SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Shining Stars Montessori Academy PCS
LEA Head of School Name: Regina Rodriguez
LEA Type: Pre-K ; Elementary
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.

   500

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.

   100%

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.

SSMA has adopted a 2:1 technology plan: a computer for each person for virtual assignments (in the event of school closure) and one for use in school. These devices are at no cost to the student or student's family. Last school year, SSMA purchased hotspots around the city, as needed, to ensure students would have Internet/Wifi connectivity. Based on current school data, 100% of our students have access to broadband internet/WIFI. However, In order to update our records and accurately assess connectivity in School Year 2022-23, SSMA will conduct a short survey to determine returning and new incoming student access to broadband Internet/WIFI. Based on survey results, SSMA will purchase additional hotspots and technology devices to address the barrier, if needed. As there may be reasons that a group of students or the school in its entirety may need to transition from in-person learning to situational distance learning, SSMA will ensure that ALL students and staff have access to the necessary technology and materials needed to actively participate in situational distance learning (also named virtual learning) environments. Materials include workbooks, teacher generated assignments as well as any technology such as computers, headphones and wifi hotspots. In addition, families will be provided with tutorials and ongoing consultation on using technology and accessing curricular resources.

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

Learning devices will be distributed at the beginning of the school year to all students, teachers and staff to address situational distance learning in the event it is needed, as well as to support in-person learning. Based on lessons learned, SSMA plans to distribute learning devices during the first week of school in order to minimize scheduling conflicts with vacationing students/parents and personnel returning to the school building. All instructional staff, including Montessori guides, Special education, English Language learner and Dual language Immersion specialists, guides and staff, along with general education (Montessori) instructors, will receive technology devices during the Summer Institute Professional Development. Staging areas will be created around the school perimeter in order to facilitate student/parent technology device pick up and signing out of materials. All devices will be tagged and logged into SSMA material equipment inventories. Parents and caretakers will also be surveyed to determine if training needs to be provided in order to maximize student material use at home during situational distance learning, and technology use, in general.

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.

> Parents will receive materials (hand-outs, manipulatives, school supplies, etc.) from their child's teacher and school on a continuous basis at the beginning of the school and throughout the school year.

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.

> SSMA will communicate with families during situational distance learning clearly and consistently via computer, phone trees, website updates, social media, bulletins, room parents, and virtual meetings. Communication will be available in all languages that our community requires as indicated on student/Family Home Language Surveys.
>
> Situational distance learning will be provided via Google classrooms and Zoom. Teachers will utilize small groups or one to one instruction when providing distance learning. Students will also use additional resources such as teacher generated assignments, Reading A-Z and IXL activities to supplement teacher instruction. SSMA will enlist translation skills assistance from its multilingual staff, and may also work with other charters to contract with third party translation companies to further professionalize document translations. The Language Line will continue to be used in person, telephone and document translation of the CEP and other documents for families whose native language is other than English.
>
> In addition, SSMA will survey parents at the beginning of the year and at each trimester to obtain their feedback regarding the most effective means of communication and to solicit questions, concerns, and responses to the effectiveness of communication during situational distance learning. Parents' feedback will be utilized to make adjustments to programming and operational procedures relevant to the continual effectiveness of instruction during situational distance learning, as well as in-person learning. Other means of communication include weekly and special editions of the school's News & Notes, Chat & Chews with the Executive Director, open Board Meetings and virtual meetings sponsored by SSMACA,

Shining Stars Parent and Community Association.

Teachers will continue to utilize communication websites, such as Smores, to engage parents so that they can answer any questions, share student progress, enable them to sign-up for school events/activities, provide weekly updates, send monthly newsletters, request additional classroom materials, etc.

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.

SSMA will clearly and efficiently alert students, educators and families to the need for situational distance learning using the school's emergency messaging system; i.e., via phone, text, email, website posting and Shining Stars and SSMACA Facebook and Instagram posts.

