

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

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LEA Type: Pre-K ; Elementary ; Middle School
Date Generated: 10/06/2020

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.

¹Term 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.

²These 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.

³Refer 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)?

Two Rivers shares the District's focus and commitment to the health and safety of our students and staff. Two Rivers will start the year with all students accessing learning remotely. However, we anticipate rare instances where students need to access the building for instruction or assessment during Two Rivers' first instructional quarter, and in adherence to OSSE and DC Health guidance, Two Rivers has made the following plans to ensure our buildings are properly cleaned:

- Two Rivers has secured additional daytime cleaning staff per site. The cleaning staff has been trained to follow the CDC guidelines on cleaning and disinfecting and ensure high touch surfaces and high occupancy spaces are cleaned and disinfected multiple times per day. These spaces include all door handles, handrails, elevator buttons, and restrooms.
- Staff workspaces and restrooms will be equipped with disinfectant wipes so areas such as copiers, microwaves, and refrigerator handles are wiped down after use and between cleaning crews servicing the area per our requirements.
- In advance of returning on-site, all staff, including teachers, will be trained on relevant cleaning practices and procedures. Classrooms will be equipped with cleaning and sanitizing supplies so surfaces are cleaned by teachers before and after meals or transitioning of shared student equipment. Supplies will include hand and paper towels, cleaning solutions, and Purell Foodservice surface sanitizer. All cleaning supplies will be secured and kept out of the reach of children.
- All spaces will be cleaned and disinfected nightly by the evening custodial crew.
- All common spaces will be disinfected nightly using the Clorox Total 360 Electrostatic System.
- All classrooms and offices will be disinfected twice weekly using the Clorox Total 360 Electrostatic System.
- Signage will be placed throughout the building on cleaning protocols and will include a process to notify the operations team if an area needs additional cleaning.
- If a positive COVID-19 case is reported, the entire building will be disinfected by our facilities management team using the Clorox Total 360 Electrostatic System, and the work area for the identified individual will be closed off until the custodial services team cleans, disinfects, and sanitizes all of the surfaces in the room. This process will occur within 24-48 hours of the reported case. The area will also be disinfected with the Clorox Total 360 Electrostatic System for 3 consecutive days after the reporting of the case.

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

Two Rivers has made several physical changes to promote social distancing. Classroom spaces have been rearranged to create distancing of 6 feet between student desks. Additionally, we have changed classroom furniture from shared tables to individual desks. Floor markings were also added to the floors in each classroom in order to demarcate the student desk footprint. Hallways and stairwells will have floor markings and signage to denote directional pathways and distancing markings. Throughout our buildings, we have installed hand sanitizer stations and equipped our water fountains with touchless bottle fillers, disabling the spout function. Lastly, at our main entrances and reception desks, we installed wall-mounted thermometers and sneeze guards. Notably, we have also limited the number of visitors and staff who enter the site. Only staff for whom their presence on site is essential to the performance of their role will be permitted to enter the site.

We will continue to adjust these practices as we receive new guidance and information.

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

Two Rivers has secured contractors to conduct clean air building assessments for its three existing facilities, and is working with our construction team to assess our new building. Based on CDC and assessment recommendations, we have taken several steps to ensure the adequacy of ventilation in our school buildings. First, to increase air circulation and change over, the HVAC system occupancy time will run two hours earlier and two hours later than the current schedule. By the start second quarter, we will purchase portable HEPA/UV-C units for classrooms and our health suites, and we will work with our HVAC vendor to ensure clean HVAC intakes. Additionally, where applicable, the filters will be upgraded to MERV -13. Finally, we are developing a 12-18 month plan to install a digital twin maintenance monitoring system and UV-C in our rooftop units.

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>.

Topic	Response (including adherence to public health guidance)
Student Schedules	Because we will be delivering instruction 100% remotely for the first quarter of SY2020-21, we will not be implementing staggered schedules or modified arrival and dismissal procedures. However, for the rare instances where we will have students on campus for assessments or instruction, we will ensure that there are appropriate social distancing protocols in place. As we increase the amount of students accessing instruction on site, we will update this information.
Staff Schedules	
Arrival Procedures	
Dismissal Procedures	Currently, Two Rivers remains in a fully remote posture. We have decided to review this decision and possibly change at the end of our first quarter on October 23, 2020. However, if we return, we will ensure that our arrival and dismissal procedures follow CDC guidelines. We will institute an arrival approach that

Before/After Care Oversight Plan staggers entry by time and entryway. This will allow staff to ensure students entering complete health screening, hand sanitizing, and temperature checks before being escorted to classrooms. These steps, guidance for traffic flow, and reminders to remain distant will be reinforced by signage and social distancing markings.

