



## **School Year 2023-24 Continuous Education Plans (CEPs)**

**Last Edited:** August 25, 2023

### **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)** starting in the 2020-21 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](#).<sup>1</sup>

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.

Per the U.S. Department of Education and OSSE's requirements, this document serves as an update to the SY2022-23 plan.

## **Continuous Education Plan Questions**

### **Situational Preparedness**

#### **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:

- a. Two Rivers selected "Option ii: Devices will be distributed to students in grades K-8 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.



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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.

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 K-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 for new families 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 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.

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 the initial year of the pandemic, Two Rivers extensively surveyed their full community of families and staff regarding the transition to remote learning. Those surveys provided valuable insights from a diverse body of families and staff about what worked and what was most challenging about our remote learning posture. Since that time, Two Rivers has continued a practice of surveying families through a "pulse check" approach bi-annually and staff on a monthly (or in some cases bi-weekly) basis. These surveys ask about satisfaction with Two Rivers supports and approach to learning. In addition to these general surveys, Two Rivers has formulated its plan with insights collected by internal experts - including our Senior Director of Special Populations who



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oversees support for English language learners, students experiencing homelessness, and students with disabilities - and external experts - such as the DC Charter Alliance and DC public agencies like OSSE and DC Health. The result is that our plan reflects our learnings and local and national insights garnered during and since the initial year of the pandemic in School Year 2019-20. We have consistently posted our plans online and asked families about feedback for our school network and feel confident in our ability to sustain learning in the event of another disruption to our in person approach..

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. Since 2021, we have 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.



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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 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 21st 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	Total Distance Learning Program Hours Per Week



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				Week	
PS/PK	2	90	30	360	7.5
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 at each campus since the pandemic, 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. Families 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.

Based on shifts in the local and federal response to COVID, Two Rivers will be curtailing the testing and contact tracing elements of its COVID response in School Year 2023-24. Notice and response to COVID-19 will be treated like other contagious diseases.

### **Accelerated Learning**

#### **Employing Intentional Strategies for Accelerating Learning**



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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<sup>2</sup>
- 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.** Annually, Two Rivers offers academic and recreational opportunities for students based on need. By providing this opportunity, students have access to both academic remediation and enrichment, which will ideally reduce summer learning loss.



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**High impact tutoring.** Two Rivers will be employing high-dosage tutoring during our intervention blocks during the school year, focused primarily on middle school math. By providing dedicated tutors in math, we hope to fill in gaps from previous content in order to accelerate acquisition of grade-level content.

**New Curriculum Purchases.** For the 2023-24 school year, Two Rivers will be making two curricular shifts: adopting EL Education modules in grades K-8 and Amplify science in grades 6-8. These shifts are to ensure stronger and consistent adherence to grade-level standards while still aligning to our beliefs around project based learning.





## **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 continues 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 Power School Special Programs in documenting the communication. The team uses the communication log in Special Programs 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 compensatory services with signed receipt of communication. In addition, families could request





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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):

- 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.



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- 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.
  - The LEA has taken comments of the above-named groups into account in the revision of the CEP.



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- 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: Belicia Reaves



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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: Belcia Reaves