

## SY 2021-22 Continuous Education Plan (CEP)

**LEA Name: Shining Stars Montessori Academy PCS**

**LEA Head of School Name: Regina Rodriguez**

**LEA Type: Elementary**

**Date Generated: 08/19/2021**

### Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was 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 Safe Reopening, 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.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their 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.

**Application Questions**

**Safe Reopening**

**1.B: Support Across Learning Environments**

**1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA’s operational plan to offer five full days of in-person learning to all students, including:**

- **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA’s plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
- **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA’s plan for securing additional staff; and**
- **c. The LEA’s operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
  - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
  - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

Shining Stars Montessori Academy (SSMA) PCS Operation Plan allows for on-site learning for all students for 180 days at 6 hours per day, or 1,080 hours, and professional development for staff to ensure a healthy and safe learning environment. The Operation Plan can be implemented in our current facility using our current staff and anticipated hires, based on anticipated in-person student enrollment and estimated medically fragile students who will be learning remotely.

The six-hour school day begins with breakfast for all and includes uninterrupted work cycles in both the morning and afternoon master schedule, which is a 5-day per week work plan.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast 8:15-8:45</b>	<b>Breakfast 8:15-8:45</b>	<b>Breakfast 8:15-8:45</b>	<b>Breakfast 8:15-8:45</b>	<b>Breakfast 8:15-8:45</b>
<b>PE 8:50-9:35</b>	<b>Morning Work Cycle 8:45 - 11</b>	<b>Morning Work Cycle 8:45-9:35</b>	<b>Morning Work Cycle 8:45 - 11</b>	<b>Morning Work Cycle 8:45 – 11</b>
<b>Morning Work Cycle 9:40 - 11</b>		<b>LIB 9:40 - 10:25</b>		
		<b>Morning Work Cycle 10:30 - 11:00</b>		
<b>LUNCH 11-11:30</b>	<b>LUNCH 11-11:30</b>	<b>LUNCH 11-11:30</b>	<b>LUNCH 11-11:30</b>	<b>LUNCH 11-11:30</b>

<b>RECESS 11:30 -12</b>	<b>RECESS 11:30 -12</b>	<b>RECESS 11:30 -12</b>	<b>RECESS 11:30 -12</b>	<b>RECESS 11:30 -12</b>
<b>Afternoon Work Cycle 12 - 3:00</b>	<b>Afternoon Work Cycle 12 - 3:00</b>	<b>Afternoon Work Cycle 12 - 3:00</b>	<b>Afternoon Work Cycle 12 - 3:00</b>	<b>Afternoon Work Cycle 12 - 3:00</b>

SSMA believes the key to a smooth year is uninterrupted learning via in-person instruction, remote instruction for medically fragile students, and timely and safe dissemination of materials during those periods, when safety dictates the necessity to pivot to remote learning. To achieve the latter, SSMA will provide each student with the materials and tools they will need for remote learning at the start of the school year. During distribution of materials, SSMA will use outdoor space, weather permitting, and require hand sanitizing, social distancing and masks.

Shining Stars protocol in the event of student or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), or any other exclusionary criteria in DC Health and OSSSE guidance, is outlined in its Health and Safety Plan.

*In the event of an unexpected closure or partial closure*, SSMA will communicate with families as soon as a closure determination is made using multiple means, including: the PowerSchool Communication Tools, email, phone, One Call Emergency Message Alert System, and SSMA’s website.

*To avoid interrupted instruction*, all students and teachers will receive tools and material for in-home use that enable them to immediately pivot to virtual and/or hybrid learning, if and/or when necessary; and follow the same schedule at home that they follow at school to ensure maximum consistency and maintenance of a regular school routine.

SSMA will provide teachers and students with the necessary equipment, to include, but not limited to: laptops, Chromebook and/or iPad [depending on the child’s age, knowledge and/or experience with a tablet] hotspot and web camera, to be used to access online resources and meetings. They will be able to immediately access our curriculum while remote via multiple platforms, including, but not limited to, Google Classroom and SSMA’s parent portal.

