

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Richard Wright PCS for Journalism and Media Arts**

**LEA Head of School Name: Marco Clark**

**LEA Type: Middle School ; High School**

**Date Generated: 08/22/2022**

### Background and Purpose

The Office of the State Superintendent of Education (OSSE) 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**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

## **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.

**Q1. To be prepared for situational distance learning, the LEA has a plan for:**

### **a. Provisions for learning**

**a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)**

- ☒ 1. Provision of 1:1 learning devices.
- ☐ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- ☐ 3. Other

### **1. Provision of 1:1 learning devices**

**a1. As of the submission of this plan, the LEA has \_\_\_\_ learning devices.**

380

### **a2. Distribution Strategy:**

**The devices are:**

Are distributed to all students at the beginning of the school year.

**a3. An accurate assessment of current student access to broadband internet/WIFI.**

☒

**a4. Approximately \_\_\_\_% of our students have access to broadband internet/WIFI at their situational distance place of learning.**

85%

**a5. 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.**

Richard Wright IT department along with the operation team in collaboration with the Verizon Innovative Learning Program we will distribute laptops and hotspots to support instruction and daily activity on a distant learning platform. Students will have access to any and all required materials. In addition their families will receive training in all digital platforms utilized by Richard Wright (ex: Google Classroom and Zoom)

**a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.**

PARENTS AND STUDENTS MUST REQUEST THE NEED FOR INTERNET ASSISTANCE FORM. FORMS ARE TURNED IN TO OUR INTERNAL IT MANAGER, WHO THEN PROVIDES THE DEVICE TO THE STUDENTS AND PARENTS WHO MUST SIGN THE CONTRACT IN ORDER TO USE THE DEVICE.

## **2. Distribution of Non-Digital Materials**

**1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.**

## **3. Other**

**Please describe, Other**

## **b. Communication with Stakeholders**

**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.**

RWPCS' CEO SENDS OUT A WEEKLY EMAIL AND PHONE BLAST TO PARENTS, AND A WEEKLY EMAIL TO STUDENTS. EVERY MORNING WE CONDUCT FAMILYMATTERS WITH OUR ENTIRE STAFF AND STUDENT BODY PROVIDING A START TO THE DAY AND INFORMATION REGARDING SCHOOL. WE ALSO CLOSE EACH DAY OUT TOGETHER VIA ZOOM AS WELL. ALSO, ONCE A MONTH, THE SCHOOL AND PARENT LIAISON HAS A PARENT NATION MEETING VIA ZOOM UPDATING PARENTS OF THE CEO'S DECISIONS AND OR MANDATES FOR IN SEAT OR ONLINE LEARNING. Progress reports and monitoring of student progress are shared with families via PowerSchool and teacher conferences. When necessary, our behavior deans will also reach out to families to discuss their child's progress and concerns.

**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.**

RWPCS' CEO SENDS OUT A WEEKLY EMAIL AND PHONE BLAST TO PARENTS, AND A WEEKLY EMAIL TO STUDENTS. EVERY MORNING WE CONDUCT FAMILYMATTERS WITH OUR ENTIRE STAFF AND STUDENT BODY PROVIDING A START TO THE DAY AND INFORMATION REGARDING SCHOOL. WE ALSO CLOSE EACH DAY OUT TOGETHER VIA ZOOM AS WELL. ALSO, ONCE A MONTH, THE SCHOOL AND PARENT LIAISON HAS A PARENT NATION MEETING VIA ZOOM UPDATING PARENTS OF THE CEO'S DECISIONS AND OR MANDATES FOR IN SEAT OR ONLINE LEARNING.

**c. Additional Considerations**

**i. Family training and support.**

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

Richard Wright Public Charter Schools will continue to clearly and consistently solicit and incorporate student and family feedback through our Weekly Parent Nation Meetings, RoboCalls, Website, Emails, Text Messages and personal calls through our Parent Community Liaison Office

**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.**

We will provide ongoing training for teachers who not only lack the skills to use technology, but to also help them feel comfortable and confident teaching on zoom while at the same time engaging their students. Therefore, during the 2021-22 Summer Teacher Institute, content teachers will continue to participate in synchronous training sessions related to the use of Zoom and Google classroom for instructional purposes. This training will serve as an upgrade to previous training teachers received in the spring of 2020 school year. In addition to the Summer Teacher Institute, teachers will participate in weekly professional development learning sessions. The professional development learning sessions will focus on strategies (but not limited to) Journalism and Media Arts content, assessing students learning, troubleshooting IT issues, engagement, and building community and culture through in person learning and remote learning.

**iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.**

**Describe the LEA's expectations in the space below.**

RWPCS provides a Parent Student Handbook with clear expectations for learning, attendance, and behavior. Our students adhere to and are reminded of our community expectations that begin each day with a personal touchpoint we call Family Matters. This school-wide community gathering exists to bring the entire school community together to share behavioral and learning expectations. With remote synchronous learning students are able to receive positive referrals from staff, as well as recognition as student of the week. Close monitoring of our online culture will occur each day during remote learning.

RWPCS Parent and Community Liaison meets with parents during the annual orientation reviewing the handbook annually and monthly providing clear expectations for learning, attendance, behavior, and learning outside of the classroom.

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.

RWPCS students participating in distance learning will receive a class schedule for a 6-hour instructional day. Students participating in distance learning will follow a class schedule comparable to an in person instructional day. Students schedule and assigned technology will allow students access to real-time synchronous instruction via laptop with support from the course instructor. The attendance monitor will log in to the each of the zoom classes throughout the day to collect attendance.

### **Student and Staff Well-Being**

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

☐ The LEA is interested in receiving additional technical assistance related to student and staff well-being.

### **2022-23 Health and Safety Plans**

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

**Q2. 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 the COVID-19 virus in its facilities.**

<https://www.richardwrightpcs.org/#covid>

### **Accelerated Learning**

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

**Q3. 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**

ii. After-school programming

##### **b. Instructional Changes**

**c. Staffing and Related Support**

**d. Any Other, Please Describe**

Early Morning School Programming

**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.**

RWPCS WILL DEEM STUDENTS NEEDED ACCESS TO ACCELERATED LEARNING AFTER REVIEWING PRIOR YEAR GRADES AS WELL AS CURRENT YEAR Real-Time Diagnostic TESTING RESULTS to assess students upon return to school to determine the nature and extent they may be offered the ability for accelerated instruction. Students will then be added to Honors course and offered opportunity to take AP Courses as well. Students will also be able to take advanced course in hours before and after school.

**Q4. 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.**

**Identify:**

**i. Any barriers that the LEA has in meeting these requirements**

We do not foresee any barriers as the pandemic and sequential online learning taught us to conduct meetings and assessments virtually; as well as conduct eligibility meetings via zoom.

**ii. The LEA's plan to address those barriers**

DNA

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

THE SPECIAL EDUCATION DIRECTOR PROVIDES MEETINGS VIA ZOOM FOR PARENTS AND PROVIDERS TO ENSURE STUDENT EVALUATIONS AND PLANS REMAIN UP TO DATE AND COMPLIANT. ALL PARTIES THEN HAVE THE ABILITY TO SIGN OFF ON ALL MANDATED DOCUMENTS VIA DOCUSIGN.

**Q5. 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.**

RWPCS remains committed and dedicated to providing students, who have Individualized Education Programs (IEPs), with virtual special education support, including consultation, accommodations and modifications, collaboration with teachers, and/or virtual

instruction through Zoom with special education teachers/Case Managers. Special education teachers/ Case Managers will also provide supplemental activities to students that support their IEP goals.

**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.**

RWPCS SPED Team will send periodic progress reports to parents of children with IEPs. Should it be found that a student needs compensatory educational services, their hours will be increased weekly with the service providers. Parents will be notified of the need and may include modifying a child's IEP to include more instruction time or services.

**CEP Assurance Statements**

**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 2022-23.

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

- ☒ 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 statement 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.
- ☒ 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 English learner 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 English learner program and services to all English learner students across both situational distance and in-person learning environments.
- ☒ The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners language and academic goals.

**The LEA attests to the following statement regarding technology (please check all boxes):**

- ☒ The LEA will ensure that, to the extent its 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 statement 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.
- ☒ 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.



## **Health and Safety Assurance**

### **Assurance Statement for Health and Safety Plans :**

- ☒ 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.