



School Year 2022-23 Continuous Education Plans (CEPs) and 2022-23 Health and Safety Plans

Background and Purpose

The Office of the State Superintendent of Education (OSSE) has required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being, and accelerated learning**. The CEP application, as well as the health and safety plan, are closely aligned to OSSE's [Guiding Principles for Continuous Education](#).¹

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon review and approval by OSSE.

For public and public charter LEAs, the deadline to submit 2022-23 school year CEPs is **July 29, 2022 at 12 p.m.**

Continuous Education Plan Questions

Situational Preparedness

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly—including but not limited to strains on a school's operational posture due to disease, inclement weather or other event—and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

1. To be prepared for situational distance learning, the LEA has a plan for:

a. The provision of situational distance learning through either:

(Select all applicable strategies below and complete only the questions associated with the selected options)

i. **Two Rivers selected: "Option 1: Provision of 1:1 learning devices" and answered the following associated questions:**

1. As of the submission of this plan, the LEA has [1,100](#) learning devices.
2. Distribution Strategy:



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- a. Two Rivers selected “Option ii: Devices will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).”

3. An accurate assessment of current student access to broadband internet/WIFI.
Based on the families that completed our School Year 2021-22 survey, Two Rivers has 16 students enrolled who did not have internet at home. At that rate, 99% of Two Rivers families have internet access.

4. Approximately 99% of our students have access to broadband internet/WIFI at their situational place of learning.

5. In the space below, please describe the LEA’s plan to provide internet access to students who do not currently have it in the event of the need to move to situational distance learning.
Two Rivers created a family technology email account to address access and technical support issues. As in the past, our assistant principals and student and family support coordinator will work to identify families in need and ensure they are able to access technology (including internet) from Two Rivers. In School Year 2022-23, we will continue to have hotspots available for students without internet access.

6. In the space below, please describe in detail the LEA’s plan to distribute learning devices to students.
Two Rivers maintains a robust student and teacher technology program. Our students in grades PS-8 all have access to a Chromebook. Each teacher and student has access to Google Classroom which will serve as our learning management system and Zoom which will serve as our video conferencing software. These learning and meeting platforms will be the main conduit for curriculum content and connection between our community members if a student needs to move to remote learning due to exposure. A family survey is conducted at the beginning of the year to determine the household’s internet connectivity and individual student device access. During an unforeseen school closure or individual need for distance learning, students are provided devices or mobile hotspots based on their need. Devices will be available for distribution in less than 1 business day. The timing is based on the notification of the closure.



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- b. Communicating with all interested stakeholders, including:
 - i. **Method for family engagement (including communication) during situational distance learning.** Describe the LEA's method for family engagement during situational distance learning in the space below.

During situational distance learning, Two Rivers will communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through a number of different channels: weekly newsletter (“the Trib”), Two Rivers website updates, our ParentSquare communications platform that has a web portal and smartphone app, Parent School Association (PSA), and social media. Two Rivers’ website has subpages that each school leadership team can populate with their unique messages (for example, tech pick-up or drop-off, engagement activities, etc.). Each school also has their own Instagram accounts. Thus, schools can draw attention to key information through social media and link in to their URL for more details. These school-specific and network-wide communication systems help us to ensure that more families can access information in a timely manner in a way that is easiest for them.

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We are equipped to communicate using our parents' preferred language in a number of ways. ParentSquare is synchronized with our student information system and uses Google Translate whenever the preferred language is not English, allowing all text-to-text communication to be translated into dozens of languages. Our new website also relies on Google Translate. We rely on an agency to translate our core documents and to provide interpretive services for conferences or townhalls.

As in the past, our community of staff will solicit and incorporate student and family feedback in partnership with our Parent School Association (PSA).

Finally, due to our recent experience with remote instruction, we have learned how to shift our typical family engagement practices to a remote set-up as needed (including our student-led conferences and 1:1 communication between guardian and teacher) and check-in with families as needed (via our Assistant Principal of Culture, who is charged with building relationships with all families, and a network-wide Family Support Coordinator, who will also play a role to connect with hard-to-reach families).



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- ii. **Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.**

Describe the LEA's communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

In the event of an unexpected closure or partial closure, Two Rivers will communicate with families as soon as a closure determination is made using multiple modalities including email, text, and staff positioned at arrival and dismissal where appropriate. Two Rivers adopted ParentSquare as a technology platform and tool to provide streamlined, accessible communication from the school. Via ParentSquare, parents will receive alerts in the form they choose - in their app (email), text messages, and/or phone calls.

- c. The following additional considerations:

- i. **Family training and support.** Describe the LEA's situational distance learning training and support for families in the space below.

