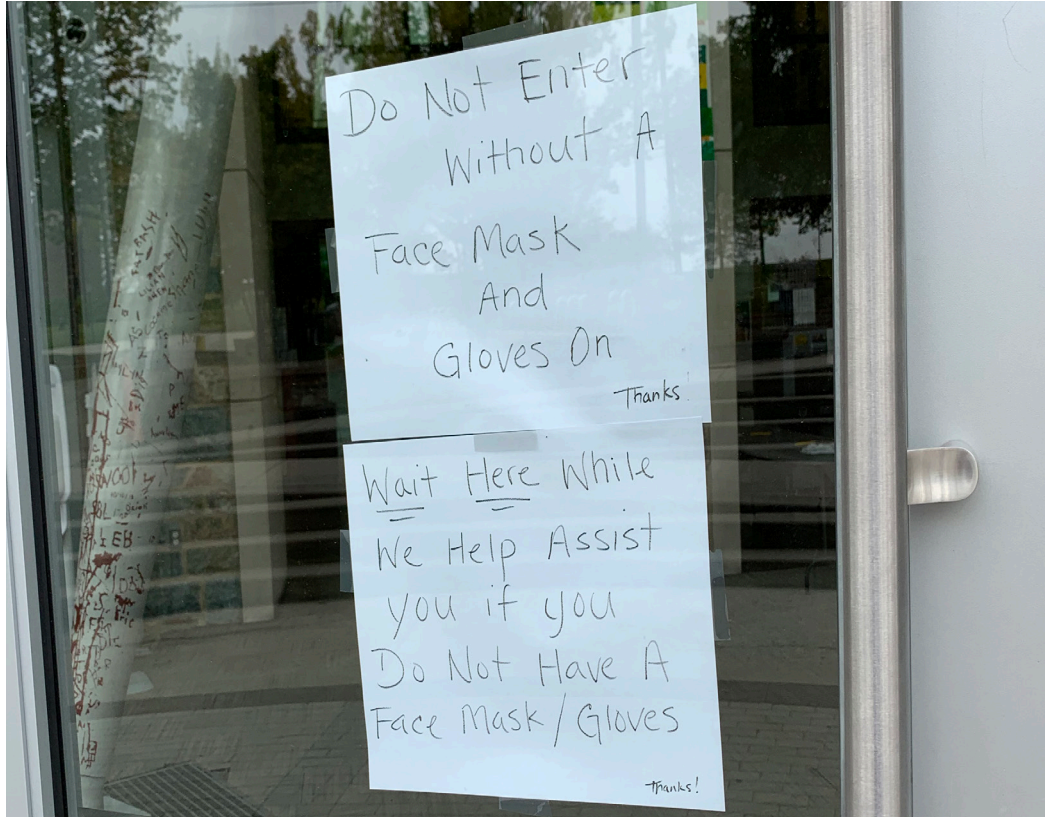




Coronavirus cuts school year short



DO NOT ENTER- A sign on Wilson's main doors says that visitors must wear a face mask and gloves to enter. DCPS decided to continue distance learning until May 29, the new date for the end of the school year, due to the coronavirus pandemic. Photo by Chloe Fatsis

Distance learning will continue until May 29

Chloe Fatsis
Editor-in-Chief

Students will not return to traditional schooling until at least next school year. Distance learning will continue for the remainder of the current school year, which will end on May 29 instead of June 19. DCPS is also considering starting the 2020-21 school year earlier.

"In closing for students on the 29th, we closed by about three weeks, and our hope would be to make up that three weeks in some way at the start of the next school year," Mayor Muriel Bowser said in a press conference on April 17.

Summer school opportunities will still be available, but it has not yet been determined whether they will be

in-person or remote. Chancellor Lewis Ferebee will provide more details about plans for summer learning and next school year by May 15. Senior year activities such as graduation are still uncertain, and Ferebee is expected to provide more details about those in the coming weeks as well.

"I imagine if we start in early August, that will give teachers a decent runway to try to pick up some of the... learning that students missed and then get us started on more solid ground for next fall," Principal Kimberly Martin said. "But I suppose all of that is also related to flattening the curve and where we are with the virus unfolding during that time."

see SCHOOLS on page 2

Teachers reflect on the switch to online class

Amelia Bergeron
Features Editor

Frequent emails, Remind texts, and online assignments have become a new normal for teachers. Whether it's Google Classroom, Canvas, or Zoom, teachers are having to adjust their schedules and methods as a result of distance learning.

Math teacher Alex Jacoby has created a routine that requires students to check in at least once a week. "Generally I post assignments on Monday, due the following Monday. Most students use videos and other online resources to complete the assignments," Jacoby said. Similarly, science teacher Travis Hartberger has created a weekly schedule focused on one new concept each week. "[The week] often starts with a hybrid video coupling a YouTuber and my

own video to best capture and expose students to the chunk of content. That video will include notes wherein students have to create a graphic organizer and build on an ongoing concept map for the unit, followed by an online quiz," Hartberger said. Instructional videos have always been a valuable tool, but they are even more important now that learning is digital.