To ensure a clear and efficient process for communication, the school has identified Cherita Moore-Gause, Chief Operating Officer or her designee as the internal COVID-19 point of contact (POC) to whom families, staff, contractors, and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health and alerting educators, families and students of a move to situational distance learning in a timely manner. Furthermore, this person is also responsible for ensuring the appropriate steps, as outlined in the SSMA's Health and Safety Plan, are followed in the event of a confirmed case of COVID- 19. The Chief Operating Officer, Executive Director/Head of School and Principal work closely together to ensure timely, clear and efficient communication to ALL stakeholders.*When a student or classroom needs to shift to situational distance learning, also known as virtual learning, all impacted staff are notified immediately along with the families of impacted student(s). Due to the fact that the need for virtual learning may be determined at any time including after staff work hours or at or after the end of the school day, the next day of school academic operations is always asynchronous. This allows the classroom guide a minimum of 24 hours to adequately prepare for synchronous learning.*

Further, once a student or classroom has been identified to move to situational distance learning, the following email is sent out to all impacted staff: You have been identified to move to virtual learning for: _____

The following student(s): _____

Virtual learning will start on: _____

The day before will be asynchronous learning and tasks will need to be emailed to students or assigned to google classroom.

Please set up your google meet link and send it to all families as soon as possible.

Your virtual learning projected end date is: _____

Below is a sample of the email that was sent to all impacted families last school year to notify them of a transition in learning environments. It will be edited to reflect changes in terminology as deemed necessary for school year 2022-23:

Dear Mr./Mrs. _____:

Your child has just been identified to participate in remote learning. Ms. Xxxand Ms. Xxxx will be emailing you the information needed to conduct learning. In the meantime please be aware of the following:

Tomorrow will be asynchronous. Your child's tasks for that day will be uploaded to Google Classroom by 9 am. Wednesday - Friday will be synchronous. You will receive the Google Meet information tomorrow so that your child may log in virtually starting Wednesday. Please follow the virtual schedule listed below:

c. Additional Considerations

i. Family training and support.

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

During our New Parent Orientation, families will receive training on how to access google classrooms and google meet to ensure that their child(ren) can access remote learning when needed. At the beginning of the school year, all families will receive their child(ren)'s google classroom invite to help ensure that their child(ren) have appropriate access to all their google classroom links including specials: English Language Learners (ELL) and Special Education (SPED) specialist. Families are also provided information on how to contact tech support whenever necessary. In addition, parents will be informed of their individual classroom needs as well as any further school

needs during Back To School Night which occurs at the beginning of each new school year.

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.

Initial teacher training regarding technology, tools and remote instruction models is done during the Summer Institute in conjunction with IT/Computer distribution and continues throughout the school year. SSMA's Director of Technology, Ed Bentsil and Director of Operations, Cherita Moore-Gause are responsible for tagging and distributing the chromebooks, laptops, cameras, etc., and maintaining material and equipment inventories.

The IT Support Team, led by Ed Bentsil, provides training to teachers and staff on how to set up their New MacBooks and basic training on how to navigate Mac OS; How to set up Multi-Factor Authentication for Google email accounts; How to use Google Shared drives; and training on the features and use of the NewLine Interactive Board installed in classrooms.

The Summer Institute also provides training on operational procedures for ALL personnel, including a Welcome and onboarding of new and returning staff, health and safety policies and protocol, CPR Training, ID Pictures, Security Training, Time & Attendance, Leave, Benefits, Employee Handbook, code of conduct, event planning, supply requests, main office procedures, PowerSchool/PowerPro and Food Service.

During the Institute, the Academic Team provides professional development related to Montessori curriculum, platforms utilized during situational distance learning, primary and elementary programs, special education, English Language Learners, Dual Language Immersion, Assessments, Benchmarks, synchronous and asynchronous schedules and situational distance learning.