Shining Stars nurtures a sense of community by using digital resources (webcams, cameras, OWLs) that, in real time, connect the classroom to home; teachers/staff to students and parents; students to students, e.g., students in remote learning to students/teachers in classrooms; and teachers and staff to professional development opportunities. In addition, students will also receive hands-on materials in accordance with SSMA’s protocols developed during School Year 2020-2021.

As an early childhood/elementary school, the majority of SSMA students are unvaccinated and may be at higher risk of exposure to COVID-19 outside of school, than students 12-years and older.

*For an isolated case where an unvaccinated student is exposed to COVID -19 outside of school*, families will notify the school of the exposure through the school’s Point of Contact. If the student has not yet tested positive, SSMA will follow OSSE guidelines and monitor the situation closely. If the student has tested positive, SSMA will notify the school community of the positive case along with our response to the case depending on guidance received from DC Health. If a student has to be out of school because of COVID-19, the student will utilize the equipment SSMA provided at the start of the school year for remote learning. The student will have access to lessons online and

additional hands-on materials may be delivered via messenger service, alleviating the need for the parent/guardian to come to the school building. Delivery of educational materials during a COVID-19 exposure will allow the school to mitigate exposure to staff and students.

*In the event of a positive COVID-19 case within our school, SSMA will follow the guidelines of quarantining all individuals who are not vaccinated for 10 days. For those students and staff who must quarantine, we will follow the school extended absence policies for staff and for students. Staff and students who are vaccinated will be able to attend school in their cohort.*

*If the teacher must quarantine, but students are still learning in person and do not need to quarantine, then the teacher will take school approved leave. The Classroom Assistant or a substitute teacher will utilize either preplanned substitute lessons or lessons approved by the Principal (upper elementary) and/or Assistant Principal (primary and lower elementary) to ensure continuity in instruction.*

*If the teacher and the entire cohort of students are also under quarantine, then the teacher will instruct remotely for the length of the quarantine utilizing technology and materials distributed at the start of the school year in addition to the multiple platforms SSMA employs for distance and hybrid learning/instruction.*

OWL technology will play an important role in synchronous learning for those students and faculty excluded from school due to confirmed or suspected COVID-19, as will co-teachers and classroom assistants. Professional development during the Summer Institute at the start of the school year will provide step by step protocol and training for such occurrences.

**2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:**

- **a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level

- By campus/at the school level
- Both (please describe the LEA's approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

In School Year 2021-2022, Shining Stars will provide on-site learning for all students for 180 days at 6 hours per day, or 1,080 hours, and professional development for staff to ensure a healthy and safe learning environment. The six-hour day begins with breakfast for all students and includes uninterrupted work cycles throughout the day. Digital resources such as webcams, cameras, and OWLs enable SSMA to provide synchronous learning in real time, connecting the classroom to home; teachers/staff to students and parents; students to students, e.g., students in remote learning to students/teachers in classrooms; and teachers and staff to professional development opportunities.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

Regarding Distance Learning for Students with Medical Certifications, every student has the right to a free and public education (FAPE) and SSMA's unique Montessori and dual language pilot program is designed to guide children to develop to their fullest potential. SSMA is a single-site, one campus LEA. As such, SSMA Students with medical certifications may include those with a Medical 504 Plan and/or a Special Education Individualized Education Plan (IEP). Students may present with allergies or diabetes and require accommodations.

504 plans include accommodations. These might include: (a) student has difficulty focusing or has test anxiety; changes to the environment (like taking tests in a quiet space); (b) changes to instruction (like checking in frequently on key concepts); (c) changes to how curriculum is presented; or (d) taking frequent bathroom breaks because of diabetes.

In the case of the student with a medical certification participating in virtual learning, SSMA (a) may provide headphones and a privacy panel so that when students are on-line so that their focus is on the screen and ambient noise is lessened; (b/c) teacher may provide an outline of lessons prior to the start of class; (d) teacher allows unrestricted bathroom breaks. The teacher would let the student know, in private, that it is okay to turn off his/her camera and go to the bathroom whenever necessary.

