

## **2020-21 School Year LEA Continuous Education & School Recovery Plans**

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

**LEA Contact: Marco Clark, Ph.D.**

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

**Date Generated: 10/15/2020**

### **Background and Purpose**

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

<sup>1</sup>Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

<sup>2</sup>These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

<sup>3</sup>Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

### School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:

- What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and
- How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?

Students are utilizing RWPCS issued laptops. Students choosing the Hybrid Learning Schedule will bring their Chromebooks to and from school daily. Students will not have to share learning materials or technology instruments.

**Richard Wright has 30 rooms inclusive of classrooms that are cleaned and disinfected daily, Monday through Friday. Classrooms are also disinfected by teachers in between classes as well. A sanitizing team services the building on Monday, Wednesday and Fridays after normal business hours.**

RWPCS has given every staff member a spray bottle filled and refillable with CDC and EPA approved disinfectant for COVID-19 to be used after each class wiping down desks and chairs. Disposable shop paper towels are used. Cafeteria staff cleans food prep and housing areas daily with Member's Mark Disinfectant

The building is cleaned daily with a CDC and EPA compliant for COVID-19 cleaner and disinfectant. The maintenance staff uses a disinfectant mist sprayer in all areas of the building.

RWPCS has also contracted with a sanitization company that comes in twice a week to clean the entire building ( classrooms, bathrooms, hallways, elevators, stairwells, offices, floors, kitchen, and cafeteria) with CDC and EPA compliance for COVID-19 sanitizer.

2. Describe physical changes to the environment to ensure or promote social distancing.

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3. What have you done to ensure adequacy of ventilation at the school?

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4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.

*Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.*

Students that chose to participate in the hybrid schedule will report to school on their designated day(s)

according to their grade level schedule. Everyone is required to participate in a health screening everyday and anytime they leave the building and return. Any students or staff members that show signs of symptoms related to Covid will be isolated and directed to the designation area until they can be safely removed from the site. Staff are outside with students as they ensure they are practicing social distancing as they wait for entry.

All students are attending virtual classes daily 9am to 3pm. The Student Hybrid Schedule is as follows: 10th grade on Mondays; 8th and 9th grades Tuesday-Thursday; And 10th-12th graders have the option to attend on Friday's in person or to remain in a virtual classroom. Friday's are also designed to provide an in person support mechanism for students needing a private consultation and support time that must be scheduled for entry to ensure proper social distancing and no more than 50% capacity in the building at all times.

Staff and Students upon entry must use hand sanitizer made available by RWPCS. Touchless hand sanitizer stations are in bathrooms, cafeteria, offices, and each classroom.

Staff and students have been given RWPCS Masks. Staff/Students are able to wear their own CDC approved masks. RWPCS has disposable masks available daily for any Staff/Students arriving without a mask, or having lost or damaged their mask during the day.

Staff and students are given ammonia-free cleaning wipes with 40% isopropyl alcohol to wipe down their laptops upon arrival daily and are available as needed all day.

Materials for all students will be sent via email, google documents, google classroom and URL links and attachments.

RWPCS does not plan to offer any extracurricular activities until DCPS, OSSE, DOH, DCIAA, and the PCSAA allows students to participate in events and sports. The CEO, Director of Schools, and Athletic Director have been attending meetings with all aforementioned entities to learn the expectations and best practices for school and sporting events off campus once schools are allowed to offer to students.

RWPCS will afford students bagged breakfast and lunch to the classrooms daily for those choosing Hybrid Schedule. Students choosing virtual learning may come to the school to pick up four (4) days worth of meals after scheduling with the cafeteria managers in order to provide social distancing for pick up.

Students are utilizing RWPCS issued laptops. Students choosing the Hybrid Learning Schedule will bring their Chromebooks to and from school daily. Students will not have to share learning materials or technology instruments.