History teacher Aaron Besser reflected on how distance learning has made it harder for him to reteach certain concepts to his students. "If there was a common mistake on an assignment or some vocabulary that students did not quite get, I can try to communicate that in Canvas comments or over Remind, but there's no guarantee that students are

see TEACHERS on page 2

Student-run clubs adapt to new platforms to stay active

Anna Arnsberger
Features Editor

On Friday, April 17, Wilson's Common Ground Club was having another passionate discussion. Just like every other week, members were deep in conversation, deliberating DC slang, Sara Baartman, and hyper-tan Instagram models.

But this was no ordinary Common Ground meeting. Screaming younger siblings and intrusive pets made unprecedented cameos. Club members rummaged through refrigerators instead of backpacks in search of lunch.

Bedrooms and kitchens replaced room 319 as students lounged on couches in front of their computer screens. This was a Common Ground meeting in the era of coronavirus, and like so much else in our society, it had moved online.

Since the closure of school in March, Common Ground has held its weekly meetings on Zoom. Other than a few hiccups with "Zoom bombers" and audio glitches, the leaders believe they have been successful in their virtual switch, continuing to host valuable conversations

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Graphic by Anna Arnsberger

COVID cancellations cause stress and disappointment

Shirah Lister
Sarah Morgan
Opinions Editors

In an alternate universe, Zakai Robinson acted as Peter in the March production of "Peter and the Starcatcher." In this universe, on March 13, senior and lacrosse co-captain Maisie Arlotto started her last season, and freshman Sofia Orlando began her first.

In our universe, however, plays and sports games have been cancelled in order to slow the spread of coronavirus. Oh, and DCPS has announced that school will be remote for the rest

of the year.

Wilson's closure has left students worried about activities and events that were going to happen this spring. While some students might be enjoying distance learning, some have expressed sadness and anger over the cancellations.

One of the main disappointments is the inevitable cancellation of prom and graduation. Senior Colyar Trimble isn't too disappointed herself, "but I'm sad for everyone who was looking forward to [them]," she said.

Arlotto is one of those seniors. "Everyone was really

looking forward to having prom and graduation and really finishing up senior year. It just really sucks to lose our second-semester senior year especially since we had finally finished the hard part of the year and we were supposed to have fun."

Senior Zach Kaplan agreed, stating that he was excited for "prom, beach week, graduation, [and] depending on how long it lasts, summer and maybe college." He feels "anxiety about it, it's just so uncertain when things are gonna be okay. But it's kinda fun to plan for when it's

see STRESS on page 4



CORONA-(EDU)CATION- Wilson Behavior Tech De'Andre Parker helps organize distance learning packets for students to take home. Photo by Margaret Heffernan

Wilson wellness team works to support students during COVID-19

Anna Dueholm
Junior Editor

In the unprecedented times of the coronavirus pandemic, it may seem as if the only thing that's certain is that everything is uncertain. This uneasiness has many of us feeling anxious or stressed. Being apart from our friends and usual support system may leave us feeling isolated. Whatever you're feeling, you're not alone.

With classes, concerts, exercise, and almost everything else going virtual, Wilson's wellness team has followed suit. Made up of Wilson's social workers, counselors, and clinicians, the team has been working to ensure that everyone is supported and has someone to turn to.

Within the first two weeks of school closures, the 10th and 11th grade counseling teams sent "courtesy wellness check-ins" to each family and requested a response to ensure all families' needs are met. "I

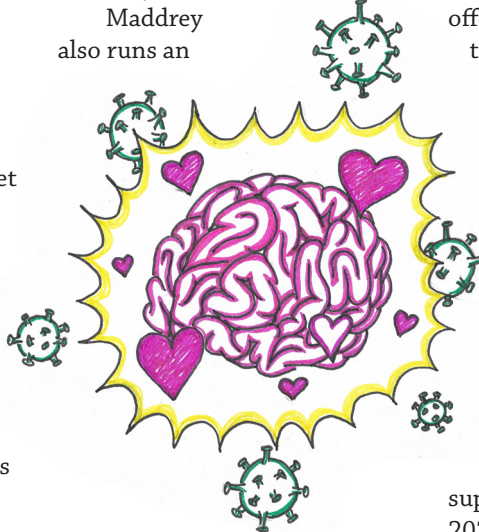
think that it's really good that the counselors, while separated from the student body during quarantine, are trying to make sure the students at Wilson are in good shape as students and as people," sophomore Nick Smole said.

