only attend school virtually. The interview will occur with the student over the phone or during a Zoom conference.

### Speaking (Grades K – 12)

Interviewers will have strategies in place to:

- Ensure students are comfortable during the interview, especially given that students may not have experience interacting with someone through a screen; and
- Communicate with the parents so the student answers the questions independently.

The interviewer will ask questions at varying levels of difficulty to elicit responses from the student that will make it possible to estimate the student’s current English oral proficiency. As the interview progresses, the interviewer should tailor the questions and follow-up probes as necessary based on the age and apparent proficiency of the student.

Start with introductory, beginning level questions that are developmentally

appropriate. For example, a 5-year-old may not know how to

Ask probing follow-up questions to give the student the opportunity to provide extended responses.

answer, “Where are you from?”

Ask increasingly higher level questions, if the student’s

responses show they may be able to answer more

linguistically demanding questions.

Stop at the level where student has difficulty responding. If the student has difficulty responding at a given level, ask easy closing question to end on a positive note.

Below are examples of questions at various levels of difficulty. LEAs can use these or other questions.

### **Examples of beginning level questions**

- “My name is \_\_\_\_\_. What is your name?”
- “I’m from Washington, DC. Where are you from?”
- “How old are you?”
- “I like to \_\_\_\_\_. What do you like to do?”
- “Tell me about your family.”

### **Examples of intermediate level questions**

- “What do you like at school?”
- “What kinds of food do you like?”
- “Tell me about your favorite sports team/game/toy/hobby)”
- “What would you like to do when you graduate from high school/grow up?”
- “The weather is \_\_\_\_ today. Tell me what weather you like.”
- “If you could do something special, what would you do? Why?”
- “Who is your hero and what makes that person special?”

### **Examples of high level questions**

- “What is your favorite subject in school and why?”
- “Let’s pretend that I am a friend. Tell me why I should like your favorite

### **Examples of probing followup questions (for all levels)**

- “Tell me more.”
- “Can you say more about that?”
- “Why do you like/think/feel that?”
- “What else can you tell me about that?”
- “What details can you add to that?”

(sports team, video game, toy, or hobby).”

•“Describe your favorite teacher/friend/family member for me.”

•“Describe a job that you think is useful for society and why.”

•“Tell me about a time when you solved a problem. What was the problem and how did you solve it?”

•“What activity is the best to do when staying home? Give 2-3 reasons why you think that.”

## Reading and Writing (Grades 1 – 12)

Provide the student a passage or short book (electronically) in English that is both grade-level appropriate and within range of the student’s apparent proficiency, as shown in the listening and speaking portion of the interview. It is recommended that LEAs use a text from their curriculum or a website such as [www.newsela.com](http://www.newsela.com) or [www.readinga-z.com](http://www.readinga-z.com), along with accompanying questions, to elicit understanding of the student’s comprehension of the text.

If a student appears to be in an intermediate or high English proficiency level, then choose a

reading passage of corresponding difficulty that is also suitable for the grade level.

If a student appears to be in the beginning levels of English proficiency based on the interview, then choose an easier reading passage that is also suitable for the grade-level.

Ask the student to read the passage out loud. If the student is unable to read the passage at all, switch to an easier passage or end the reading portion of the interview. Then ask 2 or 3 relevant comprehension questions. LEAs can use the example questions below or other relevant questions for the grade and text.

### Example questions

- What is this book/passage about?
- Who is the main character? •What happens at the end of the passage?
- What happens first in the book/passage? •What did you learn from this passage?
- What is the problem in the story/passage?•Did you like the book/passage? Why did/didn’t you like it?

Next, ask the student to respond to a writing prompt.

- If the student’s reading was rated at intermediate and/or high levels, use a prompt about the passage. • If the student was unable to complete the reading portion, use a prompt that is not tied to the passage.

- Written directions and a word bank or sentence starter may be provided.
- The student may complete the writing in the meeting or on their own and submit it by email.
- Rate the student’s writing using the writing rubric.

**Example prompts**

- Write about your family.
- Write a paragraph that tells what the passage is about.
- Write a summary of the book/passage.
- Write about what you like to do for fun. Give details about who, what, when and where.
- Write a paragraph about the best day you ever had.

Use the family interview responses or the language use rubric ratings to make a provisional identification of *Provisional - EL* or *Provisional – Not EL*.

<b>Grade</b>	<b>Record as <i>Provisional – EL</i>:</b>	<b>Record as <i>Provisional – Not EL</i>:</b>
K-12	<u>Any rubric ratings are “Beginning” and/or “Intermediate”</u> , indicating the student will most likely meet the criteria for EL status upon full screening.	<u>All rubric ratings are “High”</u> , indicating that the student will most likely meet the criteria for EL status upon full screening.

**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.**

**Overview**

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

Washington Global has always been a technologically-minded school. The School understands that school-owned-and-operated technology is a necessary part of the learning process for all students especially during the 2020-2021 school year. This technology policy assumes that students will be engaging in classes 100% virtually/remotely through November 6, 2020 and in a hybrid education model afterwards. Both models require all students to have a school Chromebook and mobile hotspot. Washington Global is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Acceptable Use and Safety* form prior to receiving their equipment and devices.

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

The policy below will address the following key technology points:

- o Equipment, Software, Support, and Training Expectations for Students and Staff
- o Assessing Need
- o Support
- o Replacing/Repairing Equipment
- o Expectations for student access to internet and safeguarding personally identifiable information (PII);
- o Remote Learning Limitations on School-Provided Devices

### **Equipment, Software, Support, and Training Expectation for Students and Staff**

Washington Global will provide all students and staff with the necessary technology equipment, software, and training to fully participate in distance learning as indicated in the information below. Washington Global conducted a detailed needs analysis of its technology program from the 2019-2020 school year in order to develop a comprehensive technology plan to meet the needs of all of its stakeholders in the 2020-2021 school year. Based on the 2019-2020 needs analysis, a majority of Global's students relied on school technology to engage in the school environment during the school closure caused by the pandemic. Therefore, the School has a 2:1 Chromebook program for all students to ensure students have access to continuous learning both at home and at the school during the hybrid phase. During the 100% virtual/remote phase all students will receive a Chromebook and internet hotspot. As the school services grades 6-8, all students will follow the same technology policy.

### **Equipment**

All students of Washington Global will receive a School Chromebook to take home with him or her the week of August 10<sup>th</sup>, and as needed, a hotspot and a calculator. Beyond the school Chromebook that will be kept at each student's home, the School will provide a Chromebook in the student's classroom for each student who participates

in on-site learning. Each Chromebook will be set up and customized for each student and will be password protected so that the student’s information is secure. Other family members are not permitted to use the School’s Chromebook for personal use.

All Washington Global staff will receive a School Laptop, School iPad for all teachers, and as needed, a wireless mouse prior to the start of school on August 31, 2020. Teachers will also have the option of receiving a document camera if they elect to use this device.

**Software**

All students and staff will have access to the following software using school-created, and maintained, log-in and passwords. At no time will anyone outside of the school’s community be able to access the software.

The following table shows the various software being used at Washington Global for in-person and distance learning programs:

<i><b>Software</b></i>	<i><b>Who has access?</b></i>
<i>PowerSchool</i>	<i>Students and Staff (only select Global administrators have Admin access to PowerSchool)</i>
<i>iReady, IXL, NewsELA, Lexia180, Fountas &amp; Pinnell, Buzzmath, GetEpic, LearningAlly</i>	<i>Students and Staff (student records will be stored securely and only accessible by admin)</i>
<i>Washington Global Email and Google Suite</i>	<i>Students and Staff (log-ins will be customized for each user; Google Admin is centrally located to protect student and staff privacy)</i>
<i>ANET, NWEA, Nearpod</i>	<i>Students and Staff (Student testing information is secure)</i>
<i>ZoomPro, Swivl, DeansList, CommonLit, TCI, Google Remote Desktop</i>	<i>Staff (only select Global staff will have access to Google Remote Desktop)</i>
<i>Chrome Extensions: Chrome Vox, Mercury Reader, and Google Dictionary</i>	<i>Students</i>
<i>Hapara</i>	<i>Select Global administrators have access to Hapara - used to monitor student web access and to limit which websites students have access to</i>
<i>Google Remote Desktop</i>	<i>Select Global technology team members will have access to Google Remote Desktop to provide remote troubleshooting support for students</i>

**Family Engagement Policy**

## Training

Washington Global is providing training on all equipment and software for students and staff members.

