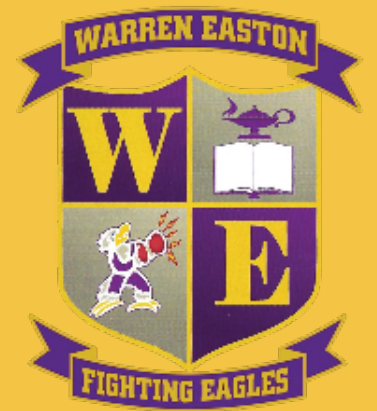


RE-ENTRY PLAN & GUIDANCE

RETURNING

3019
**STRONG
& WELL!**



MR. MERVIN JACKSON
Principal & CEO

MS. DAMEATRICE DUNBAR
11th & 12th Grade Assistant Principal

MR. KENDALL MCMANUS-THOMAS
Executive Director of Academics

MS. LAUREN LEDUFF
9th & 10th Grade Assistant Principal

GENERAL GUIDANCE

Our first priority is to ensure the safety, health, and well-being of our students, faculty, and staff. This current plan is based on current federal, state, and local guidance regarding COVID-19. This plan will be updated to meet any changes and increased standards. These guidelines are also set to change pending the Phase determined by local, state, and federal officials.

The WECHS Academic Re-Entry Plan is in full alignment with [the Louisiana's Department of Education Strong Start 2020 School Reopening Guidelines & Resources](#), as well as the [New Orleans Public Schools Roadmap to Reopening Schools](#). We will closely follow all CDC, local, and national health and safety guidelines to determine the processes and procedures necessary when we resume on-campus learning.

Upon reentry into our building, all students will receive **2 washable/reusable masks per semester** that must be worn at all times inside of the building. All personnel within the building must wear an approved mask (see further guidance below). **Rigorous cleaning and sanitation procedures will be in place**, and **hand sanitizer stations will be available** around the school. **Temperatures will be scanned on every individual entering** the school at any time. Temperatures above 100.4 of any individual will be flagged and quarantined in a specific location.

Our mission is to provide rigorous and relevant instruction to all students at all academic levels to ensure each has the opportunity to achieve their maximum potential. WECHS will continue to provide all students with a quality education to prepare them for their futures. More importantly, our student's safety and well-being is a top priority. **Social and emotional learning will be intergrated in our classrooms and culture approaches to ensure we are meeting their holistic needs.** Through high-quality Tier 1 instruction as well as Tier 2 and Tier 3 RTI supports, **our team will strategically and intentionally address unfinished learning**, respond to **learning gaps**, as well as **accelerate our students forward**.

As Fighting Eagles, we will march onward and return 3019 Strong and Well!

Sincerely,

Your Warren Easton Family



Our first priority is to ensure the safety, health, and well-being of our students, faculty, and staff.



Approved masks must be worn at all times inside of the building



Temperatures **above 100.4** of any individual will be flagged and quarantined in a specific location

**AS FIGHTING
EAGLES, WE
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LEADERSHIP TEAM



MERVIN JACKSON

Principal & Chief Executive Officer

In June 2018, Mr. Mervin Jackson was appointed as Principal of Warren Easton Charter High School. Mr. Jackson has been in education for 23 years serving students at Edward Phillips Junior High School, Lord Beaconsfield Landry High School, Eleanor McMain Magnet School and in 1999, he continued his career at Warren Easton Fundamental Magnet Senior High School. In September of 2006, he was instrumental in assisting with reopening the school following the devastation of Hurricane Katrina.

Mr. Jackson has held many roles over the years including coach, teacher, disciplinarian, Assistant Principal for six years and now Principal. He holds a Master of Arts Degree in Educational Leadership from Xavier University of Louisiana. He also received a Principal Certification from the School Leadership Center of Greater New Orleans. He is also a founding member of The Alliance for Diversity and Excellence, which is a group of African-American Educational leaders from the Greater New Orleans area that advocate for Charter Schools and autonomy for all students, parents, and leaders.

In July 2018, Mr. Jackson was chosen as a visiting Principal by the Accelerate Institute of Chicago. The Accelerated Institute of Chicago cultivates and transforms current School Principals to grow transformational leaders in the field of education.