Some counselors went the extra mile to show support to their students. Tenth grade counselor Leslie Sargent changed lyrics to her favorite song, "Miss You Much" by Janet Jackson, and sent them along with her email. "I'll tell your mama, I'll tell your friends... send it in a letter or tell you on the phone, this wellness check is to make sure you're not alone," she wrote. The other 10th grade counselor, Evan Camara, sent his students a bingo game.

All social workers, along with clinical psychologist Perette Arrington and Latin American Youth Center (LAYC) clinician Taylor Pickney, have been meeting with students for telehealth sessions. "While they

are mostly students that were on our caseloads before, we are here to support everyone who reaches out. We can be reached via email if someone wants to schedule an appointment," 12th grade social worker Lacey Maddrey said.

Maddrey also runs an



Instagram account on behalf of the wellness team. The account, @wilsonwellnessteam, features posts about managing stress, self-care, and more.

"I think their posts have

been great reminders of how to take care of myself. They also help me see that we're really not all so different; a lot of the things I'm struggling with aren't unique to me," senior Maya Bravo said.

In addition to the services offered directly by Wilson's team, there are several other outside resources available. The Department of Behavioral Health has a free helpline, 1-888-793-4357, for anyone who needs mental health support. The Child and Adolescent Mobile Psychiatric Service (ChAMPS) is another option for students who are facing a mental health crisis and need immediate support. They can be reached at 202-481-1440 and are able to come to your home.

Maddrey recommends that students looking for support also research therapist options. "I would also encourage students to check with their

parents who can look into their insurance carrier about potential therapist options as many are working through telehealth, or asking their primary doctor for recommendations as well, which can usually be a quick phone call," she said.

Though telehealth calls may not be the most natural option for counseling, it's available to us all.

"We recognize telehealth can be an awkward way to begin services but in this interesting time, we are finding the most flexible ways we can to support and accommodate, so please reach out to us," Maddrey said. And now may be a better time than ever for us to reach out to our friends and lean on each other as well.

While these are certainly difficult times, the wellness team's dedication to student support is an important and uplifting reminder that students struggling right now are not alone. •

Graphic by Anna Arnsberger

Teachers

from page 1

actually reading, processing, and interpreting my written words in the way I need them to," he said.

Hartberger, Jacoby, and Besser all agreed that Wilson's nonuniformity in distance learning platforms has proven to be a challenge for students. "The other difficulty is on the student end—I believe students are experiencing a myriad of technology interfaces (Microsoft Teams, Canvas,

Zoom, Google Classroom) and I can only imagine the complexity of juggling expectations for learning at-home with classes scattered amongst that many interfaces," Hartberger said.

Some teachers also experienced technical issues with their respective platforms. Besser and Jacoby explained that some students are unable to login or are missing accounts. Hartberger elaborated on how some of his pictures for assignments are not showing up. "Often good assessment questions involve a stimulus; however, some of the free

assessment tools have been glitchy or limited in scope of embedding a stimulus as an image." In light of these difficulties, Besser reflected on giving systems the benefit of the doubt. "When things don't go smoothly or as you expect, take a deep breath, be okay with imperfection, and collaborate with others to problem-solve as best you can."

All three teachers think that DCPS has done a satisfactory job with the little time they had to change the course of the school year. "The District as a whole I think has tried really hard to

approach distance learning in the best ways they can," Besser said about schools with varying needs. Hartberger agreed, saying "I think DCPS has done a good job providing meal sites for families and children in need of food, as well as offering devices and WiFi to families and students in need."

Distance learning has taught teachers to appreciate their in-person interaction with students. "One of my biggest regrets of not having 'live' class... is that there are some students I have not seen or heard over Zoom at all over the

past month," Besser said. He added that self-isolation also has an effect on teachers' mental health. "None of us are used to sitting at home all day, feeling isolated, and being unable to go out and socialize 'normally' with others."

Although distance learning has brought widespread change to teaching, some things are like they used to be. "And at night and on the weekends, like before, I still spend extra time grading and planning. Because some things don't change even during distance learning," Besser said. •

Schools

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Now, schools must handle different grading policies for the third and fourth advisories. For term 3, any work that was done remotely will count as extra credit. For term 4, "grades will be weighted equally between Practice & Application and Participation," according to an email from Ferebee. Additionally, teachers must offer weekly extra credit opportunities, and there is no penalty for late work. Final exams have also been cancelled.

"While teachers will not administer exams during this time, we expect that students will participate in learning at home as best as possible," Ferebee wrote. "Students will receive term 4 grades on the A-F scale. If a student chooses to do no work in term 4, they could receive an 'I' (incomplete) for the course."

Martin is saddened that schools will not reopen this year. "I feel sad and I feel anxious and I feel worried for all of these different populations of people who have things that aren't getting met," she said.

To accommodate students

who do not have access to technology, DCPS has been distributing devices and WiFi hotspots. This initiative has appeared to be successful so far. About 2,000 students from 20 high schools have received devices, and around 200 Wilson students are expected to have received devices.