Accommodations don't change *what* students learn, just *how* they learn it. The goal is to remove barriers and give students access to learning. Specific accommodations for distance learning will be provided as identified in individual student 504 plans.

While all students who have medical certifications may not be special education students, the

responsibility for ensuring that services are delivered and students have the necessary 504 Plan lies with the 504 Coordinator. The 504 Coordinator will be responsible for implementing/providing oversight to SSMA's distance learning services to students with medical certifications in accordance with each student's 504 Plan.

Staff responsible for delivering services, in addition to specialists listed earlier, may include general education teachers or Montessori guides, classroom assistants, ELL and dual language immersion instructors. If during the course of the year additional staff or consultants are needed, SSMA will hire/contract accordingly utilizing ESSER funds.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

SSMA will ensure that ALL students with medical certification have access to the necessary technology needed to actively participate in distance learning environments by developing a Medical 504 plan. The Medical 504 plan will outline the extent in which the student can participate in the identified environment and list the needed materials. Materials could include workbooks, teacher generated assignments as well as any technology such as computers, headphones and wifi hotspots. All materials will be sanitized prior to assigning and distributing to students. For students/parents who are unable to travel to school, the materials will be dropped off at/or mailed to the student's residence. The student and family will sign an agreement to take care of the materials and follow school use policy. A sample list of items assigned to each student may include.

- All classes: Chromebook, hotspot, pack of 10 no.2 pencils, a box of crayons, etc.
- English: Reading books for independent, group, or class reading, notebook, etc.
- Math: Calculator, compass, etc.
- History/Social Studies: Reading and research materials
- Art: colored pencils, paper, watercolors

In addition, families will be provided with tutorials and ongoing consultation on using technology and accessing curricular resources.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., 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.) in the program.**

SSMA will ensure that ALL students with medical certification have access to the necessary technology needed to actively participate in distance learning environments by developing a Medical 504 plan. The Medical 504 plan will outline the extent in which the student can participate in the identified environment and list the needed materials. Materials could 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.

Within the classroom, SSMA will be using the Meeting Owl Pro, which is a 360 degree camera, microphone, and speaker combined into one easy-to-use device. It creates the experience of in-

person participation for virtual students; in other words the OWL enables students with medical certifications to "access the general curriculum," and follow the lessons that everyone else in the class does in addition to any accommodations or special education instruction/services that may be needed.

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.

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

### **2.A: Whole Child Supports**

- 3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
  - a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
  - b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
  - c. How the LEA will provide direct mental and behavioral health services for students in need.**

Opportunities for social-emotional learning, relationship building, and mental health awareness will be provided for all students in several ways:

Staff will engage in monthly workshops over the course of the year, starting during the August Summer Professional Development Institute. The topics presented will help them be able to better support our students, such as the importance of social emotional learning, how to build trusting and healthy relationships, learning to identify and manage anxiety, etc.

Staff will also receive refresher training on mindfulness practices and two-day Positive Discipline program training conducted two years ago. These programs integrate ways of centering one's body, breathing and social and emotional learning to encourage student self regulation when in stress and reduce challenging behaviors.

Teachers will receive training and will be guided in the implementation of mindfulness and the Positive Discipline in the Classroom social-emotional learning curriculum. All staff will be engaged in utilizing strategies learned in the training on a daily basis. Monthly follow-up meetings/check in-observations will be conducted to ensure that teaching and other staff are implementing these social emotional learning programs with fidelity.

SSMA recognizes the importance of providing mindfulness<sup>[1]</sup> opportunities for social-emotional learning, relationship building and mental health awareness for our staff, parents, and students, as well as including in classroom positive discipline discussions. This multi-layered approach will see SSMA partnering with Minds, Inc<sup>[2]</sup> (with whom we have worked in the past); the Clover Model (<https://www.pearinc.org/clover-model>) to enhance our student social emotional learning support and

offering during the upcoming school year; and Holistic Life Foundation (<https://www.hlfinc.org>) to re-introduce yoga and mindfulness to our school to ease students transition to in-person learning, to better self regulate and to deal with trauma. This will be coupled with our Montessori positive discipline program. It is our intention to ensure that research based practices are the most promising ways of reducing stress and anxiety in students and improve their academic and behavioral outcomes. Minds has built its own curricula drawing upon the well-researched and relevant national teaching resources nationally. Our Elementary and Teen Mindfulness curriculum covers the following themes of Mindfulness and Social Emotional Learning (SEL):