*Staff Members:* Training will be held between the weeks of August 3, 2020 and August 31, 2020. Staff training will include, but not be limited to:

- What teachers should be troubleshooting during class, such as:
  - o Log-in information for students
  - o Finding and accessing documents on any used platforms
  - o Assist students to log into Zoom, Google Classroom or Nearpod
  - o Applicable information about student hardware

### Washington Global Professional Development and Teacher Training Plan

#### **Pre-Service Training**

*(Aug 3rd, 2020-30th, 2020)*

#### **In-Service Training**

*(Every Wednesday)*

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>· Introducing and Defining the Washington Global Phase 2 Distance/Hybrid Learning Model and Teacher Expectations</li><li>· Google Classroom Training</li><li>· Instruction Video Creation Training/Norm Setting</li><li>· Nearpod Training/Webinars</li><li>· Zoom Pro Training: Video Conference Norms &amp; Expectations</li><li>· Swivl Training: The Hybrid Teaching Model</li><li>· <u>ELA</u>: iReady, IXL, NewsELA, CommonLit, Actively Learn</li><li>· <u>Math</u>: iReady, IXL, Buzzmath,</li><li>· <u>SS</u>: TCI Training</li><li>· <u>Reading</u>: Lexia, NewsELA, F&amp;P LII</li><li>· Service Learning:</li><li>· <u>SPED</u>: Learning Ally, NWEA MAP, EasyIEP</li><li>· Planning for Social-Emotional Digital Transformation</li></ul> | <ul style="list-style-type: none"><li>Testing</li><li>NWEA MAP Testing Procedures</li><li>NWEA MAP Learning Continuum PD</li><li>ANet Testing Procedure</li><li>ANet Questioning vs. WG Formative Assessment Standard Aligned Questioning</li><li>i-ReadyTesting</li><li>Ongoing Health and Operations Trainings as they related to the school's COVID-19 response</li><li>Family Support and Communications Ongoing Training</li><li>Instructional Best Practices</li><li>Danielson Topics for Developing Instructional Mastery</li><li>Formative Assessment Data Analysis and Planning</li></ul> |
|---|--|

- Building Community in the Digital Classroom
  - Cross-Content Collaboration & Planning
  - Incorporating Free Online Resources
  - Operations and Health: COVID-19 OSSE Training, Health and Operations Trainings
  - Family Support and Communications
  - Attendance Training
- Data Driven Instruction
  - Interdisciplinary Best Practices
  - Cross Content Planning and Collaboration
  - Teacher Student Conferencing
  - Transformative Instructional Practices: Growing the Digital Learning Experiencing
  - Anticipating and Attaching Learning Gaps (Pre and Post Covid 19)
  - Digital School Culture
  - Digital Classroom Management
  - Digital Communication with Parents

*Student and Family Training:* Equipment and software training will occur between August 13th and August 30th, prior to school starting on August 31st. Student and family trainings will include, but are not limited to:

**Washington Global’s Parent Training  
and Community Engagement Plan**

*August 13th through August 30th*

<b>Workshop/ Session Topic</b>	<b>Purpose and Goals</b>
Welcome Back & Welcome Forward	<ul style="list-style-type: none"> <li>· General Welcome and overview basic</li> <li>· Questions and Answers</li> <li>· Introduction to the parent orientation schedule &amp; supports and materials</li> </ul>
Student Technology and Systems	<ul style="list-style-type: none"> <li>· How to properly care and use the equipment</li> <li>· Quick troubleshooting at home</li> <li>· How to submit a ticket</li> <li>· Proper conduct online and using Global’s systems</li> </ul>
Surviving Middle School: What to Expect in Your New Grade Level	<ul style="list-style-type: none"> <li>· Meet and greet with grade level teachers</li> <li>· Insight into the year</li> </ul>
· 6th Grade Session	<ul style="list-style-type: none"> <li>· Grade level culture norms and expectations</li> </ul>

- 7th Grade Session
- 8th Grade Session

- Explaining and framing our Learning Management System
- Our Learning Management Systems Explained
  - Outlining our online platforms
  - Explaining Key Terms/Norming Language
- Hybrid Immersion: A Day in the Life of a Scholar
  - A live demonstration of a condensed school day to share the look and feel of onsite/hybrid asynchronous learning
  - A visual guide through the primary online platforms that students will encounter
- Google Classroom, Nearpod, IXL and iReady 101
  - Discussion of Expectations
  - Questions & Answers
  - Where to find resources and IT or Tech Support
- Remote Learning 101: Tips and Tricks to Support Students with the Accountability of Self Motivated Learning
  - Discuss and share, with parents ways, to support scholars with lesson activities that are student driven and student motivated
- Healthy Social Habits & Behaviors
  - Demonstrations of how to practice safe routines behaviors while in the school building for onsite learning.
- Testing, Assessments, Grading
  - Overview of how these systems will look and how parents can stay aware of upcoming important dates.
- Building Social Bonds with Physical Distance
  - What parents and students can look forward to this year regarding school culture's virtual transformation and limitations
- Social-Emotional Support Systems in DL
  - What to look forward to this year with SEL and therapy services.
  - Best SEL practices for our students attending virtually

Additionally, the School will be recording the training topics and the recordings will be available on-demand on the School's website.

The School will communicate to staff, students and families to contact the Technology Team for any needed

technical assistance through emails, phone calls, website, print resources, and the School’s app.

If needed, a member of the Technology Team will provide additional training. The Technology Team consists of the Director of Distance Learning, Director of Operations, Business and Facilities Manager, and the Special Projects Assistant. If replacement equipment is needed, the School has additional equipment that can be swapped out to ensure there is no delay in learning.

**Review & Assessment: Assessing Need**

Within this section, Washington Global will describe how we assessed the technology needs of our students and staff to ensure that all stakeholders can successfully participate in distance learning.

**Equipment**

Washington Global has reviewed staff equipment to make sure the equipment is in working order. Washington Global conducted a staff technology survey in Spring 2020 to determine the technology needs of teachers and staff. For those teachers whose computers are not in working order, the teachers will receive a new laptop and iPad when they return to school in August. Each classroom will also receive a Swivl, which will be used along with the iPad to livestream the classes (See Instructional Delivery Plan).

Additionally, Washington Global conducted a student technology survey in Spring 2020 to determine the technology needs of students. Based on the survey responses, the School now has a 2:1 Chromebook program for all students when students resume in-person classes, so students will have a School Chromebook both at home and at school. The School is keeping extra equipment on site for students and staff if they need to swap out their equipment. The School also has hotspots available to those students who do not have reliable internet at home, and will be sent home with a hotspot along with their Global Chromebook. All students will have access to a hotspot.

Washington Global will continue to contact parents regarding the tech-related services and supports they need throughout the school year. Parents will receive an initial tech check in the week of August 31, 2020 (first week of school). Below is a chart outlining how the school will receive feedback from families/guardians throughout the school year.

Date of Survey	Focus of Survey	How Parents will be Contacted	How Data will be Used
10/12/20-10/23/20	· Inquiring about issues regarding technology or internet	· Email	· School will make adjustments to the technology plan based on feedback
	· Inquiring about additional needs and supports	· Text blast	· Technology team members will develop new tutorials to meet families/guardian
	· Inquiring about future tutorials parents find necessary	· Newsletter	
	· Inquiring about needs and	· Phone Calls	· Will inform the hybrid

concerns in a digital teaching model

teaching model

1/11/21-1/22/21	<ul style="list-style-type: none"><li>· Inquiring about issues regarding technology or internet</li><li>· Inquiring about additional needs and supports</li><li>· Inquiring about future tutorials parents find necessary</li><li>· Inquiring about the repair and technological support system at the school</li></ul>	<ul style="list-style-type: none"><li>· Email</li><li>· Text blast</li><li>· Newsletter</li><li>· Phone Calls</li></ul>	<ul style="list-style-type: none"><li>· School will make adjustments to the technology plan based on feedback</li><li>· Technology team members will develop new tutorials to meet families/guardian</li><li>· Team will review the support and repair portion of the policy</li></ul>
5/31-6/30	<ul style="list-style-type: none"><li>· Receiving feedback on the use of technology and tech support throughout the year</li><li>· Rating of our distance learning or hybrid learning program</li></ul>	<ul style="list-style-type: none"><li>· Email</li><li>· Text blast</li><li>· Newsletter</li><li>· Phone Calls</li><li>· Will be given the survey when they return the technology at the end of the school year</li></ul>	<ul style="list-style-type: none"><li>· Will inform 2021-2022 technology plan</li></ul>

## Software

Based on Washington Global's needs analysis from 2019-2020 school year and plan for the 2020-2021 school year, the the School has determined that the following software will be used to facilitate teaching and learning:

### *Software to Facilitate Student's Remote/Hybrid Classes*

- ZoomPro – all teachers have a ZoomPro account, and will be livestreaming his/her class using ZoomPro for those students at home. ZoomPro will also be used to facilitate teacher office hours and student tutorial sessions.
- Google Suite – all students and staff have a Washington Global email, and access to the Google Suite for Google Docs, Google Forms, Google Sheets, Google Slides, and Google Classroom. Google Classroom is the School's main Learning Management System (LMS). All teacher lessons and student assignments will be housed in GoogleClassroom.
- Hapara - software used to ensure students are actively engaged in the lesson and activities during their scheduled classes. Students are unable to access websites and software that are not pre-programmed into the class time.
- Google Remote Desktop - software loaded onto every Chromebook to provide assistance to students if they are having issues with their equipment.