The Summer Institute will also provide a synopsis on the history of the LEA/school and charter movement in the District, fiscal overview with introduction to Federal Titles, POCs for Homeless and Foster Care, parent engagement, compliance issues, and roles of the Board of Trustees, Public Charter School Board and OSSE.

Professional development is continued throughout the school year with regular workshops and Bring Your Own Brown Bag (BYOBB) discussions and invited-practitioner 'roundtables' for/with teachers and other staff members on a variety of relevant and current topics from technology to In-Site Solutions' trauma-informed care, how to recognize anxiety, why encouraging and positive language is important, child development, positive discipline, etc. Staff and parents will receive notices of these discussions in the monthly classroom newsletters, on the school's Facebook page and via the weekly News & Notes.

All notices to parents can be translated into languages of student families, using the drop down tab on the communique. Should there be interest expressed by other schools to attend these sessions, we will experiment with offering limited invitations to colleagues outside of the SSMA school community.

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

Describe the LEA's expectations in the space below.

First and foremost, students are expected to ATTEND ALL SITUATIONAL DISTANCE LEARNING CLASSES, as if it were in-person learning. In other words, attendance is mandatory. Students are expected to complete all asynchronous tasks and submit work via Google Classroom by 9:00 am the next day. During synchronous learning students are expected to actively participate and be on virtually at all times except during lunch or recess/movement time. During this time, they may log off and log back in to their assigned Google Meet at the assigned end time of these activities, This situational distance learning plan is used when a child, classroom, or school can not come to the school building due to a District wide alert, possible exposure to COVID or a confirmed COVID case. Schoolwide distance learning may also occur when we have more than 45% of our academic staff out due to possible exposure to COVID or confirmed COVID cases.

1. First official day of situational distance learning will be asynchronous. All tasks and assignments will be posted on Google Classroom for student(s) to access and complete that day.
2. Synchronous learning will begin the second official day of situational distance learning and continue until the child, classroom, and/or school can safely resume in-person learning. Student(s) will follow the below virtual learning schedule when the whole class participates in virtual learning. In the situation where only certain individual students are participating they follow the in-person class schedule for that day. In-Person schedules are provided to families during our Back To School Night.

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.

In general, situational distance learning will be provided via Google Classrooms and Zoom. Students and guides/teachers/specialists will interact directly (one on one or in small groups) with each other, or with guides/teachers/specialists monitoring students working on projects,

individually or in small groups. Students will also use additional resources such as teacher generated assignments, Reading A-Z and IXL activities to supplement teacher instruction. The classroom guide/teacher is the content area expert. S/he is responsible for ensuring that lessons are delivered virtually and in-person with differentiation in instruction to address student needs.

Students are expected to attend and actively participate daily during situational distance learning and be virtually present during all sessions excluding lunch and recess/ movement time. Students and guides/teachers are expected to interact and ask and answer questions in real time student-learning. ELL, SPED, and specials teachers, interventionists, classroom assistants when necessary, substitute teachers and instructional coaches may provide synchronous instruction in individual, small or large group formats. Asynchronous learning during situational distance learning requires the teacher to prepare lessons that can be accessed outside of synchronous learning and may include Google Classroom assignments, other platforms and/or recorded video lessons.