This was the latest update in a long string of cancellations that began over a month and a half ago. When school was closed originally, Martin did not expect the situation to become as serious as it has. "Everything just kept changing really quickly."

During the time away, teachers have had to adapt to online programs. "Parents have complained to me about the number of different instructional tools or platforms that teachers are using," Martin said. "I want to try to find a way to decrease the number of platforms and yet not reign on teacher autonomy or student engagement." Currently, Wilson teachers have used around 30 different platforms, but Martin is trying to narrow that down to about 15.

DCPS serves meals to students at 50 sites across DC, including Wilson, from 10 a.m. until 2 p.m. Monday to Friday. •

Clubs

from page 1

that are integral to the club. This unusual situation has even presented a number of silver linings, such as more time to prepare structured slideshows.

Common Ground's last Zoom meeting peaked at 28 members—much more than the average in-person gatherings of yore. "Maybe because of timing or it's easier to show up," senior and club member Lucy Strand said, "but it's really good that their messages are reaching a wider audience and more people are learning from what they're saying." The new virtual format has opened the club to former Wilson students and those from other schools, even one who lives in Argentina. Sophomore Angeline Daniels, one of Common Ground's co-leaders, sees this as an advantage to hosting meetings online. "Wilson's just a small space compared to a world of ideas, and exposure from literally different countries and cultures, all that perspective is super cool," Daniels said.

But not all groups have benefited from being away from school. Latinx in STEM

club, while also holding weekly Zoom meetings, has noticed a sharp decline in attendance. Junior and club founder Isabel Lopez-Santiago explained that she continues to teach about a topic each week and then go into a more hands-on activity. But she feels restricted by the kinds of interactive lessons that are possible and has to rely more heavily on videos and online



ZOOM OR DOOM?—Common Ground, some members shown above, has seen higher attendance for Zoom meetings than in-school sessions.

resources. "Now I have to plan activities keeping the materials people do and don't have at home, which can be tricky for a lot of science experiments," Lopez-Santiago said.

Other clubs have found different online methods of staying connected. Along with an occasional Zoom meeting, Leftist Student Union updates its group chat with film and

reading suggestions. Astroclub uses Remind to send memes, articles, quizzes, and movie recommendations a few times a week. While they recognize that many students are busy and don't host meetings, junior and club co-founder Keyla Sejas said, "we tend to send random messages just to keep the positive vibe spreading around... [and] take our mind off of this horrid reality."

While many clubs have been inactive since the closure of school, members of the ones that persist agree that continuing their extracurriculars is a useful distraction from the dullness of self-isolation. "Keeping a routine is crucial during quarantine, and that includes keeping a routine with my club, and if that helps other people keep a routine too, then that's great," said Lopez-Santiago.

Strand echoed that sentiment, pointing out how clubs give students a reason to get out of their own world. "A lot of people kind of miss Wilson and having a normal routine, so clubs actively trying to keep meeting is a really nice way to still have something that you enjoyed from school keep going," she said. •

Photo courtesy of Sarah Morgan

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Wake up, Trump: now is not the time for idiocy, ignorance, and indifference

Alex Holmes

Written Content Editor

For the more than 3 million people worldwide who have been infected with COVID-19, it's abundantly clear that the novel coronavirus is a serious threat to public health. Unfortunately, most state governments and the federal government here in the U.S. were slow to catch on. As late as February, the President was claiming that the number of cases in the U.S. would soon "be down to close to zero." We now have the most cases in the world, at just over 1 million. His flippant attitude towards the virus has done more harm than good during this pandemic and even though many of the actions eventually taken were the right ones, most came too late. Banning travel isn't inherently bad, but it doesn't do a lick of good when the virus is already in the country.

Besides not taking preemptive measures, Trump and his administration actively caused people harm through inadequate testing, denying

medical facts, and reckless abandon. The lack of early and adequate testing—perhaps the most basic tool to combat the coronavirus because it is necessary for successful tracking—has been a marked failure of this administration. As a result, the true scale of the U.S. outbreak was unknown for some time.

In what was an ill-fated effort to turn around some of Trump's early misfires with the pandemic and inform the public, the President began to make daily press briefings that air live on most TV and radio networks. If handled well, these could have been the combination of unblemished fact and steadfast reassurance that people need in these uncertain times. Instead, they quickly devolved into a platform where millions of Americans could watch as Trump fell back on his usual schtick—making stuff up, spewing gibberish, and being an all-around nuisance.

For once, though, some people actually stood up to the man. Dr. Anthony Fauci has

been firm in his corrections of the President and has been a rock-solid source of information to the people. Unfortunately, Trump has contradicted him and other medical professionals at every turn, resulting in the rapid spread of another deadly virus—misinformation.