## 16. Describe the LEA's policy for partnering with families and communicating about continuous learning and

### *Student Information System*

- Powerschool– PowerSchool is the School’s Student Information System. PowerSchool houses student demographics, grades, and attendance data.
  - All teachers, staff, students, and families will have access to Powerschool
- iReady- Students utilize iReady in their Math and English classrooms at least once a week, which provides targeted online lessons for each student. The School also utilizes iReady as a diagnostic tool to see where to place each student in their cohorts.
- IXL- students utilize IXL in math, science and social studies. This program provides students with targeted online lessons to each student.
- Fountas and Pinnell - is a program that provides leveled texts to students that can be read in tandem with Zoom.
- GetEpic- students will use GetEpic as a reading platform for students to choose engaging informational and literary texts and books remotely. Teachers can assign books and can use the program to track students reading.
- Learning Ally- Students and staff will use Learning Ally as a reading platform where students are able to access books based on their lexile level. Teachers can create bookshelves and can assign books to students. Learning Ally contains all the books we will use in the ELA class based on our Engage NY curriculum.
- Lexia- Lexia is a reading intervention software that addresses the development of oral language, reading, spelling, and writing skills for students who are learning English or need remedial support. Students using Lexia will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction.
- NewsELA- Using this software, students can read current events that have been adjusted to meet their lexile level. Teachers can assign standards-based quizzes to the news articles to check for student understanding.
- Nearpod - Staff will be utilizing Nearpod for interactive lessons with the students, as well as using the functionality of quizzes for the students.
- Buzzmath- Students will use Buzzmath in their math classes, which will provide them with differentiated instruction within the math classes. Math teachers will use this software to provide collaborative lessons with differentiation to the students.
- Duolingo- Language learning platform that will be used to aid student learning in Global’s Spanish language class.
- Chrome Vox- This is a free screen reader that brings the speed, simplicity, and security of Chromebooks to users with visual impairments.
- Mercury Reader- Is an extension for Chrome that removes ads and distractions, leaving only text and images for a clean and consistent reading view on every site.
- Google Dictionary- This dictionary allows students to view the complete definition of any word or phrase and store the word in a bank to practice later. Students can also translate words into a language of their choice.

### *Assessment Software*

- NWEA MAP- The NWEA MAP is an adaptive assessment that increases or decreases in rigor of content based on student performance. MAP assessment data provides insight into how students are tracking in relation to the PARCC assessment and places students on a learning continuum to show next steps for student growth.

- Achievement Network (ANet)- ANet will be used as a formal assessment platform that will be used in the ELA classroom.
- I-Ready- I-Ready will be utilized to gain student diagnostic information in ELA and Math and for tracking of student academic growth.

#### *PBIS Software*

- DeansList - The school will use DeansList to track SWPBIS. All staff have a DeansList account which will be used to track daily contact with students, as well as being used as the School's behavior tracking system for students who are participating in in-person learning.

#### *Student Security Software*

- GoGuardian - All student Chromebooks have GoGuardian installed to track student activity. This software will also be used in the event of the School not receiving the device back at the end of the year so the School can track the location of the device.
- Hapara - This software is used at the School to limit which websites the students can access throughout the day.

### **Training**

When students and parents/guardians pick up the devices and other necessary equipment prior to the first day of School, a member of the Technology Team will provide a training guide and links to recorded training sessions on proper use and care of the equipment and devices. If students or parents/guardians are unable to pick up the equipment from the school, a member of the Technology Team will coordinate with the parent/guardian on how to best deliver the equipment, as well as providing a video recorded training along with a live ZoomPro support session. The Technology Team will also provide on-site scheduled appointments for individual students and parents/guardians for training on the equipment, as well as pre-recorded training videos housed on the School's website. For more information on what will be covered in the training sessions, please see the Training section under *Equipment, Software, Support, Training Expectation for Students and Staff*.

### **Support Provided for Students without Access to Internet or Devices**

Based on multiple parent/guardian surveys (administered in March 2020 and July 2020), students without adequate internet or devices (Chromebooks) were identified. All students who needed a Chromebook were provided with a Chromebook in the Spring of 2020 and a mobile hotspot if needed.

During the expansion of distance learning in the 2019-2020 school year, the School overhauled the technology program to ensure all students have access to the required devices for distance learning. Washington Global has a 2:1 student Chromebook program for the 2020-2021 school year. Students will be given a School Chromebook to keep at home for all virtual learning. Additionally, students who are receiving in-person instruction when it is able to resume will have a dedicated School Chromebook that will be left at the school. This allows all students to have access to the necessary resources to experience a successful distance learning education.

### **school operations, including:**

Additionally, in July 2020, parents were surveyed regarding their preferred mode of learning for their student (100% in person, hybrid, or 100% virtual). Through this survey, incoming students without internet access or technology were identified. Those without internet access and devices will be provided a mobile hotspot to give internet access when the parent/guardian picks up the School Chromebook. As noted, all students will begin the school year as virtual students.

Parents/guardians and students will pick up hotspots and devices at the school where they will also receive training and expectations for proper use and care of the equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for dropping the equipment off to the student. As previously noted, student and family training will be covered upon Chromebook pick up prior to the summer bridge program. The training will include proper use and care, accessing software and troubleshooting, expectations, and care of equipment. During the virtual learning model, the School will provide virtual training sessions via Zoom and recorded virtual training sessions will be hosted on the School's website for on-demand access. Once the School can move to its hybrid phase, the School will provide in-person trainings following all health guidance and regulations.

## **Replacing/Repairing Equipment**

### **Equipment**

Washington Global will have loaner equipment available for families and staff on an as-needed basis.

- If any of the School's equipment is broken, the parent/guardian must return the device on-site at the school. This will allow the School to provide a loaner device immediately so there is no lag time in learning. However, the parent/guardian must schedule a time to come up to the building in accordance with the School's visitor policy.
- In the event that a device is loaned, the parent/guardian must sign an Acknowledgement and Waiver form. Once the form is completed and signed, the parent/guardian will be given the loaner device for their student to use.
- In the event that a device has been damaged due to misuse (i.e., eating over the computer, dropping the computer, accessing unapproved websites, etc), the parent/guardian is financially responsible to replace the device. This is the same policy for the initial device the School will be giving to each student.
- In the event of a student having issues with a computer, a member of the Technology Team will provide telephonic troubleshooting to check if it is the equipment or software malfunctioning, or if it is a lack of training on the computer/software usage. If it is due to a lack of training or software not working, the School's staff will be able to log in remotely on the student Chromebook to fix the device. However, if it is due to the equipment malfunctioning, the School will be able to provide a loaner device for the student to use.

### **Software**

- If it is determined that software is malfunctioning instead of the equipment, Global's staff will troubleshoot remotely. However, if it is not possible for Global staff to troubleshoot the issue with the software, the School will partner with the contracted IT Provider for remote support.
- The School's IT Provider will create the Global student accounts and passwords and ensure that these items are private. The passwords will be kept on a secure spreadsheet that will be shared with select members of the school staff. The students will be given their username and password before school starts, during the weeks of August 10<sup>th</sup> and August 17<sup>th</sup>. If a student forgets his or her password, the parent/guardian can contact the Technology Team, and a designated Global staff member will be able to unlock the student's or staff's account, and provide instructions on how to reset a password.

- o If a student or staff member is locked out of his or her Google account, the staff member or parent/guardian should contact the Technology Team by submitting a ticket. In the instance that it is software that Global staff do not have access to, the IT Provider will be contacted to unlock accounts by Global staff.

**Training**

- Washington Global will provide an initial training between August 10<sup>th</sup> and August 21<sup>st</sup> for parents and students when they are picking up their school Chromebook and other devices. For those families who experience repeated and/or severe issues with the equipment or software, the family will issue a ticket and the School will partner with the IT Provider to provide additional training or support.
  - o Staff will receive their training on equipment and software during the weeks of August 3<sup>rd</sup> through August 24<sup>th</sup> during Professional Development and Training Weeks
- If students or staff are experiencing any issues with equipment or software, they should contact the Technology Team. If there is an issue that the Technology Team cannot fix, the School will contact the IT Provider.

Families will receive the below chart to help guide them the repair process.

Computer Issues where Families Contact the Teacher	Computer Issues where Families Issue a Ticket
· Log-in information for students	· Cracked or broken screen
· Finding and accessing documents on any used platforms	· Missing keys
· Assist students to log into Zoom, Google Classroom or Nearpod	· Computer will not turn on
· Audio or sound issues	· Locked out of the computer
· How to rotate computer screens if the student rotates it	· Computer is crashing

**Expectations for student access to internet and safeguarding personally identifiable information (PII);**

The School has a robust system in place to ensure student access and personally identifiable information are safeguarded and protected. All school devices that are issued to students will have pre-installed software that prevents students from accessing prohibited sites and also allows school staff or the IT Provider to remotely login to the device, update its software or disable the device entirely. Additionally, the School has various websites and content blocked, as well as a firewall to provide additional content filtering, intrusion protection, gateway antivirus and malware scanning and protection.