KENDALL MCMANUS-THOMAS

Executive Director of Academics

Kendall McManus-Thomas is the Executive Director of Academics at Warren Easton Charter High School. He most recently served as the 12th Grade Assistant Principal. Mr. McManus-Thomas received his Masters of Arts in Educational Leadership and Bachelors of Science in Chemistry Education from Xavier University of Louisiana. Mr. McManus-Thomas is currently pursuing his Doctorate of Education in Executive Leadership at the University of Holy Cross. He is a certified Chemistry teacher and Educational Leader (Principalship). He obtained his certification in Education Finance at Georgetown University.

Prior to serving as Assistant Principal, Mr. McManus-Thomas served as the Dean of Academics at Warren Easton. In the summer of 2017, Mr. McManus-Thomas co-presented at the Model Schools Conference in Nashville, Tennessee on Creating and Sustaining a Positive School Culture and Climate. Mr. McManus-Thomas also completed the Leading Educators program, with a focus on literacy and math content development. In addition, Kendall completed the Inaugural Senior Leadership Cohort with the Alliance for Diversity & Excellence.

He was formerly the Head Girls Track & Field Coach, Head Cross Country Coach, 11TH Grade Team Leader and the Science Department Chairperson. Mr. McManus-Thomas began his career teaching Chemistry I, Advanced Placement Chemistry II, and Physical Science. He also served as the Director of the ChemStar and SOAR1 programs at Xavier University of Louisiana. He's a member of Alpha Phi Alpha Fraternity, Inc.

LEADERSHIP TEAM



LAUREN LEDUFF

Assistant Principal - 9th & 10th Grade

Lauren LeDuff is the Assistant Principal of 9th and 10th grade at Warren Easton Charter High School in New Orleans, Louisiana. After graduating from Warren Easton, Ms. LeDuff obtained a Bachelor of Arts degree in English Education from Southeastern Louisiana University in order to become a teacher at her Alma Mater and a Master of Arts in Educational Leadership from Xavier University of Louisiana in order to move into the school's administration. She is a certified English teacher and Educational Leader and has serviced the children of Warren Easton for the past 8 years in various capacities.

In the fall of 2014, Ms. LeDuff presented at the School Innovation and Improvement Summit in Salt Lake City, Utah on high school educators reaching and connecting with students of diverse backgrounds. In the summer of 2017, Ms. LeDuff co-presented at the Model Schools Conference in Nashville, Tennessee on Creating and Sustaining a Positive School Culture and Climate. She was formerly the Head Dance Team Coach, the English Department Chairperson, and the Grade Level Coordinator of 10th grade.

Ms. LeDuff began her career teaching English II and Speech I. She also served as a Program Coordinator at Loyola University's Upward Bound program. Serving in various capacities at Warren Easton—from a student, to a teacher, then administrator—Ms. LeDuff is truly vested in not only the achievement of the students of the school, but also the growth of the school.



DAMEATRICE DUNBAR

Assistant Principal - 11th & 12th Grade

Dameatrice Dunbar is currently the 11th and 12th grade Assistant Principal at Warren Easton Charter High School in New Orleans, Louisiana. Ms. Dunbar received her Masters of Arts in Educational Leadership from Xavier University and a Bachelor of Arts in English from Southern University. Ms. Dunbar has also completed the New Leader's Program and Urban Leader's Institute through Harvard University. She has also obtained a certificate in Educational Finance from Georgetown University. She is certified in the areas of English, History and Educational Leadership.

In her 11 years at Warren Easton, Ms. Dunbar has previously served as Dean of Academics, Dean of Climate and Culture, English Department Chair and English teacher. In her role as an English teacher, she piloted an ACT preparatory program for Warren Easton juniors. This program was later adopted by Warren Easton and led to the school's recognition for achieving the highest ACT score amongst all open enrollment schools in the New Orleans metropolitan area.

Ms. Dunbar's nonprofit, Jump at de Sun has assisted more than 50 Warren Easton students in obtaining over \$4 million in scholarships. A celebrated educator, she has been nominated for Teacher of the Year and recognized as the Teacher Who Made A Difference.