1. Mindfulness of Breath – Three different types of breathing are taught as anchors to help settle, focus, and balance the mind and body. Connecting with the breath allows students to access the nervous system’s relaxation response and to alleviate the stress that arises from the fight-flight-freeze response.
2. Mindfulness of the Body, Movement, and Posture – Teaches awareness of physical sensations of the body in order to help students center and focus, release tension and stress, and develop greater insight into levels of fatigue, hunger and where stress is manifested in the body. Minds emphasize the importance of how the student or adult sits and stands throughout the day, as posture impacts our emotions. Mindfulness of Body training is taught through formal sitting mindfulness practice, as well as through Mindful Movement, walking, and sometimes dance.
3. Mindfulness of Emotions – Improving emotional regulation and how to respond well during emotionally difficult situations begins with awareness of our mind. Teaches students to notice, label, and be curious about their emotional states, as well as where emotions manifest in the body. This practice builds resiliency and offers tools to lower stress chemicals in the body.
4. Mindfulness of Thoughts – Stress is often derived from our thoughts about a situation, or the mind over-analyzing or replaying events in the past and future. These students have awareness of the natural thinking mind, learning to recognize, accept, and be curious about where our minds naturally go. This practice teaches students how to refocus when the minds’ activity is not serving them and leads to greater self-acceptance and empowerment.
5. Mindfulness of Sounds and Senses – Trains students to have a greater awareness and deeper perspective of the environment around them, tuning into the sounds, sights, smells and tastes, as well as their peers. All of this has a deep impact on the nervous system and levels of calm and stress. We teach students that any potential distraction of sound or sight can actually be used as a way to focus and return to the present.
6. Mindfulness of Compassion, Listening, and Communicating – Students and educators are often in large settings of more than 50 people. This component trains students and adults to navigate their busy environments and teach the social and emotional learning skills that help them relate to their peers with greater kindness and empathy. This teaches mindfulness to help people communicate in a more empowered, safe, and inclusive way. This teaches self-compassion, so students and educators can learn simple tools for self-care.
7. Neuroscience – When students and adults have a greater understanding of how their brain and nervous system work, the likelihood increases that they will use the skills and tools of mindfulness when difficulty or stress arises. The SSMA /Minds program goal is to use the summer and academic year to teach:
  - How stress and anxiety are manifested in the brain and body
  - Neuroplasticity of the brain, or ability to “rewire” with new learning



- Negativity bias and common patterns of thoughts and emotions
- How to access the relaxation response and the positive benefits of mindfulness in our brain.

Additionally, Montessori grace and courtesy “mini-lessons” will be taught and reinforced with students by the classroom teachers as part of Montessori education standards. Montessori grace and courtesy lessons include social skills as well as conflict resolution instruction. Parents will be offered a six-session, Montessori Monday Positive Discipline program with the goal of increasing their knowledge and understanding of social emotional learning and effective child-rearing practices. Parents will also be offered monthly workshops via our Parent Education Program (PEP begin in SY 2019-2020 and continued virtually on a limited basis during 2020-2021) support sessions which will allow them to voice their thoughts, feelings, and other concerns about current and relevant topics, such as understanding behavior utilizing trauma-informed practices, how to reduce children’s anxiety, and the importance of using encouraging language. Sessions will begin in September and continue until May. Parents will also be given an opportunity to submit topics for discussions. Shining Stars is prepared to offer support for mental and behavioral health needs in a variety of ways through our behavior management program:

Tier I - All students will receive daily social emotional learning instruction via the Positive Discipline in the School and Classroom curriculum. The school’s behavior management program will be led by the school’s Assistant Principal who is a Montessori-certified positive discipline trainer.