1. Students are expected to arrive on Google Meet between 8:30 a.m. and 8:45 a.m. Attendance will be taken upon arrival.
2. Primary students participate in Community Circle for fifteen minutes from 8:45 a.m. to 9:00 a.m. and during that same period elementary students conduct community meetings for fifteen minutes.
3. During the next 150 minutes from 9:00 a.m. to 11:30 a.m. primary students participate in the Morning Work cycle, which may include Read Aloud, Practical Life, Sensorial, Music and Arts and a montage of exercises to develop coordination, concentration, attention to detail and developing work habits. Throughout the morning, the Guide and Classroom Assistant will engage primary students directly while they learn through song and movement, participate in Three-Period Lessons, work independently, and in small groups with the Guide and Assistant who also continue to take attendance as students may arrive to class tardy, and integrate them into ongoing activities. The three-period lesson is designed to move the learner from an introductory level of understanding to mastery of any one concept or object. Period 1: Introduction (This is…) introduce a concept or vocabulary and demonstrate the purpose of a material. Period 2: Association/ recognition (Show me…) It lasts for as long as a student needs to explore and learn as much as s/he can regarding the object or idea itself that demonstrates s/he has moved beyond the naming stage or Period 1. Period 3: Recall (What is this?) occurs when the learner is asked to name the concept itself. It's fun, lends itself well to virtual instruction, welcomes family support with young children, and in its simplest form is naming, recognition, and recall until mastery is achieved. Guides and Assistants are actively observing students throughout the activities in order to measure student engagement, practice and mastery of activities.

   During that same 150 minute period, elementary students focus on their individual work plans. Students may work independently on their ARC Reading, log into IXL, participate in pull-outs with SPED of ELL specialists, or group projects. Throughout the morning, the Guide will present lessons and ensure that students are on task while they work independently, and in small groups. The Guide will continue to take attendance as students may arrive to class tardy and then they are integrated into ongoing activities. Students are

required to have their video cameras on while in class, although they may be muted, or unmute themselves when they have questions. When completing individual work, classroom staff will check in consistently to see if student(s) have any questions or concerns.

4. After the Morning Cycle, students have lunch and movement from 11:30 a.m. to 1:00 p.m. They may choose to log off at this time, but must log back in after lunch. The Guide or Assistant will take attendance at 1:00 p.m.

5. After lunch and movement, the Classroom Guide and Assistant take attendance and engage students in the Small Group Work Cycle, much of which is sensorial preparation for reading, writing and mathematics from 1:00 p.m. to 3:00 p.m. for primary students. The afternoon work cycle for elementary students is from 1:00 p.m. to 3:15 p.m. The Guide may conduct individual lessons while other students work in small groups and or independently on computers.

SSMA will follow school wide policies when it comes to attendance and tardiness. Sample schedules for situational distance learning are provided below by Primary and Elementary Levels.

	Primary Virtual Schedule				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 a.m. - 8:45 a.m.	Arrive on Google Meet	Arrive on Google Meet	Arrive on Google Meet	Arrive on Google Meet	Arrive on Google Meet
8:45 a.m. - 9:00 a.m.	Community Circle	Community Circle	Community Circle	Community Circle	Community Circle
9:00 a.m. - 11:30 a.m.	Morning Work Cycle	Morning Work Cycle	Morning Work Cycle	Morning Work Cycle	Morning Work Cycle
11:30	Lunch / Movement Time	Lunch / Movement Time	Lunch / Movement Time	Lunch / Movement Time	Lunch / Movement Time

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m. - 1:00 p.m.					
1:00 p.m. - 3:00 p.m.	Small Group Work Cycle	Small Group Work Cycle	Small Group Work Cycle	Small Group Work Cycle	Small Group Work Cycle

	Elementary Virtual Schedule				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 a.m. - 8:45 a.m.	Arrive on Google Meet	Arrive on Google Meet	Arrive on Google Meet	Arrive on Google Meet	Arrive on Google Meet
8:45 a.m. - 9:00 a.m.	Community Circle	Community Circle	Community Circle	Community Circle	Community Circle
9:00 a.m. - 11:30 a.m.	Morning Work Cycle	Morning Work Cycle	Morning Work Cycle	Morning Work Cycle	Morning Work Cycle
11:30 a.m. - 1:00 p.m.	Lunch / Movement Time	Lunch / Movement Time	Lunch / Movement Time	Lunch / Movement Time	Lunch / Movement Time
1:00 p.m.	Small Group Work Cycle	Small Group Work Cycle	Small Group Work Cycle	Small Group Work Cycle	Small Group Work Cycle

- 3:15 p.m.					