Similar to arrival, dismissal will be guided by staff who will ensure students follow protocols for social distancing, ensure students and parents connect without having parents come into the building, and dismiss in staggered groups using multiple entryways.

Extra-Curricular Activities Plan Bus riders, preschool and preKindergarten students can be picked for dismissal starting at the end of the school day. Bus riding students will be picked by a staff member and escorted to the bus attendant. Students being picked up will be called down when we verify their parent is onsite.

Because we will be delivering instruction 100% remotely for the first quarter of SY2020-21, we will not be implementing beforecare, aftercare, or extracurricular activities. As we get closer to reopening our buildings, we will update this information.

Plan for Edu Materials Distr. We will be operating a 100% remote learning schedule. In order to facilitate this, we will be offering distribution days at our campuses for families to pick up learning materials (manipulatives, textbooks/workbooks, school supplies) and technology that they will need in order to engage in remote learning. When on campus, families and staff will be required to follow our existing social distancing policies and procedures.

Meals All students eligible for Free and Reduced meals will be guaranteed access to breakfast and lunch, Monday through Friday for free. During distance learning, families will be expected to come on site weekly to pick up a 5-day meal kit per student. Each kit will comprise the reimbursable components of a National School Lunch Program (NSLP) breakfast and lunch. During any hybrid model which comprises in-person and distance learning, in-person students will receive meals on-site and be given take-home meal kits for distance learning days. When on campus, families and staff will be required to follow our existing social distancing policies and procedures.

We will conduct an outreach campaign to ensure all families can apply to participate in NSLP. Applications will be made available online and can be completed throughout the school year.

- PPE**
- Each on-site staff will be provided 8-10 reusable face masks, assuming the need for 2 masks per day for a 4-5 day on-site work week.
 - Two Rivers has purchased child-size reusable masks for those families that are unable to afford acquiring multiple days of reusable masks; however, students will be expected to supply their facemasks.
 - Disposable masks are on-site for non-staff or if any staff or student requires an additional mask for that day.

- Reusable face shields, gloves, and gowns are available at each site in the event staff need to have physical contact with students in need. For example, treating an ill student or assisting with managing behaviors.
- Desk-level sneeze guards will be available for any assessment or individual sessions that require face-to-face engagement.
- Mobile sneeze guards will be available to create temporary isolation spaces.

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.

For the first quarter of the school year (August 31st through the end of October), Two Rivers will deliver instruction 100% remotely through a mix of synchronous and asynchronous learning, with a goal to return to in-person learning as soon as is safely possible. Google Classroom will be our primary learning management system and Zoom will serve as our video conferencing software platform. Our instructional hours per day are outlined in the following table:

Grade Band	Total Hours per day	Synchronous Instruction Minutes per Day	Asynchronous Instruction Minutes per Day**	Total Synchronous Instruction Minutes Per Week
PS/PK	2	90	30	360
K/1	3.25	90-120*	60	360-480
2/3	4.5	95-185*	30-90	380-740
4/5	3.75	135-210*	30-90	540-840
6-8	5.5	255	60-90	1020

*These ranges are due to our schedule where there is a heavier synchronous day at the beginning of the week to launch content followed by daily small group instruction throughout the week.

**Asynchronous time is based on expected engagement on Monday, Tuesday, Thursday, and Friday. The amount of asynchronous time for students on Wednesdays will vary by student.

Additionally, our Wednesdays will be all asynchronous learning in order to facilitate planning and professional development for staff.

In both in-person and remote settings, we will use the following instructional curricula and software:

Content Area	Curriculum	Software tools
Math	Bridges (elementary)	IXL (K-8)
	Carnegie Learning (middle school)	Mathia/Edulastic (6-8)
Literacy	Teacher-created units and units created by EL Education	Lexia (PK-5)
		RAZ Plus (K-5)
		Tumblebooks (K-6)
		IXL (K-8)
Science and Social Studies	Teacher-created Learning Expeditions (project-based learning units focused on solving real-world problems aligned to science and social studies standards) and supporting resources	CommonLit (3-8)

Teachers will receive two weeks (2.5 weeks for new teachers) of professional development in August, primarily focused on providing a strong delivery of our remote learning plan for the fall. Teachers will participate in training around our instructional software tools, best practices around virtual instruction, and be provided with the opportunity to plan for their virtual synchronous and asynchronous instruction. Additionally, we will continue to use Wednesdays throughout the year to provide additional professional development and planning time for teachers. In our remote learning mode, Wednesdays will serve as asynchronous learning time for all students whereas in our traditional model, we operate a Wednesday early dismissal schedule.