The following safeguards are in place to protect the students:

- Blocked URL's
  - o <https://www.spotify.com>
  - o <http://www.pandora.com>

- o <https://www.netflix.com>
- o <http://www.hulu.com>
- o <http://www.iheart.com>
- o [afdah.org](http://afdah.org)
- o [mymixtapez.com](http://mymixtapez.com)
- o [reddit.com](http://reddit.com)
- o [123movies.com](http://123movies.com)
- o [popcornflix.com](http://popcornflix.com)
- o [vidio.com](http://vidio.com)
- o [vudu.com](http://vudu.com)
- o [afdah.info](http://afdah.info)
- o [ozh.github.io](http://ozh.github.io)
- o [sites.google.com/site/bestunblockedgames66](http://sites.google.com/site/bestunblockedgames66)
- o <chrome://settings>
- o <chrome://settings-frame>

Blocked Domains

- o [instagram.com](http://instagram.com)
- o [facebook.com](http://facebook.com)
- o [twitter.com](http://twitter.com)
- o [snapchat.com](http://snapchat.com)
- o [netflix.com](http://netflix.com)
- o [hulu.com](http://hulu.com)
- o [vudu.com](http://vudu.com)
- o [soundcloud.com](http://soundcloud.com)
- o [youtube.com](http://youtube.com)
- o [spotify.com/\\*](http://spotify.com/*)
- o [login.yahoo.com/\\*](http://login.yahoo.com/*)
- o [accounts.google.com/\\*](http://accounts.google.com/*)
- o [www.spinrilla.com/\\*](http://www.spinrilla.com/*)
- o [www.epicgames.com/\\*](http://www.epicgames.com/*)
- o [\\*.youtube.com](http://*.youtube.com)

- Blocked Categories
  - o Violence/Hate/Racism
  - o Intimate Apparel/Swimsuit
  - o Nudism
  - o Pornography
  - o Weapons
  - o Adult/Mature Content
  - o Cult/Occult
  - o Drugs/Illegal Drugs
  - o Illegal Skills/Questionable Skills
  - o Sex Education
  - o Gambling
  - o Alcohol/Tobacco
  - o Chat/Instant Messaging (IM)
  - o Games
  - o Hacking/Proxy Avoidance Systems
  - o Personals and Dating
  - o Shopping
  - o Society and Lifestyle
  - o Multimedia
  - o Pay to Surf Sites
  - o Internet Watch Foundation CAIC
  - o Social Networking
  - o Malware
  - o Radicalization and Extremism
  - o Controlled Substances
    - Drugs
    - Alcohol Sale
    - General Controlled Substances
    - Tobacco
    - Malicious Sites

- General Malicious Sites
  - o Phishing
  - o Hacking
  - o Proxy
  - o Piracy
  - o Fraud
  - o Spam
  - o Adware
  - o Add-Ons
  - o File Hosting
  - o Dialers
  - o Spyware
  - o Infected Sites
- Pornography
- Sexual
  - Nudity
  - Sexuality
  - General Sexual

The School also utilizes DocuSign for the signing and completion of documents, which is encrypted and only accessible by select School staff and select parents.

## **Student Learning Limitations on School-Provided Devices**

### **Equipment**

Students will be able to only use the school equipment for school purposes, and shall not be used for any non-academic purpose by the student or other family members. The School uses the following systems to ensure the school equipment is being used for school purposes (for a full list of blocked domains, URLs, and categories, please see the **Expectations for student access to internet and safeguarding personally identifiable information (PII)** section):

- Hapara - used to set which websites and apps the students can use each day, and during specific times.
  - o The School will set the times to go through the end of the day to ensure the equipment is not being used for non-academic purposes. Utilizing Hapara allows the School to monitor the use of the devices.
- GoGuardian - used to filter out content the students are not to be accessing, such as malicious sites.
  - o This software is also used to locate a device if it is reported missing.

- Sonicwall - used to filter out content and websites the students and staff are not allowed to access, which includes but is not limited to: gaming sites, social media, and shopping.

If the student or family loses a piece of Global equipment, the parent/guardian is financially responsible to replace the equipment. They must contact the School to inform the staff members that the equipment is missing or damaged.

## **Software**

Within the student technology policy, Washington Global has clearly outlined the sites that are prohibited/limited to students. Washington Global uses Hapara, a software that limits the ability of students to access sites that are not registered/approved by the school and has contracted with DNS, a technology provider, to ensure that all Chromebooks that students have access to only access appropriate/educational sites. A sample of prohibited sites have been listed in the above section.

Sites that are approved daily include, but are not limited to:

- i-Ready
- Achievement Network
- LearningAlly
- GetEpic
- All sites connected to Washington Global's textbooks/ curriculum

School software must be accessed by log-in credentials, which will be provided to staff and students prior to the first day of school. No software utilized by the School is accessible without log-in credentials.

- All laptops have GoGuardian installed, which allows the Technology Team to monitor the location of the device, especially in the event of the device being lost, as well as additional content filtering to ensure students are accessing approved sites.
- At no time will students or family members be able to download software onto the school equipment. Additionally, since the School utilizes Hapara to limit which websites that can be accessed, students or family members will not be able to access additional software or websites on the school equipment.

## **Training**

- Training on the proper use of school equipment will be provided to students and families the week of August 17<sup>th</sup> during summer bridge. Staff will be trained during the weeks of August 3<sup>rd</sup> through August 24<sup>th</sup> during the annual Professional Development weeks.
- If students or parents/guardians need support in using the equipment provided by the School, they should contact the Technology Team. If additional support is needed, the School will coordinate with the IT Provider.

- **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).**

## Overview

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

Washington Global has always been a technologically-minded school. The School understands that school-owned-and-operated technology is a necessary part of the learning process for all students especially during the 2020-2021 school year. This technology policy assumes that students will be engaging in classes 100% virtually/remotely through November 6, 2020 and in a hybrid education model afterwards. Both models require all students to have a school Chromebook and mobile hotspot. Washington Global is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Acceptable Use and Safety* form prior to receiving their equipment and devices.

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

The policy below will address the following key technology points:

- o Equipment, Software, Support, and Training Expectations for Students and Staff
- o Assessing Need
- o Support
- o Replacing/Repairing Equipment
- o Expectations for student access to internet and safeguarding personally identifiable information (PII);
- o Remote Learning Limitations on School-Provided Devices

## Equipment, Software, Support, and Training Expectation for Students and Staff

Washington Global will provide all students and staff with the necessary technology equipment, software, and training to fully participate in distance learning as indicated in the information below. Washington Global conducted a detailed needs analysis of its technology program from the 2019-2020 school year in order to develop a comprehensive technology plan to meet the needs of all of its stakeholders in the 2020-2021 school year. Based on

the 2019-2020 needs analysis, a majority of Global’s students relied on school technology to engage in the school environment during the school closure caused by the pandemic. Therefore, the School has a 2:1 Chromebook program for all students to ensure students have access to continuous learning both at home and at the school during the hybrid phase. During the 100% virtual/remote phase all students will receive a Chromebook and internet hotspot. As the school services grades 6-8, all students will follow the same technology policy.

**Equipment**

All students of Washington Global will receive a School Chromebook to take home with him or her the week of August 10<sup>th</sup>, and as needed, a hotspot and a calculator. Beyond the school Chromebook that will be kept at each student’s home, the School will provide a Chromebook in the student’s classroom for each student who participates in on-site learning. Each Chromebook will be set up and customized for each student and will be password protected so that the student’s information is secure. Other family members are not permitted to use the School’s Chromebook for personal use.

All Washington Global staff will receive a School Laptop, School iPad for all teachers, and as needed, a wireless mouse prior to the start of school on August 31, 2020. Teachers will also have the option of receiving a document camera if they elect to use this device.

**Software**

All students and staff will have access to the following software using school-created, and maintained, log-in and passwords. At no time will anyone outside of the school’s community be able to access the software.

The following table shows the various software being used at Washington Global for in-person and distance learning programs:

<i><b>Software</b></i>	<i><b>Who has access?</b></i>
<i>PowerSchool</i>	<i>Students and Staff (only select Global administrators have Admin access to PowerSchool)</i>
<i>iReady, IXL, NewsELA, Lexia180, Fountas &amp; Pinnell, Buzzmath, GetEpic, LearningAlly</i>	<i>Students and Staff (student records will be stored securely and only accessible by admin)</i>
<i>Washington Global Email and Google Suite</i>	<i>Students and Staff (log-ins will be customized for each user; Google Admin is centrally located to protect student and staff privacy)</i>
<i>ANET, NWEA, Nearpod</i>	<i>Students and Staff (Student testing information is secure)</i>
<i>ZoomPro, Swivl, DeansList, CommonLit, TCI, Google Remote Desktop</i>	<i>Staff (only select Global staff will have access to Google Remote Desktop)</i>

Chrome Extensions: Chrome Vox, Mercury Reader, and Google Dictionary      Students

Hapara      *Select Global administrators have access to Hapara - used to monitor student web access and to limit which websites students have access to*

Google Remote Desktop      *Select Global technology team members will have access to Google Remote Desktop to provide remote troubleshooting support for students*

## Training

Washington Global is providing training on all equipment and software for students and staff members.

*Staff Members:* Training will be held between the weeks of August 3, 2020 and August 31, 2020. Staff training will include, but not be limited to:

- What teachers should be troubleshooting during class, such as:
  - o Log-in information for students
  - o Finding and accessing documents on any used platforms
  - o Assist students to log into Zoom, Google Classroom or Nearpod
  - o Applicable information about student hardware

### Washington Global Professional Development and Teacher Training Plan

#### **Pre-Service Training**

*(Aug 3rd, 2020-30th, 2020)*

- Introducing and Defining the Washington Global Phase 2 Distance/Hybrid Learning Model and Teacher Expectations
- Google Classroom Training
- Instruction Video Creation Training/Norm Setting
- Nearpod Training/Webinars
- Zoom Pro Training: Video Conference Norms & Expectations
- Swivl Training: The Hybrid Teaching Model

#### **In-Service Training**

*(Every Wednesday)*

- Testing
- NWEA MAP Testing Procedures
- NWEA MAP Learning Continuum PD
- ANet Testing Procedure
- ANet Questioning vs. WG Formative Assessment Standard Aligned Questioning
- i-Ready Testing
- Ongoing Health and Operations Trainings as they