MAINTAINING HEALTH, SAFETY, & WELL-BEING

KEY PROTOCOL AND INFORMATION



Social Distancing will remain in effect for all building occupants and learning spaces. Student desks will be spaced apart for all school activities and students will be assigned seats.



Students, Staff, and Faculty will be mandated to complete a daily COVID19 survey prior to the beginning of instructional time.



Classrooms will be disinfected at the end of each day. Teachers and staff will receive supplies and will disinfect their respected workplace before and after each use.



[Masks approved by CDC](#) standards must be worn at all times. WECHS will provide 2 reusable masks per student, faculty member and staff member. For students catching the bus, masks must be worn before boarding the bus. For students who do not ride the bus, masks must be worn before entering the building. [Gaiter masks are not allowed.](#)



Students may provide their own and wear face shields, protective glasses, and/or gloves. Faculty and Staff may obtain additional PPE as needed from WECHS.



Students will receive in-class instruction in static groups as much as possible. Transitions, if necessary, will be conducted following health and safety guidelines.



Students and staff are encouraged to keep a personal size bottle of hand sanitizer on their person while inside the building.



Students and staff will have scheduled hygiene periods throughout the day to wash their hands.



New signage and decals around the school will aid as reminders of the expected behavior for how to move about the building.



If a student or staff member becomes sick, they must quarantine at home for 14-days. Students and staff members must return with a doctor's note indicating the individual is permitted to return back to school or back to work.



Parents or other volunteer groups that are not core to the development of students will not be allowed into the building except under extenuating circumstances.

OPERATIONS

NUTRITION

- Students will be mandated to wash their hands before every scheduled meal.
- **Students will be offered Breakfast and Lunch in the classroom.**
- Students are **encouraged to bring refillable water bottles** to limit the use of public drinking water fountains. Students are allowed to have bottles of water purchased outside of the school.
- Under phase 2, all places of gathering will be closed to include the cafeteria and the teacher's lounge.
- When virtual, students and families will be able to **pick up meals** twice a week at the school.



Students will be offered Breakfast and Lunch in the classroom.



Refillable Water Bottles

TRANSPORTATION

- **Students will have strict assigned bus seating to maintain social distancing guidelines.**
- Buses will be **equipped with hand sanitizer** and **masks must be worn by all bus occupants.**
- **Students from the same household will be allowed to sit on the same seat. All other riders will be on a seat of their own.** During Phase II, bus capacity will be 50%. During Phase III, buses will be at 75% capacity.
- Buses will be disinfected after every use.
- No buses will be assigned for extracurricular activities to include field trips.
- Students will be allowed to enter the building at 7:20 am from three entrances. Canal St and Gayoso ST entrances will be used for buses. The Salcedo entrance/exit will be used for parent pick-up/drop-off, student drivers and walkers, and staff members.
- Under phase 2, all places of gathering will be closed to include the cafeteria and the teacher's lounge.



Students will have strict assigned bus seating to maintain social distancing guidelines.



Buses will be equipped with hand sanitizer and masks must be worn by all bus occupants.

SCHEDULE

**new*

4X4 SCHEDULE

- Students are enrolled in four whole unit courses each semester. Students are enrolled in four new courses in January.
- The primary difference from the “Modified Block” schedule that has been used at WECHS for the past several years is that with the “4x4 Block,” **a student takes fewer courses each semester and earns a full unit of credit in one semester.**
- With a “Modified Block,” students take the same eight courses for the entire year. **With a “4x4 Block,” students take four courses for one semester each (for the same total of eight courses over the year).**
- Students in LEAP2025 courses will test at the end of each semester, instead of all testing in May. Advanced Placement (AP) exams will be administered according to the College Board schedule.
- **The benefits of the “4x4 Block” schedule include:**
 - Interacting with a smaller number of people helps meet **CDC guidelines**
 - Managing four classes instead of eight may help **reduce student stress**, especially if/when the shift to full online instruction is required
 - Maintaining a block schedule creates the **needed flexibility** for students to attend NOCCA or Delgado classes
 - Earning a unit of credit in a semester **aligns with how most colleges award credit.**

Students are grouped statically with no more than 25 in a class, including the teacher and paraprofessional.