Tier II - Student Support Team (RtI). For those students who require additional support, parents and teachers can make a referral to the SST. As part of the referral process, background information and school documents are compiled. We may also ask students, parents and educators to complete the Strengths and Difficulties Questionnaire (SDQ), a brief emotional and behavioral screening assessment. The SDQ asks the respondent to rate a students’ emotional, conduct, hyperactivity/inattention, peer relationships, and prosocial behavior. The school’s Student Support Team (Rti) will be jointly led by the Director of Student Support (a licensed professional counselor) and the Principal (and/or her designee) in the Academic unit.

Multi-age mentoring as a support program is built into Montessori education based on the nature of our multi-age classrooms.

During weekly staff meetings, teachers and staff will be encouraged to share student concerns and be provided with strategies/tools/techniques to implement with students. If the strategies are not effective, teachers will make an immediate referral for support services (eg., individualized student or family behavior intervention with the school counselor, SST, etc.) . Once a referral is made, staff will determine what might be needed for a particular student. Possibilities include: more targeted classroom observation and teacher consultation, Student Support Team meeting and follow up strategies, school-based behavioral health intervention, out-of-school behavioral health intervention, or an evaluation to explore for a possible disability.

During monthly contacts, parents will be engaged to share concerns about their children. They will be provided with strategies/tools/techniques to implement with their children via individual in-person meetings or individual on-line meetings. If additional services are deemed necessary for a student, the interventions named above will be pursued: classroom observation and teacher consultation, Student Support Team meeting and follow up, school-based behavioral health intervention, out-of-school behavioral health intervention, or an evaluation to explore for a possible disability.

Direct mental and behavioral health services for students in need will be provided as outlined below:

Short-term, long-term, and crisis behavior intervention support services will be provided as requested and/or needed at school by a licensed professional counselor.

Students and families in need of additional services or who wish to seek support outside of the school will be referred to community resources, such as neighborhood Family and Support Collaboratives, the Wendt Center for Loss and Healing, professionals in private practice, neighborhood mental health clinics, Children and Adolescent Mobile Psychiatric Services (ChAMPS), as well as a host of other community-based service providers.

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[1] Mindfulness is defined as “increased, purposeful, nonjudgmental attention to the present moment.”#Mindfulness training has been used in the medical field to reduce stress and anxiety and has become increasingly popular with schools , large companies and organizations, including Google and the United States military. As early as 2018-2019 , mindfulness-based strategies and practices were initiated and promoted as a helpful tool for our classroom teachers (and administrators) to improve SSMA students’ educational experiences and cognitive and social-emotional development. The goal was to have these practices also lead to better academic outcomes.

Schools across the country are embracing mindfulness-based interventions (MBIs), and some studies find that teachers report students are more caring and focused after a few weeks of practicing mindfulness. In many schools that we’ve researched , mindfulness practices are used to address students’ anxiety and depression, as well as to help them build coping skills and positive mindsets. As in these schools we hope to implement a variety of mindfulness- related strategies, such as stretching and breathing exercises, to help all of our students process their emotions. Like many schools, Shining Stars Montessori Academy sees the practice of mindfulness as part of a larger vision for prioritizing students’ social-emotional learning and ease their transition from a year of virtual schooling back to the new normal of in person learning , and intersections with teachers and peers.

[2] Minds is a non-profit dedicated to empowering Washington DC-area schools (DC, MD, VA) by teaching mindfulness-based practices to students, educators, and parents.

- 4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.**

Our proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building/in-person learning as well as how we will use positive, relevant and developmentally appropriate mindfulness and discipline practices, including a trauma-informed framework is outlined below:

During our Summer Professional Development Institute and throughout the school year, regular workshops and BYOBB discussions and invited-practitioner ‘roundtables’ will be conducted for/with teachers and other staff members on a variety of relevant and current topics such as trauma-informed care, how to recognize anxiety, why of encouraging and positive language is important, child development, 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 are translated into languages of student families. 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.