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.shiningstarspcs.org/apps/pages/Transparency

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

High-impact tutoring

c. Staffing and Related Support

Additional staffing

d. Any Other, Please Describe

Not Applicable

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.

After-school programming: Our MAP program will provide after school tutoring and enrichment opportunities for students. Students in the after school accelerated learning program will improve reading, language and math skills through individual and small group instruction. The program will also offer academic enrichment, tutoring, mentoring and activities that support social and emotional health. Shining Stars will also create and implement a Model United Nations Program (MMUN) after school two days per week for 3rd to - 6th graders.   Program participants will formulate, present, debate, and revise positions on current issues that are affecting people of the world. By assuming the perspectives of a citizen of their selected countries, they not only develop an understanding of the needs and rights of others, but also learn to respect cultures, political views, and beliefs of others. There is a MMUN Conference for elementary and high school students in March 2023 in New York City which SSMA hopes to attend.

High Impact Tutoring: SSMA expanded our Accelerated Learning program by hiring ALG's (Accelerated Learning Guides) full time for the 22/23 school year. This will afford more students the opportunity to participate in this high impact tutoring program as well as increase the number of hours they are able to participate. New Intervention program/support: SSMA will be utilizing the ZEARN learning platform in math for all students. Zearn Math supports educators with research-backed curriculum and digital lessons designed to accelerate learning. When learning with Zearn Math, students experience multiple opportunities to deeply explore each math concept, friendly access points to grade-level learning, and just-in-time support that connects unfinished learning into the context of new learning.

Additional Staffing: Two Instructional Coaches have been hired to help support our classroom guides and assistants in the successful implementation of our curriculum, accelerated learning strategies, data driven instructional practices, as well as continuous monitoring of student progress.

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

SSMA will ensure students receive timely initial/reevaluations for special education service eligibility through preemptively planning and addressing barriers. Currently the barriers to meeting the requirements are mainly with the decreased availability of clinicians to perform assessments in the District of Columbia. In response to the barrier, SSMA has contracted with multiple companies in order to create a larger pull of assessment providers.

ii. The LEA's plan to address those barriers

In response to the barrier, SSMA has contracted with multiple companies in order to create a larger pool of assessment providers.

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

Regarding plans for communication with families to ensure completion of evaluation requirements, Shining Stars will communicate with parents and guardians in multiple forms including physical and electronic Letters of Invitation for all meetings which detail the purpose of the meeting, location and time as well as contact information and all members of the team, as initial steps in providing parents/guardians with information in order to receive consent for evaluation. Parents also receive summary information contained in the Analyzing Existing Data documents which recap the information reviewed. This information can include teacher and parent input/observations, local and state assessments, progress reports and any additional evaluation data.

Prior to the final eligibility meeting, parents also receive a copy of any additional evaluation reports to review in preparation for discussion and determination of their child's determination of special education eligibility. Once the determination is made, parents receive a complete summary of the team's decision and a Prior Written Notice, detailing the next steps of the process. Parents are also provided with support when completing any necessary forms or surveys by a knowledgeable member of the team. This support can be provided in person or through phone call if needed.

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.

If and/or in the event of school closure or distance instruction, SSMA will assess if instruction can continue as stipulated by the child's IEP. When necessary, IEP teams, which include the parent or guardian, will meet to determine if the break in services constitutes a negative educational impact and requires the need for compensatory services. If at the meeting compensatory services are warranted, SSMA will identify the type, amount and frequency for the services and provide necessary documentation for the parent to review. As parent input is vital to the completion of evaluations, parents are invited to meet with all service providers.

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.

IEP teams, which include the parent, will meet to determine if the break in services constitute a negative educational impact and require the need for compensatory services. If at the meeting compensatory services are warranted, SSMA will identify the type, amount and frequency for the services and provide necessary documentation for the parent to review.

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.