Each year, our schools create work plans aligned to our organizational goals and instructional focus. This will continue this year with our campus work plans also aligned to effective implementation of our remote learning program. School and network leaders will use these plans to monitor implementation as well as effectiveness of our program. Additionally, leaders will conduct classroom observations and participate in weekly grade level planning meetings in order to ensure strong planning and delivery of instruction, and our network instructional leadership team (ILT) will use our standing meetings to reflect on and adjust our plans

based on student data and feedback from students, staff, and families.

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?

Developmental Reading Assessment/DIBELS/Acadience Reading ; NWEA-MAP ; 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.

We will be assessing all students remotely. This will be done in early childhood through online 1:1 assessments administered by the teacher via Zoom, and in upper elementary and middle school by remotely proctored online assessments. Our major assessments will be administered on the following timeline:

Assessment	Beginning of Year	Middle of Year	End of Year
mClass and Circle	9/8-9/25	12/7-1/15	5/3-5/28
MAP	9/8-30	1/5-1/29	6/1-6/11

In addition to the formative assessments listed above, teachers will be using curricular assessments and interim progress monitoring tools with students.

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.

Two Rivers will maintain our current [grading](#) and [promotion](#) policies. During remote learning, students and families should expect the following grading frequency:

- In preschool-1st grade, at least one graded standard in ELA and math every two weeks

8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation

- In 2-5, at least one graded standard in ELA and math every week
- In middle school, at least one graded standard in ELA, math, and Expedition (Science or social studies) every week

Students and families should also expect weekly verbal or written feedback on assigned work.

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.

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?

Daily, teachers will take attendance via our eSchool Plus, our Student Information System. We have moved to period attendance to ensure that students have the maximum opportunity to demonstrate engagement with synchronous instruction. For days where synchronous instruction is provided, a student will be considered present if they attend synchronous instruction and are present for at least half the session. For days where only asynchronous instruction is provided, students will be considered present through completion of assigned work. Our goal is for each student to engage in at least 75% of their live sessions and to complete all assigned work for the week. We set this bar to account for the diversity of family situations, some of which may not allow students to be online at the designated times each day. Weekly, our school leadership teams will analyze attendance and engagement data (including work completion) and for students who have less than 75% engagement, our student support teams will work with parents to create plans to improve attendance and engagement.

- 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?

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?

Daily attendance data is authenticated by GoGuardian, TR's technology management system which allows us to capture when students log into the system and how much time they spend engaging in either synchronous instruction via Zoom or through asynchronous instruction. The verified attendance data is stored in Alma and eSchool Plus. GoGuardian reports will be stored via a secure cloud-based program to be furnished in the event of an attendance audit.

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.

As an Expeditionary Learning school, we believe that developing students' character and social-emotional skills is just as important as mastering knowledge and skills. One of our primary structures for doing this is through "crew". Crew is similar to morning meeting at the elementary level and advisory in the middle school. Through this structure, crew leaders deliver lessons focused on social-emotional learning and are able to check in on students' wellbeing. In our in-person model, crew happens every day, and in remote learning, crew will happen four days per week for approximately thirty minutes daily. In our middle school, our 6th grade crew leaders began holding crew meetings in the summer in order to begin building relationships and connections with students as they transition to middle school.

Two Rivers Public Charter School will ensure that students' social-emotional and mental health needs are continuously assessed. School based counselors, along with therapists from the Department of Behavioral Health's Community-Based Organization mental health partnership will provide social-emotional and mental health support to students and families during continuous learning and school recovery. Our elementary deans and our middle school assistant principal of culture will work with teachers, students, and families to ensure that students identified as needing additional social-emotional supports receive them. This will happen primarily through following up with students and families who are not engaging in remote instruction, problem solving around barriers to engagement, and helping to connect them to the appropriate resources.

All students will be assessed at the beginning of the year. Students who are significantly below grade level expectations, or students who showed learning loss that was disproportionate to the average for their grade level will be prioritized for additional instruction and/or interventions.