- ELA: iReady, IXL, NewsELA, CommonLit, Actively Learn related to the school's COVID-19 response
- Math: iReady, IXL, Buzzmath, Family Support and Communications Ongoing Training
- SS: TCI Training Instructional Best Practices
- Reading: Lexia, NewsELA, F&P LII Danielson Topics for Developing Instructional Mastery
- Service Learning: Formative Assessment Data Analysis and Planning
- SPED: Learning Ally, NWEA MAP, EasyIEP Data Driven Instruction
- Planning for Social-Emotional Digital Transformation Interdisciplinary Best Practices
- Building Community in the Digital Classroom Cross Content Planning and Collaboration
- Cross-Content Collaboration & Planning Teacher Student Conferencing
- Incorporating Free Online Resources Transformative Instructional Practices: Growing the Digital Learning Experiencing
- Operations and Health: COVID-19 OSSE Training, Health and Operations Trainings Anticipating and Attaching Learning Gaps (Pre and Post Covid 19)
- Family Support and Communications Digital School Culture
- Attendance Training Digital Classroom Management
- Digital Communication with Parents

*Student and Family Training:* Equipment and software training will occur between August 13th and August 30th, prior to school starting on August 31st. Student and family trainings will include, but are not limited to:

**Washington Global's Parent Training  
and Community Engagement Plan**

*August 13th through August 30th*

<b>Workshop/ Session Topic</b>	<b>Purpose and Goals</b>
Welcome Back & Welcome Forward	<ul style="list-style-type: none"> <li>· General Welcome and overview basic</li> <li>· Questions and Answers</li> <li>· Introduction to the parent orientation schedule &amp; supports and materials</li> </ul>
Student Technology and Systems	<ul style="list-style-type: none"> <li>· How to properly care and use the equipment</li> </ul>

	<ul style="list-style-type: none"> <li>· Quick troubleshooting at home</li> <li>· How to submit a ticket</li> <li>· Proper conduct online and using Global's systems</li> </ul>
Surviving Middle School: What to Expect in Your New Grade Level	<ul style="list-style-type: none"> <li>· Meet and greet with grade level teachers</li> <li>· Insight into the year</li> <li>· Grade level culture norms and expectations</li> </ul>
<ul style="list-style-type: none"> <li>· 6th Grade Session</li> <li>· 7th Grade Session</li> <li>· 8th Grade Session</li> </ul>	
Our Learning Management Systems Explained	<ul style="list-style-type: none"> <li>· Explaining and framing our Learning Management System</li> <li>· Outlining our online platforms</li> <li>· Explaining Key Terms/Norming Language</li> </ul>
Hybrid Immersion: A Day in the Life of a Scholar	<ul style="list-style-type: none"> <li>· A live demonstration of a condensed school day to share the look and feel of onsite/hybrid asynchronous learning</li> <li>· A visual guide through the primary online platforms that students will encounter</li> </ul>
Google Classroom, Nearpod, IXL and iReady 101	<ul style="list-style-type: none"> <li>· Discussion of Expectations</li> <li>· Questions &amp; Answers</li> <li>· Where to find resources and IT or Tech Support</li> </ul>
Remote Learning 101: Tips and Tricks to Support Students with the Accountability of Self Motivated Learning	<ul style="list-style-type: none"> <li>· Discuss and share, with parents ways, to support scholars with lesson activities that are student driven and student motivated</li> </ul>
Healthy Social Habits & Behaviors	<ul style="list-style-type: none"> <li>· Demonstrations of how to practice safe routines behaviors while in the school building for onsite learning.</li> </ul>
Testing, Assessments, Grading	<ul style="list-style-type: none"> <li>· Overview of how these systems will look and how parents can stay aware of upcoming important dates.</li> </ul>
Building Social Bonds with Physical Distance	<ul style="list-style-type: none"> <li>· What parents and students can look forward to this year regarding school culture's virtual transformation and limitations</li> </ul>
Social-Emotional Support Systems in DL	<ul style="list-style-type: none"> <li>· What to look forward to this year with SEL and therapy services.</li> </ul>

- Best SEL practices for our students attending virtually

Additionally, the School will be recording the training topics and the recordings will be available on-demand on the School’s website.

The School will communicate to staff, students and families to contact the Technology Team for any needed technical assistance through emails, phone calls, website, print resources, and the School’s app.

If needed, a member of the Technology Team will provide additional training. The Technology Team consists of the Director of Distance Learning, Director of Operations, Business and Facilities Manager, and the Special Projects Assistant. If replacement equipment is needed, the School has additional equipment that can be swapped out to ensure there is no delay in learning.

**Review & Assessment: Assessing Need**

Within this section, Washington Global will describe how we assessed the technology needs of our students and staff to ensure that all stakeholders can successfully participate in distance learning.

**Equipment**

Washington Global has reviewed staff equipment to make sure the equipment is in working order. Washington Global conducted a staff technology survey in Spring 2020 to determine the technology needs of teachers and staff. For those teachers whose computers are not in working order, the teachers will receive a new laptop and iPad when they return to school in August. Each classroom will also receive a Swivl, which will be used along with the iPad to livestream the classes (See Instructional Delivery Plan).

Additionally, Washington Global conducted a student technology survey in Spring 2020 to determine the technology needs of students. Based on the survey responses, the School now has a 2:1 Chromebook program for all students when students resume in-person classes, so students will have a School Chromebook both at home and at school. The School is keeping extra equipment on site for students and staff if they need to swap out their equipment. The School also has hotspots available to those students who do not have reliable internet at home, and will be sent home with a hotspot along with their Global Chromebook. All students will have access to a hotspot.

Washington Global will continue to contact parents regarding the tech-related services and supports they need throughout the school year. Parents will receive an initial tech check in the week of August 31, 2020 (first week of school). Below is a chart outlining how the school will receive feedback from families/guardians throughout the school year.

Date of Survey	Focus of Survey	How Parents will be Contacted	How Data will be Used
----------------	-----------------	-------------------------------	-----------------------

10/12/20-10/23/20	<ul style="list-style-type: none"> <li>· Inquiring about issues regarding technology or internet</li> <li>· Inquiring about additional needs and supports</li> <li>· Inquiring about future tutorials parents find necessary</li> <li>· Inquiring about needs and concerns in a digital teaching model</li> </ul>	<ul style="list-style-type: none"> <li>· Email</li> <li>· Text blast</li> <li>· Newsletter</li> <li>· Phone Calls</li> </ul>	<ul style="list-style-type: none"> <li>· School will make adjustments to the technology plan based on feedback</li> <li>· Technology team members will develop new tutorials to meet families/guardian</li> <li>· Will inform the hybrid teaching model</li> </ul>
1/11/21-1/22/21	<ul style="list-style-type: none"> <li>· Inquiring about issues regarding technology or internet</li> <li>· Inquiring about additional needs and supports</li> <li>· Inquiring about future tutorials parents find necessary</li> <li>· Inquiring about the repair and technological support system at the school</li> </ul>	<ul style="list-style-type: none"> <li>· Email</li> <li>· Text blast</li> <li>· Newsletter</li> <li>· Phone Calls</li> </ul>	<ul style="list-style-type: none"> <li>· School will make adjustments to the technology plan based on feedback</li> <li>· Technology team members will develop new tutorials to meet families/guardian</li> <li>· Team will review the support and repair portion of the policy</li> </ul>
5/31-6/30	<ul style="list-style-type: none"> <li>· Receiving feedback on the use of technology and tech support throughout the year</li> <li>· Rating of our distance learning or hybrid learning program</li> </ul>	<ul style="list-style-type: none"> <li>· Email</li> <li>· Text blast</li> <li>· Newsletter</li> <li>· Phone Calls</li> <li>· Will be given the survey when they return the technology at the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>· Will inform 2021-2022 technology plan</li> </ul>

**Software**

Based on Washington Global’s needs analysis from 2019-2020 school year and plan for the 2020-2021 school year, the the School has determined that the following software will be used to facilitate teaching and learning:

*Software to Facilitate Student’s Remote/Hybrid Classes*

- ZoomPro – all teachers have a ZoomPro account, and will be livestreaming his/her class using ZoomPro for those students at home. ZoomPro will also be used to facilitate teacher office hours and student tutorial sessions.
- Google Suite – all students and staff have a Washington Global email, and access to the Google Suite for Google Docs, Google Forms, Google Sheets, Google Slides, and Google Classroom. Google Classroom is the School’s main Learning Management System (LMS). All teacher lessons and student assignments will be housed in GoogleClassroom.

- Hapara - software used to ensure students are actively engaged in the lesson and activities during their scheduled classes. Students are unable to access websites and software that are not pre-programmed into the class time.
- Google Remote Desktop - software loaded onto every Chromebook to provide assistance to students if they are having issues with their equipment.

### *Student Information System*

- Powerschool– PowerSchool is the School’s Student Information System. PowerSchool houses student demographics, grades, and attendance data.
  - All teachers, staff, students, and families will have access to Powerschool
- iReady- Students utilize iReady in their Math and English classrooms at least once a week, which provides targeted online lessons for each student. The School also utilizes iReady as a diagnostic tool to see where to place each student in their cohorts.
- IXL- students utilize IXL in math, science and social studies. This program provides students with targeted online lessons to each student.
- Fountas and Pinnell - is a program that provides leveled texts to students that can be read in tandem with Zoom.
- GetEpic- students will use GetEpic as a reading platform for students to choose engaging informational and literary texts and books remotely. Teachers can assign books and can use the program to track students reading.
- Learning Ally- Students and staff will use Learning Ally as a reading platform where students are able to access books based on their lexile level. Teachers can create bookshelves and can assign books to students. Learning Ally contains all the books we will use in the ELA class based on our Engage NY curriculum.
- Lexia- Lexia is a reading intervention software that addresses the development of oral language, reading, spelling, and writing skills for students who are learning English or need remedial support. Students using Lexia will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction.
- NewsELA- Using this software, students can read current events that have been adjusted to meet their lexile level. Teachers can assign standards-based quizzes to the news articles to check for student understanding.
- Nearpod - Staff will be utilizing Nearpod for interactive lessons with the students, as well as using the functionality of quizzes for the students.
- Buzzmath- Students will use Buzzmath in their math classes, which will provide them with differentiated instruction within the math classes. Math teachers will use this software to provide collaborative lessons with differentiation to the students.
- Duolingo- Language learning platform that will be used to aid student learning in Global’s Spanish language class.
- Chrome Vox- This is a free screen reader that brings the speed, simplicity, and security of Chromebooks to users with visual impairments.
- Mercury Reader- Is an extensionfor Chrome that removes ads and distractions, leaving only text and images for a clean and consistent reading view on every site.
- Google Dictionary- This dictionary allows students to view the complete definition of any word or phrase and

store the word in a bank to practice later. Students can also translate words into a language of their choice.