Two Rivers has increased the capacity of its school-based student's supports. These additions include an additional assistant principal at each elementary campus and an additional counselor at all of our campuses. Our network operations team has developed technology distribution programs and support programs which include access to a dedicated support technician. School-based instructional leadership teams, in collaboration with teachers, will manage curriculum and content material distribution, ensuring that students have access to all materials needed. Our school-based student support teams, who are most closely connected to our students, will continue to support and provide resources to families, ensuring that students have access to social and emotional well-being supports. Annually, during school-based, back-to-school meetings held in the summer, and end-of-semester meetings held in the winter, Two Rivers provides families and students with technology and digital citizenship training, tools, and reminders outlined in our student and family handbook.

- ii. **Teacher training on technology, tools and remote instruction models before the school year.** Describe the training for teachers on the LEA's technology, tools and remote instruction model in the space below.

During our August orientation, our professional development in early September, and weekly professional development on Wednesdays, teachers will be trained on the use of our digital instructional tools, which are used both for in-person instruction as well



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as in the case of a pivot to remote instruction. Additionally, we will review our situational distance and remote learning plan with staff the week of August 22nd as part of our “Nuts & Bolts” sessions to ensure that they are aware of expectations regarding remote learning.

- iii. **Articulation of clearly communicated student, teacher and family situational distance learning expectations.** Describe the LEA’s expectations in the space below.

Students who are learning remotely are expected to complete all assignments and participate in all synchronous learning sessions. If a student is unable to participate due to illness, they will be expected to make up any missed assignments once they are well enough to return to school.

In the event of situational distance learning, teachers are expected to teach remotely using our online learning platforms (including Zoom), unless they are unable to do so due to illness. Teachers are also expected to keep key online learning tools up to date with content that supports distance learning (e.g., unit materials in Google Classroom)

Families are expected to monitor school communications and ensure their child follows the schedule provided by Two Rivers during the period of situational distance learning. Families are also expected to ensure that their child completes all assigned work. They should also communicate with their child’s teacher in the event their child is unable to access or participate in remote learning.

- iv. **Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.** Describe the LEA’s schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

Two Rivers has developed instructional expectations for distance learning as outlined below:

Grade Band	Average Hours per day	Synchronous Instruction Minutes per Day	Asynchronous Instruction Hours per Day	Total Synchronous Instruction Minutes Per Week	Total Distance Learning Program Hours Per Week
PS/PK	2	90	30	360	7.5



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K/1	3.25	90-120*	60	360-480*	14
2/3	4.5	95-185*	30-90	380-740*	20
4/5	3.75	135-210*	30-90	540-840*	25
6-8	5.5	255	60-90	1020	28

Daily attendance during situational distance learning will be taken through Zoom for all synchronous sessions and stored in eSchool Plus. In addition to attendance for synchronous sessions, student engagement will be measured through completion of asynchronous assignments in Google Classroom, our primary learning management system.

In school year (SY) 2020-21, Two Rivers identified students as being consistently less engaged with distance learning based on the following behaviors: attendance, work completion, responsiveness to outreach, and grades. Two Rivers has hired additional counselors and assistant principals of culture at each campus in the last year, who will work with these students and their families to identify barriers to engagement and work to address them as we return to in-person learning. Two Rivers will review data on student engagement, including data for students “consistently less engaged,” on a monthly basis. Parents will be made a part of this problem-solving process through our family conferences at the beginning of the year as well as through ongoing communication at quarterly conferences. Communication will be more frequent depending on the nature of each situation and the supports put in place.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help respond to and reduce the risk of coronavirus (COVID-19) transmission among students, staff and visitors in the 2022-23 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools is available [here](#). In the space below, please provide the exact URL where the LEA’s current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of COVID-19 in its facilities.

Two Rivers 2022-23 Health & Safety Plan can be found here:

<https://www.tworiverspcs.org/crew-health-and-safety/>

Accelerated Learning



Employing Intentional Strategies for Accelerating Learning

3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

- i. Adjusted class/block/bell schedules
- ii. After-school programming
- iii. Longer school day
- iv. Longer school year
- v. **Summer programming**
- vi. School break/holiday programming
- vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

- i. **High-impact tutoring**
- ii. **New curriculum purchase**
- iii. **New intervention program or support**
- iv. New uses of staff planning time for accelerated learning
- v. **New professional development for staff on accelerated learning**

c. Staffing and Related Supports

- i. Additional staffing
- ii. Additional vendor and/or community partner support
- iii. New hardware purchase
- iv. New software purchase

d. Other

- i. Please describe.

e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

Summer Programming. For the second year in a row, Two Rivers has partnered with DC DPR's Summer Boost program to offer academic and recreational opportunities for more than



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250 students for five weeks in the summer. By providing this opportunity, students have access to both academic remediation and enrichment which will ideally reduce summer learning loss.