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.

Throughout our school, we leverage our [Scholarly Habits](#) to help develop students' social-emotional skills as well as to emphasize our expectations for how they engage as learners and contributors to our school community. We spend the first 6 weeks of school focusing on building connection to each other as well as understanding the classroom and schoolwide routines and expectations so that students are positioned to maximize their learning throughout the year. This will be true in our remote environment also.

In remote learning, there are a few behaviors that could result in students being excluded from learning:

- Accessing or sharing inappropriate content on the internet
- Inappropriate online communication with members of the Two Rivers community
- Cyberbullying

Similar to in person, we will follow a series of logical consequences in alignment with our Responsive Classroom model. If a student is using our online platforms inappropriately, the first step will be a reminder of the expectations. Subsequent infractions may result in a "time out" from remote learning and a conversation with the teacher. If these repeated reminders and redirections do not work, or if there is a severe infraction, a school administrator will contact the parent to notify them of any exclusion from learning, including the reason and the amount of time they will be excluded. If a student's online access is restricted, the school will develop a plan for the student to regain full online access.

All synchronous instruction will be recorded and posted to Google Classroom, therefore, students will have access to all missed instruction. They will also have the same amount of as the length of their exclusion to make up any missed work.

Our goal - both in person and remotely - is to minimize the amount of time students are spending out of the learning environment, and to be as proactive as possible in order to ensure that students are aware of the expectations for being good digital citizens.

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](#).

Two Rivers will continue to collaborate with families in order to find mutually agreeable times to hold IEP

and eligibility meetings in order to ensure compliance with IDEA timelines. Service delivery will be documented internally, in the communication log in SEDS, and in related service session notes.

We will also conduct a needs assessment with our families to determine the unique needs of each family, focusing on those with specific disabilities that require modifications to communicate and/or learning platforms. The Director of Student Support will ensure that all school staff are trained on how to support adults and family members with disabilities. The Director will also establish specific communication protocols and accommodations for individual family members with specific needs. Two Rivers also plans to conduct regular and responsive parent training sessions to ensure that parents/caregivers are prepared to co-teach/co-treat in partnership with teachers and service providers. Training will be provided remotely through Zoom.

Students will be assessed at the beginning of the school year using the beginning of the year assessments referenced. Average loss will be calculated for students at each grade level. Students with loss greater than the average will receive targeted intervention and instructional support (e.g. access to specific software, 1:1 instruction, or small group intervention). The LEA will share assessment data and an instructional support plan with families.

Prior to the start of the school year, Two Rivers Public Charter School will notify families of the overall service delivery plan along with a Prior Written Notice. Related service providers will collaborate with families to determine a mutually agreeable time to deliver remote therapy. Special education teachers and related service providers will, to the greatest extent possible, service students by pushing into general education sessions in addition to providing small group and individual sessions focused on ensuring student access to the general education curriculum and particular focus on student IEP goals.

For our students who are in the care of the District of Columbia or homeless, our school counselors (our designated homeless liaisons) will conduct additional outreach to families to ensure that our remote learning plan is accessible. Accommodations such as printed work packets, phone-based instruction, and in-person sessions in accordance with current health and safety guidance will be considered to ensure participation and access during this additional period of remote learning.

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.

Two Rivers Public Charter School delivers language instruction through both inclusion and small group instruction, with the support of a certified English Language teacher. This will continue during distance learning via remote, online instruction. The level of support students receive will be determined by each student's grade and English proficiency level. Students will be grouped according to English proficiency level. Students with an English language proficiency of 1 or 2 will receive targeted, pull out, small group instruction. Students with an English language proficiency of 3 or 4 will receive instruction alongside their general education peers with the support of a certified English Language teacher. Students with an English language proficiency of 5 will receive consultative language support services.

Goals will be set across the four domains of language by creating individualized learning plans using WIDA

Can Do Descriptors, and student progress will be tracked using the WIDA Model Assessment.

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.

All students will need access to a dedicated device for learning. Preschool and pre-Kindergarten students will need access to at least a tablet, and students in grades K-8 will need access to a laptop or desktop. Two Rivers has secured devices to ensure that each student has access to the required device for their grade.

Each family will be required to complete a survey to assess technology needs. The survey will collect data on student access to the appropriate technology as well as reliable internet access. Families who do not complete the survey will be contacted by a staff member to obtain the information.