#### *Assessment Software*

- NWEA MAP- The NWEA MAP is an adaptive assessment that increases or decreases in rigor of content based on student performance. MAP assessment data provides insight into how students are tracking in relation to the PARCC assessment and places students on a learning continuum to show next steps for student growth.
- Achievement Network (ANet)- ANet will be used as a formal assessment platform that will be used in the ELA classroom.
- I-Ready- I-Ready will be utilized to gain student diagnostic information in ELA and Math and for tracking of student academic growth.

#### *PBIS Software*

- DeansList - The school will use DeansList to track SWPBIS. All staff have a DeansList account which will be used to track daily contact with students, as well as being used as the School's behavior tracking system for students who are participating in in-person learning.

#### *Student Security Software*

- GoGuardian - All student Chromebooks have GoGuardian installed to track student activity. This software will also be used in the event of the School not receiving the device back at the end of the year so the School can track the location of the device.
- Hapara - This software is used at the School to limit which websites the students can access throughout the day.

### **Training**

When students and parents/guardians pick up the devices and other necessary equipment prior to the first day of School, a member of the Technology Team will provide a training guide and links to recorded training sessions on proper use and care of the equipment and devices. If students or parents/guardians are unable to pick up the equipment from the school, a member of the Technology Team will coordinate with the parent/guardian on how to best deliver the equipment, as well as providing a video recorded training along with a live ZoomPro support session. The Technology Team will also provide on-site scheduled appointments for individual students and parents/guardians for training on the equipment, as well as pre-recorded training videos housed on the School's website. For more information on what will be covered in the training sessions, please see the Training section under *Equipment, Software, Support, Training Expectation for Students and Staff*.

### **Support Provided for Students without Access to Internet or Devices**

Based on multiple parent/guardian surveys (administered in March 2020 and July 2020), students without adequate internet or devices (Chromebooks) were identified. All students who needed a Chromebook were provided with a Chromebook in the Spring of 2020 and a mobile hotspot if needed.

During the expansion of distance learning in the 2019-2020 school year, the School overhauled the technology program to ensure all students have access to the required devices for distance learning. Washington Global has a 2:1 student Chromebook program for the 2020-2021 school year. Students will be given a School Chromebook to keep at home for all virtual learning. Additionally, students who are receiving in-person instruction when it is able to resume will have a dedicated School Chromebook that will be left at the school. This allows all students to have access to the necessary resources to experience a successful distance learning education.

Additionally, in July 2020, parents were surveyed regarding their preferred mode of learning for their student (100% in person, hybrid, or 100% virtual). Through this survey, incoming students without internet access or technology were identified. Those without internet access and devices will be provided a mobile hotspot to give internet access when the parent/guardian picks up the School Chromebook. As noted, all students will begin the school year as virtual students.

Parents/guardians and students will pick up hotspots and devices at the school where they will also receive training and expectations for proper use and care of the equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for dropping the equipment off to the student. As previously noted, student and family training will be covered upon Chromebook pick up prior to the summer bridge program. The training will include proper use and care, accessing software and troubleshooting, expectations, and care of equipment. During the virtual learning model, the School will provide virtual training sessions via Zoom and recorded virtual training sessions will be hosted on the School's website for on-demand access. Once the School can move to its hybrid phase, the School will provide in-person trainings following all health guidance and regulations.

## **Replacing/Repairing Equipment**

### **Equipment**

Washington Global will have loaner equipment available for families and staff on an as-needed basis.

- If any of the School's equipment is broken, the parent/guardian must return the device on-site at the school. This will allow the School to provide a loaner device immediately so there is no lag time in learning. However, the parent/guardian must schedule a time to come up to the building in accordance with the School's visitor policy.
- In the event that a device is loaned, the parent/guardian must sign an Acknowledgement and Waiver form. Once the form is completed and signed, the parent/guardian will be given the loaner device for their student to use.
- In the event that a device has been damaged due to misuse (i.e., eating over the computer, dropping the computer, accessing unapproved websites, etc), the parent/guardian is financially responsible to replace the device. This is the same policy for the initial device the School will be giving to each student.
- In the event of a student having issues with a computer, a member of the Technology Team will provide telephonic troubleshooting to check if it is the equipment or software malfunctioning, or if it is a lack of training on the computer/software usage. If it is due to a lack of training or software not working, the School's staff will be able to log in remotely on the student Chromebook to fix the device. However, if it is due to the equipment malfunctioning, the School will be able to provide a loaner device for the student to use.

### **Software**

- If it is determined that software is malfunctioning instead of the equipment, Global's staff will troubleshoot remotely. However, if it is not possible for Global staff to troubleshoot the issue with the software, the School will

partner with the contracted IT Provider for remote support.

- The School's IT Provider will create the Global student accounts and passwords and ensure that these items are private. The passwords will be kept on a secure spreadsheet that will be shared with select members of the school staff. The students will be given their username and password before school starts, during the weeks of August 10<sup>th</sup> and August 17<sup>th</sup>. If a student forgets his or her password, the parent/guardian can contact the Technology Team, and a designated Global staff member will be able to unlock the student's or staff's account, and provide instructions on how to reset a password.

- o If a student or staff member is locked out of his or her Google account, the staff member or parent/guardian should contact the Technology Team by submitting a ticket. In the instance that it is software that Global staff do not have access to, the IT Provider will be contacted to unlock accounts by Global staff.

### **Training**

- Washington Global will provide an initial training between August 10<sup>th</sup> and August 21<sup>st</sup> for parents and students when they are picking up their school Chromebook and other devices. For those families who experience repeated and/or severe issues with the equipment or software, the family will issue a ticket and the School will partner with the IT Provider to provide additional training or support.

- o Staff will receive their training on equipment and software during the weeks of August 3<sup>rd</sup> through August 24<sup>th</sup> during Professional Development and Training Weeks

- If students or staff are experiencing any issues with equipment or software, they should contact the Technology Team. If there is an issue that the Technology Team cannot fix, the School will contact the IT Provider.

Families will receive the below chart to help guide them the repair process.

Computer Issues where Families Contact the Teacher	Computer Issues where Families Issue a Ticket
<ul style="list-style-type: none"><li>· Log-in information for students</li></ul>	<ul style="list-style-type: none"><li>· Cracked or broken screen</li></ul>
<ul style="list-style-type: none"><li>· Finding and accessing documents on any used platforms</li></ul>	<ul style="list-style-type: none"><li>· Missing keys</li></ul>
<ul style="list-style-type: none"><li>· Assist students to log into Zoom, Google Classroom or Nearpod</li></ul>	<ul style="list-style-type: none"><li>· Computer will not turn on</li></ul>
<ul style="list-style-type: none"><li>· Audio or sound issues</li></ul>	<ul style="list-style-type: none"><li>· Locked out of the computer</li></ul>
<ul style="list-style-type: none"><li>· How to rotate computer screens if the student rotates it</li></ul>	<ul style="list-style-type: none"><li>· Computer is crashing</li></ul>

### **Expectations for student access to internet and safeguarding personally identifiable information (PII);**

The School has a robust system in place to ensure student access and personally identifiable information are safeguarded and protected. All school devices that are issued to students will have pre-installed software that prevents students from accessing prohibited sites and also allows school staff or the IT Provider to remotely login to the device, update its software or disable the device entirely. Additionally, the School has various websites and content blocked, as well as a firewall to provide additional content filtering, intrusion protection, gateway antivirus and malware scanning and protection.