**STUDENTS
TAKE FOUR
COURSES
EACH
SEMESTER
—TOTAL
OF EIGHT
COURSES
OVER THE
YEAR**

RE-ENTRY MODELS



TRADITIONAL FACE-TO-FACE MODEL

Students report to classes every day with health and safety guidelines. WECHS Instructional Framework is followed. Student and teacher limited movement.



HYBRID MODEL (SEE A-B SCHEDULE)

A-Days - 9th & 10th graders report to campus and attend scheduled classes according to health and safety guidelines. 11th & 12th graders will attend classes virtually through Google Classroom & Meet and participate in synchronous or asynchronous instruction.

B-Days - 11th & 12th graders report to campus and attend scheduled classes according to health and safety guidelines. 9th & 10th graders will attend classes virtually through Google Classroom & Meet and participate in synchronous or asynchronous instruction.

WECHS Instructional Framework is followed.



DISTANCE VIRTUAL MODEL (SEE VIRTUAL CLASS SCHEDULE)

Students will attend classes virtually through Google Classroom & Meet and participate in synchronous or asynchronous instruction.

No in-person classes are held.

WECHS Instructional Framework is followed.



Students and Families will have until **Friday, August 21, 2020**, to decide which model of instruction (hybrid or virtual) they would like to receive for the Fall semester, from August to December of this year. **Please note that the option will not change until the Spring semester**, January 2021. Parents, please complete [this form](#) to select your enrollment option for the Fall semester.

REGISTRATION & ORIENTATION

Orientation will be held virtually. Orientation videos will be posted on the school's [website](#) and [YouTube channel](#).

STUDENT ORIENTATIONS

- **MONDAY, AUGUST 3, 2020** — 9:00 AM
SENIORS | Class of 2021
- **TUESDAY, AUGUST 4, 2020** — 9:00 AM
JUNIORS | Class of 2022
- **TUESDAY, AUGUST 4, 2020** — 9:00 AM
SOPHOMORES | Class of 2023
- **WEDNESDAY, AUGUST 5, 2020** — 9:00 AM
FRESHMEN | Class of 2024
- **WEDNESDAY, AUGUST 12, 2020** — 7:20 AM
Student's First Day

Students and families could register online via PowerSchool Express Enrollment on the school's website through the [Parent Portal](#). All necessary documentation could be uploaded to PowerSchool Ecollect Forms through the [Parent Portal](#).

Parents, contact **Michele Junius**, Parent Liaison, at michele.junius@wechs.org or at 504-304-4129 for any questions or support.

Students and families encouraged to check the **ParentPortal of PowerSchool** for **course schedule** and **grading information**.

LEARNING MANAGEMENT SYSTEM

Warren Easton’s learning management system for all models will be Google Classroom. Parents must sign the [G Suite Acceptable Use Policy](#) for students to gain access to the Learning Management System. Students will be given access to the Google Suite, including a school-based GMAIL address (@wegcr.org), Google Classroom, Google Docs, and Google Drive. Google Classroom codes will be distributed by the teacher within the class. Students are required to join immediately. Parents may contact complete this [linked form](#) to receive a summary from Google Classroom. Students and families are encouraged to review [this Google Classroom guide](#) to ensure successful navigation.



Google Classroom

VIRTUAL LEARNING FRAMEWORK

To ensure continuity and alignment, [linked here](#) is the virtual learning framework that will be implemented for all re-entry models. All lessons will model this framework. Content teams must have aligned completed frameworks to ensure continuity of grade-level curriculum. The virtual learning framework follows the lesson planning template within [OnCourse](#).



ADDRESSING UNFINISHED LEARNING & EXTENDED LEARNING LOSS

Edgenuity will be used for intervention and enrichment. Students needing credit recovery will also be enrolled in asynchronous sessions through Edgenuity.