Misinformation is one thing, but Trump has somehow (though are we really surprised?) managed to outdo himself. Acting more like an angry YouTuber than a President, he has encouraged protesters who are angry at social distancing measures to "liberate" their states. The only thing dumber than people gathering in the midst of a pandemic to protest the protections against said pandemic? A President—via Twitter, of course—emboldening those protesters to violate his own administration's guidance. (It is worth noting and encouraging that some state governors have scolded the President for those tweets.)

And then there was the mask debacle. At a briefing where the Centers for Disease

Control and Prevention announced that they urge all Americans to wear masks, the President then said he wouldn't wear one: "It's going to be really a voluntary thing."

Trump's antics used to be annoying, and occasionally amusing; now, they are no joke. Somebody should remind him that lives are at stake. So far, more than 60,000 people have died in the U.S., and over 225,000 people globally. If the government had acted earlier, and in a more competent manner, lives would have been saved.

The government reacted slowly to this threat, but there's still time for us to perform our duties as citizens of this country and the world. If possible, stay at home, but when performing essential tasks, maintain a distance of six feet from other people and wear a mask. We can all play a part in saving the lives of our fellow citizens, even when the government doesn't seem to care. It is time for Americans—and the world—to come together, but not literally. •

Self-isolation is self-preservation (and basic decency)

Sarah Morgan

Opinions Editor

This period of having no school from mid-March until at least next school year, nicknamed "coronacation" after COVID-19, is unlike anything we've experienced before. So, during this time we might be thinking, "I'm sooo bored. What's the move?"

If you're craving social interaction, you might want to invite all 50 of the homies over. Which would be a mistake. First of all, Mayor Muriel Bowser has placed a stay at home order on DC, meaning you should only go out for essentials. The point of this is to limit the amount of contact you have with other people, to control the number of people exposed. This should be enough incentive, but since teenagers are less affected by

respiratory illnesses, we seem to be a lot more nonchalant about the situation than we should be, based on the behavior displayed by many fellow students.

There are people who live with you and take care of you. Maybe a mom, a grandpa, a brother, or really any guardian. While teens have generally not been experiencing COVID-19 as intensely as other age groups, we can still carry the virus, making us a possible threat to our loved ones. And

besides that, anyone with a compromised respiratory system is at a higher risk. How many American teens have asthma?

11.1 percent, according to the CDC.

Not to mention the lengthy incubation time, (from two to 14 days), and the fact that if the virus does spread enough to acquire a dangerous mutation, everyone will be hit harder.

Which brings us back to slowing the spread. Because while a lot of people have it, the slower the disease spreads,

the better in the long run. The situation in Italy exemplified how terrible this situation could get when people get sick en masse. A lack of resources and infrastructure created a terrifying situation. Hospitals ran out of ventilators for people who were struggling to breathe. Patients were turned away from hospitals because there was no more space.

The mindset of "I'm a teenager, I'm probably not going to die" is selfish. There are more people in the world than just us, meaning we should avoid leaving home. Instead of hanging out with all 50 of the homies, Facetime them! Hang out with your family! Cook something—anything that you can do at home. This period is essential to sort out who's sick and who's not. Use it responsibly. •

Graphic by Sarah Morgan



Distance learning allows for greater student flexibility during an uncertain time

Sophia Hosford

Junior Editor

In light of the coronavirus outbreak, distance learning has become Wilson students' reality. Though distance learning presents some challenges, it also accommodates many struggles that students face. Extended office hours and deadlines enable students to work at their own pace in an environment that best suits them. The way distance learning is organized allows students to self-determine and self-regulate their workload each day. With pretty manageable deadlines and understanding teachers, distance learning days

can be much less stressful in comparison to traditional school days.

Many Wilson students struggle to meet deadlines and struggle with distractions at school, so extended deadlines and other accommodations made by teachers and faculty have made it much easier for students to manage and adapt in this unprecedented time. Though you could say distractions are increased since students are home and without teacher supervision, they aren't surrounded by hundreds of other kids.

The introduction of online platforms has also been integral

to student and teacher success because they are extremely useful and make turning in work and accessing work easy. Canvas and other distance learning platforms have also made it nearly impossible for teachers to lose work or for students to claim they never received an assignment. The introduction of learning via the internet has also obviously eliminated the annoyance of having to carry heavy backpacks and hundreds of papers all at once.

Additionally, distance learning has made many teachers accessible for large parts of the day. During a traditional school day, you'd only

see your teacher once, maybe twice a day, but during distance learning, you have access to their extended office hours and can typically hop on a Zoom call when needed.