In the event that a school-provided device malfunctions or breaks, staff and families will be given a tech support email address to which they can report issues. Two Rivers will maintain a fleet of devices on site to respond to any hardware issues. Based on the family's availability, replacement devices will be available within 24 hours of reporting an issue.

As in the spring, Two Rivers will continue to provide families and students with technology and digital citizenship training. At the beginning of each year, families are provided with our handbook with our technology policy outlines. Families also sign a user agreement further outlining that Two Rivers' devices are for educational purposes only.

Through Google for Education and Go Guardian (www.goguardian.com), Two Rivers is able to control students' internet and email communications. This includes prohibiting website access and limiting how our devices can be accessed. Through Go Guardian, all students' activity is monitored, including internet browsing, accessing Google suite products, and educational sites. Go Guardian allows teachers to monitor student activity during class to ensure that they remain on task and allows both parents and administrators to monitor student activity and obtain usage reports. For preschool and pre-Kindergarten, Two Rivers will maintain access control for its Kindle Fire for Kids tablets. Through a management console, we will populate appropriate educational apps, set limits on screen time, and set device usage times.

Similar to how we differentiate hardware based on grade level, we have also differentiated email and communication access by grade. Students in preschool-7th grade have email accounts that restrict who can communicate with the student, including staff and parents. Students in 8th grade do not have the same restriction because their school email address is used during the high school application process, necessitating email communication with external parties. Two Rivers teachers and staff have access to all student email accounts allowing us to monitor activity. Through Google for Education Management and Go Guardian, we can create additional restrictions on student accounts if they struggle with using their email or the internet appropriately.

Two Rivers has three levels of support for students who do not have access to internet or devices due to circumstances beyond their control. First, as previously stated, Two Rivers has created and shared a community-wide survey to allow families to note their need. In response, Two Rivers created a full family technology pick-up process where families could obtain technology. Second, to ensure families who were not able to pick up materials received what they needed, principals held listening sessions and reiterated other technology access options. Finally, we have established a tech support email account, which has been communicated weekly via family newsletter, that allows parents to communicate directly with our technology coordinator and operations team regarding technology needs (hardware, software, and internet) as well as any tech-related issues. To date, we have secured enough tablets, Chromebooks, and hotspots to ensure every student has access to a grade-appropriate device and internet with which to engage in remote learning. Additionally, we are continuously looking to secure additional devices to serve as a buffer in case of increased demand or in the event of devices malfunctioning. If our demand exceeds supply, we will then reallocate the 32 Chromebooks that our assistant teachers currently have (as they also have a Mac desktop for remote use) and deploy them for student use.

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).**

Families will receive bi-weekly email updates from Two Rivers' executive director about the status of Two Rivers' preparedness for both remote and in-person learning. Two Rivers school principals will also be sharing bi-weekly live opportunities for families to engage specifically with their school team and community in preparation for the start of school and in advance of major milestones (such as re-opening in-person). Principals will also send regular newsletters to families with key information. In some cases, school-level engagement opportunities will be preceded by network-wide family Town Halls (we are holding two network-wide events in advance of Back-to-School). Finally, Two Rivers will be providing opportunities to weigh in via brief polls and learn about the latest developments on social media (@tworiverspcs on Instagram and Twitter).

Two Rivers has been engaging its students, families, and staff in a feedback process since closure in March. To date, planning has been informed by two staff surveys about Remote Learning, leadership team meetings, two parent surveys, one student survey, and multiple school listening sessions.

We anticipate continuing this practice of using surveying and engagement sessions to inform planning and close the feedback loop in future communications with families through our aforementioned communication tools and FAQ documents.

Although we will be on a completely remote schedule for the first quarter, we will use our current urgent alert system, School Messenger, to send automated emails, text messages, and recordings as needed to inform families of school closures on short notice. General updates about the health and safety status of our school community will be provided via updates from our executive director or in our regular weekly family

newsletter.

In addition to the communication outlined above, prior to the beginning of the school year, teachers host family conferences. During these conferences, students/families and teachers get to know each other and teachers share classroom and learning expectations. Additionally, during the first 6 weeks of school, teachers heavily emphasize building connection and community between students; this will be consistent even in our remote environment.

Weekly communication about grades and work is outlined above in the grading section. We will also continue our regular progress reporting schedule of quarterly for middle school students and at the end of each semester for elementary students.

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: Two Rivers Public Charter School

LEA Leader Name: Kristina Kyles-Smith

Date: 10-05-2020 11:47 AM