The following safeguards are in place to protect the students:

- Blocked URL's
  - o <https://www.spotify.com>
  - o <http://www.pandora.com>
  - o <https://www.netflix.com>
  - o <http://www.hulu.com>
  - o <http://www.iheart.com>
  - o [afdah.org](http://afdah.org)
  - o [mymixtapez.com](http://mymixtapez.com)
  - o [reddit.com](http://reddit.com)
  - o [123movies.com](http://123movies.com)
  - o [popcornflix.com](http://popcornflix.com)
  - o [vidio.com](http://vidio.com)
  - o [vudu.com](http://vudu.com)
  - o [afdah.info](http://afdah.info)
  - o [ozh.github.io](http://ozh.github.io)
  - o [sites.google.com/site/bestunblockedgames66](http://sites.google.com/site/bestunblockedgames66)
  - o <chrome://settings>
  - o <chrome://settings-frame>
  
- Blocked Domains
  - o [instagram.com](http://instagram.com)
  - o [facebook.com](http://facebook.com)
  - o [twitter.com](http://twitter.com)
  - o [snapchat.com](http://snapchat.com)
  - o [netflix.com](http://netflix.com)
  - o [hulu.com](http://hulu.com)
  - o [vudu.com](http://vudu.com)
  - o [soundcloud.com](http://soundcloud.com)
  - o [youtube.com](http://youtube.com)
  - o [spotify.com/\\*](http://spotify.com/*)

- o [login.yahoo.com/](http://login.yahoo.com/)\*
- o [accounts.google.com/](http://accounts.google.com/)\*
- o [www.spinrilla.com/](http://www.spinrilla.com/)\*
- o [www.epicgames.com/](http://www.epicgames.com/)\*
- o [\\*.youtube.com](http://*.youtube.com)

- Blocked Categories

- o Violence/Hate/Racism
- o Intimate Apparel/Swimsuit
- o Nudism
- o Pornography
- o Weapons
- o Adult/Mature Content
- o Cult/Occult
- o Drugs/Illegal Drugs
- o Illegal Skills/Questionable Skills
- o Sex Education
- o Gambling
- o Alcohol/Tobacco
- o Chat/Instant Messaging (IM)
- o Games
- o Hacking/Proxy Avoidance Systems
- o Personals and Dating
- o Shopping
- o Society and Lifestyle
- o Multimedia
- o Pay to Surf Sites
- o Internet Watch Foundation CAIC
- o Social Networking
- o Malware
- o Radicalization and Extremism
- o Controlled Substances

- Drugs
- Alcohol Sale
- General Controlled Substances
- Tobacco
- Malicious Sites
- General Malicious Sites
  - o Phishing
  - o Hacking
  - o Proxy
  - o Piracy
  - o Fraud
  - o Spam
  - o Adware
  - o Add-Ons
  - o File Hosting
  - o Dialers
  - o Spyware
  - o Infected Sites
- Pornography
- Sexual
  - Nudity
  - Sexuality
  - General Sexual

The School also utilizes DocuSign for the signing and completion of documents, which is encrypted and only accessible by select School staff and select parents.

## **Student Learning Limitations on School-Provided Devices**

### **Equipment**

Students will be able to only use the school equipment for school purposes, and shall not be used for any non-academic purpose by the student or other family members. The School uses the following systems to ensure the school equipment is being used for school purposes (for a full list of blocked domains, URLs, and categories, please see the **Expectations for student access to internet and safeguarding personally identifiable information (PII)** section):

- Hapara - used to set which websites and apps the students can use each day, and during specific times.
  - o The School will set the times to go through the end of the day to ensure the equipment is not being used for non-academic purposes. Utilizing Hapara allows the School to monitor the use of the devices.
- GoGuardian - used to filter out content the students are not to be accessing, such as malicious sites.
  - o This software is also used to locate a device if it is reported missing.
- Sonicwall - used to filter out content and websites the students and staff are not allowed to access, which includes but is not limited to: gaming sites, social media, and shopping.

If the student or family loses a piece of Global equipment, the parent/guardian is financially responsible to replace the equipment. They must contact the School to inform the staff members that the equipment is missing or damaged.

## Software

Within the student technology policy, Washington Global has clearly outlined the sites that are prohibited/limited to students. Washington Global uses Hapara, a software that limits the ability of students to access sites that are not registered/approved by the school and has contracted with DNS, a technology provider, to ensure that all Chromebooks that students have access to only access appropriate/educational sites. A sample of prohibited sites have been listed in the above section.

Sites that are approved daily include, but are not limited to:

- i-Ready
- Achievement Network
- LearningAlly
- GetEpic
- All sites connected to Washington Global's textbooks/ curriculum

School software must be accessed by log-in credentials, which will be provided to staff and students prior to the first day of school. No software utilized by the School is accessible without log-in credentials.

- All laptops have GoGuardian installed, which allows the Technology Team to monitor the location of the device, especially in the event of the device being lost, as well as additional content filtering to ensure students are accessing approved sites.
- At no time will students or family members be able to download software onto the school equipment. Additionally, since the School utilizes Hapara to limit which websites that can be accessed, students or family members will not be able to access additional software or websites on the school equipment.

## **Training**

- Training on the proper use of school equipment will be provided to students and families the week of August 17<sup>th</sup> during summer bridge. Staff will be trained during the weeks of August 3<sup>rd</sup> through August 24<sup>th</sup> during the annual Professional Development weeks.
- If students or parents/guardians need support in using the equipment provided by the School, they should contact the Technology Team. If additional support is needed, the School will coordinate with the IT Provider.

## **Family Engagement Policy**

6. 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).

## **Family Engagement Policy**

**School Name: Washington Global Public Charter School**

**Date Board Approved:**

### **Overview**

This policy will describe how Washington Global will partner and communicate with families about continuous learning and school operations. More specifically, this policy articulates how Washington Global will communicate with, and train, students and families on all COVID-19 prevention measures being taken by the school and how the school will partner with families to adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

Washington Global believes that consistent and clear communication with students and families is vital for supporting the school's community and ensuring the success of our students. Bi-weekly parent and student surveys and one-to-one phone calls will be utilized to garner input and engage with our school community on a regular basis. These communication strategies will enable the School to maintain the health and safety of the school community. Additionally, on-going communication to students and families will happen across various platforms, which will

include but are not limited to: posted signage in the building (during hybrid), access to resources and information on the schools' website and app, on-demand notifications through social media channels, notices posted on the School's Learning Management System (Google Classroom), phone outreach, virtual or in-person parent meetings, email notifications, and other forms of individual outreach as needed.

Please note that this plan assumes that school will begin 100% virtually/off site through November 6, 2020 and then students will be able to attend school on a hybrid basis if the health environment allows.

### **General School-wide Communication**

Throughout the school year, whether students are learning virtually or in-person, the School understands that unexpected closures may happen in order to maintain the health and safety of the school community. Washington Global will communicate all time-sensitive information to all stakeholders across all social media and online-based platforms. On the homepage of the School's website, a banner that is dedicated to highlighting important news and information will be updated regularly to share the most recent information available. Direct outreach to families via the Washington Global app, email, text, and robocall will be utilized to share information as well.

### **Washington Global App**

During the 2019-2020 school year, the School developed its own app, available on the Apple and Google play store. The School took notice of how many students and families have smartphones, and saw this as an opportunity to strengthen the School's communication techniques and strategies to further engage with the students and families.

The app was launched in March 2020, and is a one-stop shop for students and parents to access programs and information. The information provided within the app is essential to our students' success and keeps our parents informed of all program updates. During distance learning in the 2019-2020 school year, students and families were instructed to use the app to access the Learning Management System (LMS) and Google Classroom. During the 2020-2021 school year, Washington Global will continue to utilize push notifications to send communications to families and students for weekly news, food distribution updates, technology distribution, and student celebrations. The School will continue to seek out additional opportunities within the app to enhance communications to families and students.

### **School Operations Communications**

Washington Global will be utilizing the School's website and app to communicate with students and families about the operating status of the School and other important events, including technology and food pick ups during the virtual phase. In the event of an unplanned school closure, a banner will be placed at the top of the School's website with the closure details. Additionally, the School will begin a campaign for all parents/guardians and students to download the School's app onto their smartphones. The School utilizes push notifications from the School's app for various school communications, and will be used to notify students, parents, and guardians about any school closure.

## Website and App

Washington Global's website and app will be the primary location for general information about the school. The website also has specific details on program offerings, school staff, and school operations details. Here, parents and students can also find events calendars, parent and school community information, OSSE and PCSB announcements, and other pertinent information. This information will be available to families 24 hours a day, 7 days a week.

- *Contact Information*
  - o Current and prospective students will be able to find all information on how to contact school administration and staff under the About Us tab.
- *Family Resources*
  - o Families will be able to find the Student and Family Handbook, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources under the Info For Families tab. Additionally, the School has a specific tab dedicated to Distance Learning so parents and students will be able to access all of the information pertaining to distance learning resources.
- *Food Program*
  - o In accordance with OSSE guidelines, all required information about Washington Global's food program will continue to be available to families on a daily basis, and menus will be updated on a monthly basis, under the Info For Families tab.
- *Operating Status*
  - o The School's operating status (open, closed, weather delay, etc.) will be communicated as a banner on the main page of the website. This will be used during both virtual and hybrid phases as the school will be open to provide food distribution and technology support during the virtual phase. A message alert will also be provided via the Washington Global app. During the hybrid phase, in the event of an unplanned school closure due to COVID-19 or for any other health or safety related reason, families will be notified via a homepage banner message on our website, app notification, email, and a robo-call.
- *Student Learning*
  - o A link to PowerSchool (the School Information System), Common Curriculum, and Google Classroom will continue to be available for students and families on the School's website under the Distance Learning tab. Parents and students will be able to access student report cards, progress reports, and updates from teachers. The website also houses a link to the distance learning platform for students to access online instruction from teachers and support staff, as well as any distance learning materials. Families will also have the opportunity to schedule weekly phone/ Zoom conferences with their student's teachers.

## Social Media

Washington Global has three (3) active social media channels that are accessible by current and prospective students and families. These include Facebook, Twitter, and Instagram. These channels are updated with new content at least three (3) times a week, and these will be used to build a broader awareness of Washington Global within the DC community and the rest of the country. The content will include, but is not limited to: health and safety reminders, updates on the School's operating status, celebrating student and staff achievements, and community activities (which include technology distribution, food distribution, student celebrations, and student support giveaways), and information about class content in both the virtual and hybrid modes.