Distance learning has been a favorable set up in comparison to what could've been a system only catered to the privileged. DCPS has distributed computers and WiFi hotspots to students who need them in order to ensure internet access for all students. As a result of the adjustments made by DCPS, students, teachers, and faculty, distance learning has become less stressful and a more positive environment for everyone. •

Distance learning creates challenges for students with accommodations

Joanna Chait
Charlotte Guy
Emily Mulderig
Junior Editors

The transition to distance learning has upended all sense of normalcy for students and teachers. For many students with learning accommodations, the loss of daily communication with teachers and staff is even more consequential.

These accommodations, outlined in a 504 Plan or Individualized Education Plan (IEP), give students with learning differences a specific set of modifications to assist them. Accommodations vary greatly and could include extended time on assignments, preferential seating, modified work, and assistance for students with sensory impairments. Additionally, students with accommodations often require more time to check in with their teachers to ensure they are keeping up with the learning.

On March 16, all DCPS faculty had a professional development day to formulate a plan for how to prepare for distance learning. According to assistant principal Ronald Anthony, who oversees the special education program, co-teachers were required to meet to come up with accommodation plans that comply with both online distance learning and paper versions.

Teachers learned to use video conferencing apps such as Zoom and Microsoft Teams in order to compensate for the lack of in-person communication. Though these online platforms provide connection, they fall short of the intimacy that face-to-face conversation provides. For many educators, this loss of personal communication has jeopardized the bond they've built with their students, making it extremely difficult to provide direct support and check-ins. "You're not able to have that one-on-one with them, you're not able to give them a hug, you're not able to fix it immediately," special education

teacher Georgia Louissaint said. Developing these connections is extremely important, which makes distance learning all the more difficult.

Students have also felt the notable difference in communication with teachers and counselors. Senior Levi Kay receives accommodation in his classes, normally consisting of extra time on tests. Usually, he is able to check in with his teachers about his learning and is almost always accommodated. Unfortunately, he feels that he hasn't received accommodations during distance learning, partly because communication has been strained. "I only take four classes and I haven't consistently been able to talk to [teachers] in the capacity I would like to," he said.

Louissaint works both as a co-teacher in inclusion classes and teaches in self-contained special education classes. Inclusion classes are subject classes with students who are both traditional learners and students with learning differences. Co-teachers work with the subject teacher on modifying assignments for each student to comply with their particular needs. "A student with an IEP might get less short responses, and not only that, they would get guided steps," said Louissaint.

According to social studies teacher Patrick Cassidy, who teaches a World History I inclusion class with Louissaint, "We kind of reduce the amount, but [also] restructure the work so it's easier for the students to access the content."

Before distance learning, teachers were able to explain their specific modifications easily to individual students. Now, without in-person communication, teachers have to find a way to make their instructions especially clear to minimize confusion. "We can't talk to kids on the spot, so now we're being more intuitive. We are making sure that everything we're doing is even more clear and we're trying so hard to be

really concise," said Louissaint.

According to sophomore Jillian Upshaw, "The biggest challenge [in distance learning] is probably communication." Upshaw, who has an IEP, normally visits her teachers during their office hours so that they can answer her individual questions. Additionally, she has a meeting with all of her teachers at the end of each advisory and meets with her social workers at the end of every month. With the change in everyday schedule, talking with teachers has become a greater challenge.

Another stressor for students during distance learning is the plethora of platforms they need to navigate. Teachers were granted autonomy to choose which online platform they wanted to use rather than being required to utilize a common one, creating greater confusion for some students. "The most challenging thing [about using] online platforms is that teachers use so many at once, [so] it's hard to keep track of things," Kay said.

"The number one complaint is the platforms. I think students having to deal with various platforms has been very challenging," Cassidy said. For students who struggle with organization, managing multiple different platforms with little guidance can be a huge challenge.

During the first week of distance learning, Cassidy encountered his first issue with clarity. When he tried to upload both the modified and traditional versions of each assignment for his inclusion class on Canvas, each student received both copies. He ultimately had to get authorization from DCPS to make "groupings" within the roster. "[The Canvas Team of DCPS] gave me a temporary permission, which allowed me to create what I call two groups, traditional and modified," Cassidy said. This allows

see ACCOMMODATIONS on page 5

HOW TO SPEND YOUR QUARANTINE

By Alejandro Diaz-Lopez

The worldwide COVID-19 outbreak has caused society to take the necessary precautions to avoid the spread of the virus. As coronavirus concerns cancel school and public events, students may find themselves bored at home. Even while social distancing, there are fun things to do while stuck at home. Here are some ways to pass the time during the outbreak:

TikTok: It's time to put those dancing skills to use! Learning TikTok dances is a great way to spend time and every day there are different ones to try. But beware: the app is very addicting and you may be on it for hours, searching for funny videos, animals, dancing, and so much more. I guarantee your screen-time will skyrocket after using the app. But maybe after surfing for videos for so long, you'll be inspired to become the next Charli D'Amelio!