High impact tutoring. Two Rivers will be re-implementing after school tutoring at our elementary schools to support students who are struggling to meet grade level standards. This was paused for the 2021-22 school year as we focused on reentry. We will be utilizing our staff as well as working to leverage OSSE-identified partnerships to maximize the reach of our tutoring program. This strategy is designed to provide students in need of intervention with additional support in order to get them back on grade level.

New Curriculum Purchases. In the 2021-22 school year, Two Rivers implemented several new curricula: Heggerty, Foundations, EL Skills Block, Heggerty and Foundations are used in our early childhood grades to support the development of phonological awareness and early literacy skills. Skills Block is utilized primarily in kindergarten through 2nd grade to support foundational literacy skill development in an effort to improve our literacy outcomes by third grade.

New Intervention Program or Support. In the spring of 2022, Two Rivers adopted Do the Math in our middle school. Do the Math is an intervention program that our middle school teachers use to support our 6th-8th grade students who are struggling with foundational math concepts. By introducing this program, our goal is to accelerate students' mastery of foundational math concepts in order to put them back on grade level.

New Professional Development for Accelerated Learning. We will continue to provide professional development to support differentiated instruction as well as accelerated learning for our students. Each teacher participates in weekly common planning time where grade level teams analyze student data, design instruction and determine how to best deliver instruction leveraging our two-teacher model to meet the various needs of students. Additionally, our instructional focus for the year and Data-Analysis-Strategy, or DAS Loops are focused on designing strong workshop model instruction to ensure that all students are able to meet learning targets by producing high quality work.



Students with Disabilities

4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

a. Identify:

i. Any barriers the LEA has in meeting these requirements; and

This past school year, we were challenged by the number of students that needed re-eligibility and the backlog from the virtual year due to COVID-19. We were also challenged by student absences related to COVID-19 illnesses and quarantines.

ii. The LEA's plan to address those barriers; and

To address these barriers, Two Rivers increased the number of in-house full-time school psychologists to two and continue to contract with DWW Psychological Services for any additional evaluations that may need to be completed that exceed our in-house teams' capacities.

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

Two Rivers has and remains committed to maintaining communication with families regarding timelines and uses the Special Education Data System (SEDS) in documenting the communication. The team uses the communication log in SEDS and has documented prior written notices for students. Additionally, Two Rivers has developed a master calendar of all evaluations and reevaluations and backwards plans timelines to ensure that we are providing timely communication to families.

5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

Two Rivers school team triangulates multiple points of data to make individualized decisions for students for compensatory education services. The team reviewed whether services were offered, attended, and the student's progress. Thus, determinations were made using a review of service delivery, progress reports, school assessments, and the student's historical data. Families were notified through written communication whether a student was determined eligible for



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compensatory services with signed receipt of communication. In addition, families could request a meeting through their Campus Director of Special Education to discuss further or in disagreement with the initial review. Compensatory education determinations have also been discussed during the annual reviews, and if a compensatory education determination fell outside of the annual review a separate meeting was held in order to finalize the extent of compensatory education services.

- a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families and how the LEA plans to ensure the delivery of these services to students.

Two Rivers has communicated compensatory education determinations through communication to the family through DocuSign. Compensatory education determinations discussed as a part of the annual review or in an MDT meeting have also been documented in meeting notes and noted within the prior written notice (PWN). Two Rivers is ensuring delivery of these services through documentation in service logs and in receipt of services through trackers through vendors (e.g. receiving a bank of tutoring hours from iTutor). Students who are receiving agreed upon tutoring services will have attendance data tracked.

Assurance Statement for Continuous Education Plans (CEPs)

The LEA attests to the following statements regarding **delivery of instruction**:

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 **2022-23 school year attendance**:

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 the 2022-23 school year.

The LEA attests to the following statement regarding **graduation and promotion** for the 2022-23 school year:

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

The LEA attests to the following statements regarding serving **students with disabilities**, including students in non-public special education school settings (please check all boxes):



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- Students with disabilities have equitable access to situational distance and in-person 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 situational distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. 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.

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 above.
- The LEA will develop a plan for ensuring continuity of its EL program and services to all EL students across both situational distance 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**:

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

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

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated and other underserved students.



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- The LEA has taken comments of the above-named groups into account in the revision of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
 - An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education during potential situational distance learning and accelerate learning for the 2022-23 school year.

LEA Name: Two Rivers PCS

LEA Leader Name: Dr. Kristina Kyles-Smith

LEA Leader Signature: <OSSE Signed Copy on File>

Date: <OSSE Signed Copy on File>



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Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with applicable **DC Health and OSSE COVID-19 guidance**:

The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.

LEA Name: Two Rivers PCS

LEA Leader Name: Dr. Kristina Kyles-Smith

LEA Leader Signature: <OSSE Signed Copy on File>

Date: <OSSE Signed Copy on File>