- Facebook
  - o This social media channel is used to provide information to parents and other stakeholders about news on the school, as well as community initiatives and student success stories while at Washington Global. Facebook is a primary outlet for posting the School's operating status.
  - o Facebook will be updated by the Director of Operations on a regular basis with at least three (3) new posts a week, and will include either new content or sharing District-wide initiatives.
- Instagram
  - o This social media channel is used to provide information to students, parents and other community members on school news, student success stories and class initiatives, as well as schoolwide culture initiatives and operating status.
  - o Instagram will be updated by the Director of Operations on a regular basis with at least three (3) new posts a week, and will include new content, videos, or pictures.
- Twitter
  - o This social media channel is used to provide information to parents and other stakeholders about news on the school, as well as community initiatives and health and safety at the School and in the District of Columbia.
  - o Twitter will be updated by the Director of Operations on a regular basis with at least three (3) new tweets or retweets a week.

Additionally, the Washington Global app is linked to the various social media channels the School is actively using, so it is a one-stop shop for immediate information about the School.

### **Direct Communication to Family**

Washington Global will connect with families directly through push notifications from the School's app, robocalls, direct phone calls, emails to families, and texts to communicate important information, regardless of how students are learning (either virtually or in-person). Zoom is another platform the school will be utilizing to provide parent training opportunities and host forum style meetings to engage with our families. The information shared will include whole school announcements, sensitive student-related information, and appointment scheduling opportunities to connect either in-person or via phone/video. Families will receive direct communication from the school at least twice weekly. Students who have been identified as having specified needs with a higher demand for teacher-to-parent communication will receive daily updates through phone calls, emails, or text regarding student performance and progress.

The School will follow the daily, weekly, and monthly communications below to be sent to students and families:

#### *Daily Communication*

On a daily basis, designated School staff will be sending the following communications to remote learners:

- A reminder notification each morning to attend class or complete assignments in the LMS sent via app, email, phone, or text.
- A notification through Powerschool if not present by 10:00am.
- A phone call from the School the same day notifying the parent/guardian of the student's absence from school, if applicable.

#### *Weekly Communication*

On a weekly basis, designated School staff will be sending the following communications to remote learners:

- Director of Operations will send out the weekly newsletter via email
- Principal will send weekly announcements on Mondays to families either via video or email
- Push notifications via the app for meal distribution dates and times
- Biweekly reminder to log into Powerschool to view biweekly progress reports
- Health and Safety Reminders
- Dean of Students or School Culture Coordinator will send weekly culture initiatives to students and families to further engage the virtual learning community in school-wide initiatives
- Food distribution and pick-up/drop-off schedules

#### *Monthly Communication*

On a monthly basis, designated School staff will be sending the following communications to remote learners:

- Student achievements and awards
- Program updates or changes if applicable
- Upcoming events
- Updates on DC Health and Safety

## II. FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

Washington Global has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic. The School surveyed the families throughout the extended school closure in the 2019-2020 school year, as well as throughout the summer months, to engage families in the planning process for the 2020-2021 school year. The surveys have included technology needs and the preferred instructional model for the students. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the School is providing each student with the appropriate resources and support to ensure that they are successful. The School will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

### Trainings

During the summer, and at regular intervals across the year, Washington Global will provide virtual and in-person training to support families in navigating the continuous learning plan of Washington Global. They will be communicated through website postings, app notifications, direct email, and robo-calls. These trainings will include, but are not limited to:

#### Washington Global’s Parent Training and Community Engagement Plan

*August 13th through August 30th*

<b>Workshop/ Session Topic</b>	<b>Purpose and Goals</b>
Welcome Back & Welcome Forward	<ul style="list-style-type: none"> <li>· General Welcome and overview basic</li> <li>· Questions and Answers</li> <li>· Introduction to the parent orientation schedule &amp; supports and materials</li> </ul>
Surviving Middle School: What to Expect in Your New Grade Level	<ul style="list-style-type: none"> <li>· Meet and greet with grade level teachers</li> </ul>
<ul style="list-style-type: none"> <li>· 6th Grade Session</li> <li>· 7th Grade Session</li> <li>· 8th Grade Session</li> </ul>	<ul style="list-style-type: none"> <li>· Insight into the year</li> <li>· Grade level culture norms and expectations</li> </ul>
Our Learning Management Systems Explained	<ul style="list-style-type: none"> <li>· Explaining and framing our Learning Management System</li> <li>· Outlining our online platforms</li> </ul>

	<ul style="list-style-type: none"> <li>· Explaining Key Terms/Norming Language</li> <li>· Computer Safety, Tech Tips, and who to contact for repairs or concerns</li> </ul>
Hybrid Immersion: A Day in the Life of a Scholar	<ul style="list-style-type: none"> <li>· A live demonstration of a condensed school day to share the look and feel of onsite/hybrid asynchronous learning</li> <li>· A visual guide through the primary online platforms that students will encounter</li> </ul>
Google Classroom, Nearpod, IXL and iReady 101	<ul style="list-style-type: none"> <li>· Discussion of Expectations</li> <li>· Questions &amp; Answers</li> <li>· Where to find resources and IT or Tech Support</li> </ul>
Remote Learning 101: Tips and Tricks to Support Students with the Accountability of Self Motivated Learning	<ul style="list-style-type: none"> <li>· Discuss and share, with parents ways, to support scholars with lesson activities that are student driven and student motivated</li> </ul>
Healthy Social Habits & Behaviors	<ul style="list-style-type: none"> <li>· Demonstrations of how to practice safe routines behaviors while in the school building for onsite learning.</li> </ul>
Testing, Assessments, Grading	<ul style="list-style-type: none"> <li>· Overview of how these systems will look and how parents can stay aware of upcoming important dates.</li> </ul>
Building Social Bonds with Physical Distance	<ul style="list-style-type: none"> <li>· What parents and students can look forward to this year regarding school culture's virtual transformation and limitation</li> </ul>
Social-Emotional Support Systems in DL	<ul style="list-style-type: none"> <li>· What to look forward to this year with SEL and therapy services.</li> </ul>

Washington Global will ensure that all trainings are recorded for families to access at their own time and pace. Washington Global will also have weekly newsletter notifications about upcoming training opportunities. Washington Global is creating a resource library for families that will be available on the School's website under the Distance Learning tab. Additionally, the School will be providing how-to troubleshooting guides for parents/guardians to reference when the parent/guardian picks up the Chromebook and other materials.

### **Continual improvement**

Washington Global believes that families should have an ongoing voice regarding the School's continuous learning plan. On a quarterly basis, Washington Global will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation and functionality of the continuous learning plan. As noted in the Technology Plan, Washington Global will also provide three (3) technology surveys to parents. The School will also host forums for families to provide feedback to the School leadership team and other stakeholders. The School

will take under consideration all feedback on how to continuously improve the virtual learning program.

## **Resources**

The School will provide recorded virtual trainings to families through the School's website, YouTube channel, and Facebook page. Additionally, all printed resource guides and other training materials will be available for families via the website and the School app.

## **III. COVID-19 Prevention Communication**

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities during the School's hybrid phase and keep parents fully informed during the virtual phase of school through November 6, 2020. Given the continued community spread of coronavirus in DC, and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within the School requires consistent family engagement and clear communication.

## **Reporting**

To prevent the spread of coronavirus, the School will ask families and staff to report any coronavirus cases within their households (see Operations Plan for full protocol). To maintain the privacy of the family, the School encourages affected students and families to reach out to the COVID-19 Point of Contact, the Director of Operations, within 24 hours of the household member's diagnosis.

## **Trainings**

To prevent the spread of coronavirus, Washington Global will offer trainings virtually for students, staff, and families. In-person trainings may resume once the School transitions to its hybrid phase with strict adherence to health and safety guidance and regulations. Topics will include, but are not limited to:

- Beginning of the school year, and on a quarterly basis:
  - o How to safely return to school in-person and virtually: a training detailing all in-school processes and procedures for students, families, and staff
  - o How to support your student during virtual learning
  - o How to navigate all virtual classrooms
  - o How to navigate all virtual learning platforms
  - o How to contact teachers and administrators
  - o How to contact the Washington Global Technology Support Team
  - o Troubleshooting
- Daily basis:
  - o Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to

stay safe during the global pandemic

§ Providing videos, articles, and infographics on ways to slow or prevent the spread of COVID-19

- o The importance of health and safety measures to prevent the spread of COVID-19, including proper handwashing techniques, how to properly wear a face mask, and how to properly remove gloves.

· Weekly basis:

- o Strategies and initiatives for Healthy Habits for Staying COVID-19 free, including but is not limited to: wearing a face mask, properly washing hands, and maintaining proper social distancing between people.

- o How to support your virtual learner

### **Signage and Resources**

[Signs](#) have been posted in highly visible areas (entrances, restrooms, high-traffic hallways) and within the classrooms that promote everyday [protective measures](#) and describe how to [stop the spread](#) of germs (such as [properly washing hand s](#) and [properly wearing a cloth face covering](#)). These signs align with the CDC and PPE guidance, which can be found in the Operations section under Non-medical Cloth Face Coverings.

As detailed in Section I, the School's website and app will house ongoing resources and materials for families, including resources on how to stay COVID-19 free and healthy habits to practice during a global pandemic. All recorded training and printable resources will be available on Washington Global PCS website, under the Distance Learning tab.

## 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 Global Public Charter School

**LEA Leader Name:** Elizabeth Torres, Ed.D.

**Date:** 09-16-2020 04:21 PM