Netflix: There is always something good to watch on Netflix—there are shows and movies for everyone. Some Netflix originals I recommend to watch are "On My Block" and "One Day at a Time," two shows that highlight love, friendship, and family values. If you need a great documentary to watch, I definitely would suggest "13th," which reveals so much about the loopholes within the criminal justice system.

Cleaning: Cleaning your room is another great way to spend time during the outbreak. A lot of people dread cleaning their room, but at least it will make your parents happy, and once you've finished you will feel very accomplished. Our environment plays a huge role in the way people behave, which means a clean room will result in less stress and more organized thoughts.

YouTube workouts: Since gyms are closed, watching fitness videos on YouTube is a great way to spend time at home. You don't need a gym membership to be fit, all you need is your phone and a comfortable space in your house to workout. During the break, it's important to get moving and to strengthen your body.

Puzzles and games: If you want to be social, playing board games or doing puzzles is the way to do it. Puzzles will calm your mind, and it never hurts to be competitive with family. Both activities allow for the whole family to laugh and have a good time.

Hygiene: The most important thing to do during the outbreak is to practice proper hygiene. Remember to wash your hands with soap for about 20 seconds (or sing Happy Birthday) to get rid of any bad germs. Avoid touching your face, eyes, nose, and mouth.

Following these tips will make your time more bearable during the outbreak. •



Graphic by Anna Arnsberger

Stress

from page 1

gonna be over. But I guess you really just have to be hopeful, do your part."

Claire Wigglesworth, also a senior, initially "wasn't planning on going to prom or graduation... but things have changed and I am pretty bummed that prom will definitely be cancelled."

As a volunteer at the Natural History Museum, Trimble is disappointed for different reasons. She's upset about her efforts being postponed indefinitely because it means "missing interactions with new people and learning"

Trimble loves her volunteer work and is saddened to see it stop. "I spend my day at the butterfly pavilion and the insect zoo... so I show kids arthropods... [and] hold live insects out to kids, which is weird but really fun," she said.

Trimble is not pleased with the sudden switch to online learning. "I think there's some confusion about how it works," she said.

Junior Traa Connor agreed, saying "there is a really big disconnect... between what we were doing in class versus what we are supposed to be doing online. [It's like] we don't have a teacher."

Members of "Peter and the Starcatcher" have been working on the production since

December, but unfortunately due to the crowd limitations placed on DC, the play was performed and filmed without an audience. The inability to perform has hit seniors particularly hard, as this was the last Wilson production for many.

"[The cancellation of 'Peter and the Starcatcher'] was a really... down moment for all of us because we put in a lot of effort for it," Robinson said. "To be honest, I'm feeling kind of down because I felt like coming towards the end of the year, everything was going good...I was really excited to perform."

The postponement of standardized tests to June has also frustrated some students. Junior Lucy Scalzo was planning to take the ACT three times,

starting in April. Due to coronavirus, her plan has been delayed at least two months, which could mean she won't have as much time to get her score as high as she needs it.

Distance learning has cost spring athletes almost their entire season. "I feel disappointed about our season being cut short," said freshman Sophie Orlando. "It feels like all the hard work that my teammates and I put into tryouts was for nothing."

"Having my last season be canceled sucked," said Arlotto, who is the varsity lacrosse co-captain. "[But] I feel worse for the people who won't get another chance to play after high school and for the freshmen who made varsity."

Wigglesworth shared a similar sentiment about crew, saying she is "devastated that the spring season has been cancelled... We were hoping to win WMIRA, the city championship, for the first time in Wilson crew history and place at nationals. I've been rowing for 5 years so it's pretty depressing for everything to end so abruptly without closure."

The students of Wilson have been facing stressors of events and activities being cancelled, from sports to plays to volunteer work. As time in this period of isolation and social distancing, and no clear end, Kaplan concluded, "there's definitely going to be people that I'm gonna miss seeing every day. That's really going to stink." •

What the season cancellation means for college baseball

Alex Cirino
Sports Editor

In arguably the most unpredictable time in the sports world, athletes across all levels are left uncertain about what lies ahead. From professional athletes anticipating a major breakout season to young athletes hoping to achieve their athletic dreams, everyone's goals have been put on hold. These cancellations have hit collegiate athletics the hardest—baseball in particular.

Among all domestic cancellations, the NCAA is the organization that will undergo the most changes. The NCAA cancelled the spring seasons for every collegiate sport leaving its athletes questioning what comes next. Aside from the players who have solidified their spots on these rosters, incoming commits are left greatly harmed.

Senior Collin Bosley-Smith was already committed to play

baseball at Duke in the fall. However, the NCAA's decision to grant seniors another year of eligibility has many incoming freshmen like Bosley-Smith wondering just how much these new parameters will affect them. Along with this group of players comes a number of student athletes looking to compete for some of those remaining roster spots.