RWPCS has given every staff member a spray bottle filled and refillable with CDC and EPA approved disinfectant for COVID-19 to be used after each class wiping down desks and chairs. Disposable shop paper towels are used. Cafeteria staff cleans food prep and housing areas daily with Member's Mark Disinfectant

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RWPCS has also contracted with a sanitization company that comes in twice a week to clean the entire building ( classrooms, bathrooms, hallways, elevators, stairwells, offices, floors, kitchen, and cafeteria) with CDC and EPA compliance for COVID-19 sanitizer.

## **Instructional Delivery Plan**

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.
- Identify the instructional methods (e.g., 100 percent synchronous instruction, student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;
  - Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);
  - Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
  - Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

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## Assessment and Promotion Policy

### A. Assessment

- 6a. Describe the LEA's policy for identifying and administering assessments during the 2020-21 school year, including:
- Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?

Other (identify vendor)

- 6b. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:
- How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and
  - When the LEA intends to administer these assessments during the school year, specifying for each assessment.

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### B. Promotion and Graduation

7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.

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8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

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9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning](#). In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:
- Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
  - LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to

**abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

- Option A: The LEA is using a learning management system (LMS) for distance learning.
- How is the student's presence authenticated daily using the LMS?
  - What constitutes sufficient engagement in the LMS for the student to be marked present?

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- Option B: The LEA is not using a learning management system (LMS) for distance learning.
- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
  - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
  - What constitutes evidence of education engagement daily for the student to be marked present?

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**10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?**

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## **Whole Student Support**

### **A. Student Support**

**11. Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.**

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### **B. Behavior**

- 12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**
- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
  - **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
  - **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

*Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.*

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## **Special Populations**

**13. Describe the LEA's plan to serve students with disabilities, including:**

- **A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**

- The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and
- The manner in which LEA deliver related services for students in distance learning;
- The manner in which the LEA will support parent training for students receiving related services through distance learning;
- The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;
- The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and
- The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

*LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).*

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**14. Describe the LEA's plan to serve ELs, including:**

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
- The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;
- The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

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**Technology Policy**

**15. Describe the LEA's policy for technology use during distance learning, including:**

- Expectations for student access to devices and technical training;
- The manner in which the LEA will assess student/family technology needs;
- The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;
- The plan for replacing/repairing devices;
- Expectations for student access to internet and safeguarding personally identifiable information (PII);
- What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and
- If/how the school's technology policy differs by grade level.

In order to ensure that we protect student information such as Grades, Schedules, and other Personal Information. We only send information to the student & or the Parent. Each student has a Richard Wright Issued email address that is used to access grades, schedules with zoom links, and other requested items. We refrain from sending any information that includes the students home address and any other confidential information via email and we make it mandatory that documents that include such information be physically picked up by the student or Parent. (Please note: Only the Student or the parent that is on file can request or pick up information) Otherwise we only send class schedules that include zoom links to the student only.

Due to virtual learning we have adapted to zoom's platform and integrated multiple features to help protect our classes and the students. These features include having students register for the class which would include, ***First Name, Last Name, School Issued Email Address, and Cohort*** and enabling the waiting room to only allow students in the class who are supposed to be there and requiring every student to be on camera at all times. To this effort we have issued computers to all students. The computers are password Protected and can only be accessed using the school issued email and password information.

In RWPCS's family handbook, it notes which sites are prohibited and that each parent had to sign the handbook and technology device agreement which, states that students and parents will adhere to state and federal laws including copyright, intellectual property law pertaining to software and information

### **Family Engagement Policy**

#### **16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:**

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

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## SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

- 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 **SY2020-21 attendance** (please check all boxes):

- 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 SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

*In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.*

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

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

- Students with disabilities have equitable access to distance 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 distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. 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.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.



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 in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning 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** (please check all boxes):

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

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

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

**LEA Name:** RICHARD WRIGHT PCS

**LEA Leader Name:** ALISHA ROBERTS FUNDERBURK

**Date:** 10-15-2020 10:19 AM