The following screeners will be administered through STEEP to all students to determine their initial level of need:

- Smart Cloze
- Advanced Literacy
- Math Concepts and Applications
- Advanced Numeracy

SAT and RTI meetings will be held within 10 days of identification of learning gaps. RTI plans will be developed according to the identified area of support. **Supports for students will be facilitated through all models.** Virtual in-class Tier 2 supports will be facilitated through break out rooms to focus on small groups.

Teachers will collaborate in ePLCs to modify curriculum based on student performance data. All students will be exposed to grade-level content and instructional materials while supported with scaffolded tasks to meet expectations. Virtual, afterschool, and weekend tutoring will be provided to support students.



WECHS approach to addressing unfinished learning and an extended learning loss:

EXPLICIT INSTRUCTION

- Objectives and student learning targets driven
- Standards-based learning and assessment
- Engaging virtual learning and teaching techniques

TIERED INTERVENTIONS

- High-quality tier-1 instruction
- Tier 2 small group instruction and pullouts
- Tier 3 intensive and individual supports

INTENTIONAL SUPPORTS

- Virtual tutoring and study hall
- Integrated social and emotional learning
- Virtual and tele-sessions for individualized supports

SUPPORTING STUDENTS WITH DIVERSE NEEDS

Accommodations will be provided by Special Education teachers and general education teachers through Google Classroom. Implementation will depend on the individual student accommodation needs. Students whose accommodations require calculators will be checked out to be used at home if necessary. The Section 504 Coordinator and SPED teachers will work with students to help them understand how to access accommodations such as read aloud on their computers when they are at home.

Related services will be provided via video conferencing for services such as Occupational Therapy, Physical Therapy, and Adaptive Physical Education. Necessary supplies will be checked out with the students at the beginning of the school year. The therapist will work with students to incorporate these resources during their video conferencing sessions. Student progress and service delivery will be tracked through service logs.

Assistive Technology devices, AIM materials and adaptive equipment will be checked out to individual students who need them. **Special education teachers and related services providers will work with students through video conferencing to ensure that they are using the equipment properly.** Calculation of minutes via student service logs as well as ISTEPP assessment scores and KTEA assessment scores will be used to determine services and supports.

The Child Find log will be updated monthly, the SAT chair will virtually meet with necessary team members who identify all areas of concern. SAT meetings will be scheduled via video conferencing and logged within the Child Find log.



Google Classroom

Accommodations will be provided by Special Education teachers and general education teachers through Google Classroom



Related services will be provided via video conferencing for services such as Occupational Therapy, Physical Therapy, and Adaptive Physical Education.



Special education teachers and related services providers will work with students through video conferencing to ensure that they are using the equipment properly.

GRADING

GRADING PRACTICES:

- Assignments are developed according to standards/skills/objectives for the content covered.
- Students are provided the opportunity to make-up an assessment according to areas of deficiency within the time period determined by the teacher.
- Students are provided the opportunity to reassess the deficient areas according to the set timeline from the teacher.
- Failing marks (F's) are not marked below 60% at any point during the grading period.
- Non-submitted assignments are initially marked as MISSING. Students who do not turn in work within the time allotted will receive a zero (0) on that assignment.

Students may be required to use a lockdown browser for certain assessments as determined by the teacher. Students should be advised that the version history of their work will be reviewed to ensure their learning needs and authentic work is accurately monitored. Plagiarism and copying student work can result in additional alternative assignments or a zero(0) on the assignment.

ACADEMIC HONESTY POLICY:

Easton students are expected to complete all assignments, essays, and all tests/exams honestly. Cheating is defined as “accepting or providing work or information that is not one’s own.” Plagiarism is the act of passing off someone else’s work as your own and/or using another person’s work without citing them as a source. Both cheating and plagiarizing are unacceptable at Warren Easton Charter High School and as a minimum consequence will result in a failing grade for the particular assignment and parental conference.

GRADING SCALE

A	93% - 100%	ADVANCED
B	85% - 92%	MASTERY
C	75% - 84%	PROFICIENT
D	67% - 74%	NEEDS IMPROVEMENT
F	60% - 66%	UNSATISFACTORY
M	—	MISSING

GRADING CATEGORIES:

Formative Assessment

(examples: do nows, exit tickets, discussion boards, etc.)