Across all spring sports, the biggest factors that the NCAA's decision will change are a team's roster size, scholarship distribution, and future recruiting plans.

Baseball team co-captain Amartya Eswaran-King was on track for a breakout senior season.

"I was hoping to have some coaches come to see me play this spring," Eswaran-King said. His dreams of playing collegiate baseball were still a realistic possibility. He had played in front of many coaches through

showcase tournaments and in-person camps at various schools and was still in remote contact with some coaches over the course of his senior year. With all the right steps taken in the past the coronavirus cancellations have caused many aspects of NCAA baseball to spiral out of order.

Collegiate baseball roster limits have remained at 35 spots, however, seniors that wish to return to the team don't count towards that total. An incoming freshman's roster spot will most likely not be affected by that. In Bosley-Smith's case, members of Duke's coaching staff have reached out to him throughout the past month making sure he's staying fit and in baseball shape while seasons are still paused. While Bosley-Smith may have secured a roster spot, this lessens the chances for any walk-ons eyeing a late roster opening.

It's hard to say how much

a team will choose to push its roster limits as that only makes it harder when it comes to scholarship distribution. With no incoming revenue, schools may need to prioritize athletic scholarships less and shift their attention towards the necessary funds to keep the program running.

"They need to increase the number of scholarships," Bosley-Smith suggested as an ideal solution to level the playing field. Schools are only allowed 11.7 full scholarships to distribute across the team. Meanwhile, as the incoming acquisitions look to settle into Duke's already competitive roster, their promised scholarships may be slightly altered.

The MLB's new draft format which saw the draft go from 40 rounds to just five is arguably the greatest change any league has undergone amid the coronavirus pandemic and

will certainly have the most widespread impact. "[The] MLB is screwing over college baseball," Eswaran-King said.

This will cause many seniors who were draft ready or draft eligible to now delay that much anticipated route to the big leagues. In addition to roster sizes now being packed, NCAA baseball will be more stacked than ever.

Although the league's entertainment value may prosper because of that, a player that could've found a spot on a collegiate roster under last year's circumstances may not be as fortunate this time around. That doesn't mean it'll be impossible to join a team as a walk-on for instance, but it strengthens the criteria which coaches and scouts will now look for in a player.

As baseball leads the way with the first wave of drastic changes, expect more to come in the near future. •

Accommodations

from page 4

students to only see their own work, which decreases student confusion.

Louissaint was also able to utilize resources from DCPS for student accommodations.

"I have two boys that are hard of hearing, and DC Corporate Office was able to give me a link to sign up to get an interpreter, and the interpreter comes to all of our Zoom meetings," she said.

But the changes distance learning has brought for students with accommodations haven't all been negative. "I have seen increased parent participation," said Louissaint, calling this new-found collaboration a "positive outcome."

Senior Morgan Lewis-

Richardson has benefited immensely from distance learning. Lewis-Richardson had been advocating for accommodations to reduce her time in each class since November because her anxiety has made it hard for her to stay in class for more than 20 minutes on average.

"Online learning is exactly what I needed," Lewis-Richardson said, adding that, "a loose schedule and specificity on what was expected of me" and the fact that "the noise and interaction of the classroom [are] completely removed" have ameliorated her learning environment. •

KIDS ON THE COUCH

What is your favorite thing to do during quarantine?



"Troll"
Charlie Ganote, 12



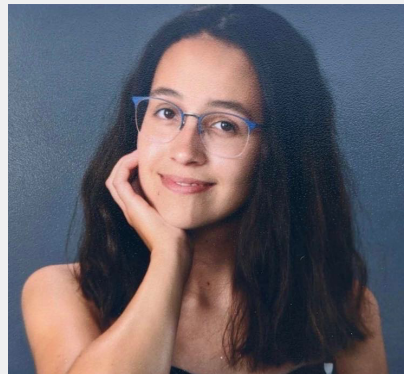
"Recreational math"
Patrick Smith, 11



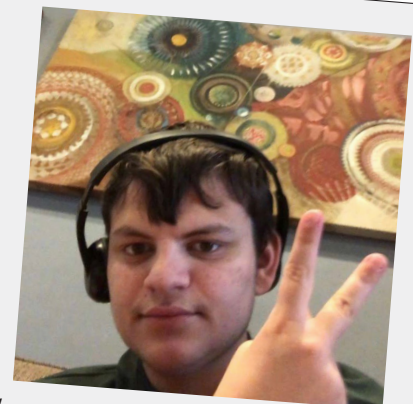
"Learn how to play the guitar"
Aline Contreras, 12



"Eat grapefruit while knitting"
Ebru Yegenolu, 9



"Sit in virtual class with Ms. Reyes"
Maya Bravo, 12



"Change my Zoom background and watch nobody notice"
Henry Cohen, 10

Compiled by Margaret Heffernan and Ayomi Wolff

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