20%

Summative Assessment

(examples: quizzes, unit test, essays, performance tasks, projects, etc.)

60%

Final Exam

(examples: LEAP2025 exams, industry-based certifications, course final exams, etc.)

20%

TECHNOLOGY

Students will utilize a personal device provided by the school, if needed. Students are not permitted to share devices or any paper-based instructional materials. Paper-based materials are prohibited to decrease risk of transmission through the spreading of germs. Parents will have to sign the following form for students to receive devices. [Linked here](#) is a copy of the Device Checkout Agreement form. The agreement must be strictly followed.

FIELD TRIPS

Field trips are discontinued for the entire 2020-2021 school year. Virtual field trips and tours options could be used as alternatives.

AFTER SCHOOL TUTORING & PROGRAMMING

After school tutoring and programming could continue only with static groups not to exceed 25 individuals including adults in the room. Health and safety protocols must be followed.

ATHLETICS & EXTRACURRICULAR ACTIVITIES

PHASE ONE	PHASE TWO	PHASE THREE
BAND & SPIRIT GROUPS No activities	BAND & SPIRIT GROUPS Discontinued or virtual option.	BAND & SPIRIT GROUPS Adhere to physical distance recommendations in effect.
ATHLETICS No contact and high-risk sports.	ATHLETICS Allowable under LHSAA guidelines. No spectators at events.	ATHLETICS Contact high risk allowed within defined groups. Limit of 50 spectators or less. Must wear face coverings and physical distancing.

[Strictly following LHSAA Guidelines](#)

VIRTUAL ETIQUETTE & NORMS

NETIQUETTE GUIDE FOR ONLINE COURSES

It is important for students to recognize that the online classroom is in fact a classroom. Certain behaviors are expected when communicating with peers and instructors. These guidelines for online behavior and interactions are known as “**Netiquette.**”

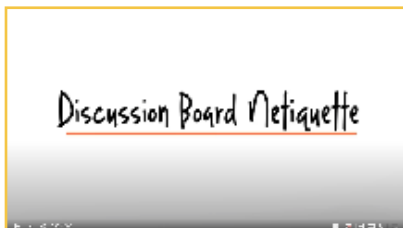
The purpose of the following information is to support student’s effectiveness and success when communicating via email, chats, or discussion boards, which are essential aspects of the distance learning experience at Warren Easton Charter High School.

WHY IS NETIQUETTE IMPORTANT TO YOU AS AN ONLINE STUDENT?

Proper conduct in an online class is just as important as in a face-to-face classroom. There are similar potential repercussions for failing to maintain appropriate decorum online. Remember that in an online class it is common for a very substantial portion of your grade to be a function of how well you perform in online discussions and other classroom participation activities.

Your ability to clearly and properly communicate in an online class can be every bit as important to your success as how you perform on performance tasks, summative assessments, and written assignments.

Students and families are encouraged to watch and discuss the following short videos:



WECHS VIRTUAL CLASSROOM NORMS

Parents are encouraged to review and practice these norms with their child. Students are encouraged to internalize the following norms before the start of the school year.



WECHS Virtual Classroom Norms

1. Arrive 5 minutes before class with **MICROPHONES MUTED** and **CAMERAS ON**.
2. Engage respectfully and communicate responsibly.
3. Select a quiet location with a non-disruptive background or use a virtual WE background. Be sure to dress appropriately.
4. Be prepared with course materials and actively participate.
5. Avoid use of apps and devices - cell phones, TV, etc, - during class.

GENERAL GUIDELINES

When communicating online, students should always:

- Treat instructor(s) with respect through all engagements and mediums such as email, chats, virtual meeting rooms, and any other online communication.
- Use clear and concise language. Be respectful of readers’ time and attention.
- Avoid slang terms such as “wassup” and texting abbreviations such as “u” instead of “you”.
- Avoid using the caps lock feature **AS IT CAN BE INTERPRETED AS YELLING.**
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken literally or offensively.
- Bullying is not accepted or tolerated. Disciplinary actions will be taken accordingly.

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