Teaching and other school staff members will also receive Positive Discipline professional development training to increase their general knowledge of social and emotional learning and how to reduce challenging student behaviors.

Teachers will receive additional training and will be guided in the implementation of the Positive Discipline in the Classroom social-emotional learning curriculum. Monthly follow-up meetings/check in-observations will be conducted to ensure that teaching staff have a detailed understanding and are implementing the social emotional learning program with fidelity.

Parents will be offered a six-session, Positive Discipline training program with the goal of increasing their knowledge and understanding of social emotional learning and effective child-rearing practices. In SY20-21 these sessions were called “Montessori Monday Parent Workshops” and will continue in 21-22 with targeted discussion on the ‘how to’ of utilizing positive discipline language, strategies and techniques in both the school building and reinforced at home.

Parents will also be offered monthly support sessions which will allow them to voice their thoughts, feelings, and other concerns related to the transition from distance learning to in-school learning, as well as other current and relevant topics, such as understanding behavior utilizing trauma-informed practices, how to reduce children’s anxiety, and the importance of using encouraging language.

**5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

During in-person learning, Shining Stars meals are provided by Luncheras Di Si. Free breakfast and lunch are available to eligible enrolled students. During distance learning, all participating students received free breakfast and lunch. For students not participating in in-person learning, SSMA

distributed and created a schedule and protocol (for parents with transportation) to pick up bulk meals from the school, twice a week. Bulk meals were disbursed cold or frozen to last over a two to three-day period.

Shining Stars manages its meal services and/or makes referrals to community resources. We participate in the National School Lunch Program (NSLP), Breakfast, and Afterschool Snack programs which provides nutritious, appetizing breakfasts and lunches each school day. In addition, the Capital Area Food Bank provides fresh produce and shelf-stable items for disbursement on a monthly basis at our school. The Food Distribution Schedule for 2021-2022 has not been determined at this writing.

## **2.B: Educator Wellness**

- 6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**
- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
  - **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

Shining Stars will support teacher and staff social-emotional and mental health needs by making available and/or sharing the following with all staff:

- Bi-weekly mentoring sessions with assigned administrative mentors for teaching staff
- Positive Discipline SEL professional development training and follow up sessions
- Contract mindfulness training for staff and students with Minds, Inc.
- Panorama Education SEL sessions, to include several guided mindfulness sessions, how to practice and model SEL, Adult SEL strategies, and self-care techniques and strategies.
- Panorama Education Adult SEL Surveys - 15 topics (Well-being, Belonging, Teacher Self-Reflection, Professional Learning About SEL, School Climate, Cultural Awareness and Action - Student Focus, Cultural Awareness and Action - Adult Focus, Professional Learning About Equity, Educating All Students, Professional Learning, Faculty Growth Mindset, Teaching Efficacy, Feedback and Coaching, Staff-Leadership Relationships, and School Leadership). 30-minute sessions will be offered to review, discuss and process survey responses to each topic on a bimonthly basis.
- Professional development workshops topics such as trauma-informed practices, recognizing and managing anxiety, how to regulate emotions, etc. will be conducted during the summer institute and follow up sessions will be presented during our scheduled PD throughout the year.

For staff interested in pursuing behavioral/mental health care services, they can contact the following agencies:

- Capitol Hill Counseling & Resource Center at 202.318.6595
- Ince Counseling at 833.968.8255
- Onyx Therapy Group at [onyxtherapygroup.com](http://onyxtherapygroup.com)

- Psychological and Educational Associates at 202.726.6062
- The Imago Center of DC at 202.670.5065
- Reignite Psychological and Consulting, LLC at 202.800.2490
- The National Alliance on Mental Illness at 1-800-950-NAMI (6264) or [info@nami.org](mailto:info@nami.org)

For staff in crisis or needing acute care, such as grief, depression, or trauma, they will be directed to contact the following sources:

- DC Crisis Hotline: 1.888.703.4357
- National Suicide Prevention Hotline: 800.273.8255
- National Sexual Assault Hotline: 800.656.4673
- The National Alliance on Mental Illness at 1-800-950-NAMI (6264) or [info@nami.org](mailto:info@nami.org)
- Capitol Hill Counseling & Resource Center at 202.318.6595
- Ince Counseling at 833.968.8255
- Onyx Therapy Group at [onyxtherapygroup.com](http://onyxtherapygroup.com)
- Psychological and Educational Associates at 202.726.6062
- The Imago Center of DC at 202.670.5065
- Reignite Psychological and Consulting, LLC at 202.800.2490

## 2.C: Family Engagement

### 7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

SSMA will communicate with families about safe reopening, student well-being, and accelerated learning clearly and consistently via website updates, social media, weekly bulletins, training and both virtual and in-person orientations. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys.

SSMA will survey parents at the beginning of the year and at each trimester to ascertain their questions and concerns. Parents' feedback will be utilized to make adjustments to programming and operational procedures as relevant to the continual effectiveness of reopening, student well-being and accelerated learning plans. SSMA will communicate to families its approach to safe reopening, students well-being and its plan to address uninterrupted learning as well as accelerated learning through the weekly school News & Notes newsletter, chat and chew with the Executive Director

meetings, and virtual media presentations. 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. Additionally, once a week or more often, parents will receive a picture/photo of their child working in the classroom with a description of the learning activity.

Parents will also receive materials (hand-outs, manipulatives, school supplies, etc.) from their child's teacher and school on a continuous basis.

SSMA, true to its mission, recognizes and values the uniqueness of its student body and families. Words and phrases like equity, culturally inclusive principles, and culturally responsive teaching garner attention in the media today, but have been a founding principle baked into Shining Star's pedagogical approach since its inception and is interwoven throughout its curriculum in English Language Arts, History, Mathematics, Civics, Literature, the Arts, etc. and is central to engaging and building relationships with families. Parents routinely discuss the inclusion and impact of culturally responsive teaching on their child's education, as part of the three Rs: respect for self, respect for others and respect for the prepared Montessori environment. These discussions may occur during regular SSMA Community (Parent) Association meetings, Executive Director First Friday Chat & Chews, and/or experienced via special events and celebrations such as Hispanic Heritage, Black History and Asian & Pacific Islander Months, Ramadan, and Women's History Month. Some of these events may be offered in English with translation in Spanish, or Amharic with an American sign language interpretation, if needed.

In addition to capitalizing on the language abilities of its multilingual staff, SSMA will utilize the be joining other charters to contract with a third party translation company to further professionalize document translations. Additionally, Language Line will continue to be used in person, telephone and document translation of the CEP for families whose native language is other than English. Each trimester parents will receive progress reports which will include their child's current assessment results, classroom progress on academic skills as well as any additional information pertaining to the student's overall growth throughout the school year.

SSMA will pilot test parent/grandparent/guardian organized gatherings, like mini-dinner parties, to provide families with tips and suggestions for how to support their child's/grandchild's learning. For example, growing numbers of senior relatives/extended family members are providing childcare and supervision during in-person and distance learning. Many of these extended family members need more technology support than younger parents or guardians.

In order to support learning as a lifelong process, as part of family engagement, SSMA will pilot a minimum of three family organized mini-dinners (such as grandparent focused) with an overall goal to enhance family support of learning outside of the classroom environment, 'grow' a better understanding of the Montessori method (Discovery/Journey Day) with the added benefit of increasing grandparent familiarity and comfortability with the pedagogy, technology, and creating a trusting environment in which to have discussions about student performance, testing, growth, and challenges.

Sample mini-dinner targeting primary learner support: SSMA provides meal, laptop and printer, booklet paper, instructions, and sample book. Prior to the meeting, grandparents take 5 to 10 pictures of their grandchild on their cell phone. When they come to school for their working dinner

meeting, participant is assigned a buddy who presents a sample book and then begins the demonstration: (1) how to download and print photo; (2) write a simple sentence (language of choice) with child's name and action verb; (3) print; (4) cut and paste/glue onto construction paper; and (5) create cover signature page with message from grandparent. Enjoy a meal and have a general conversation regarding testing and how student progress and challenges are recorded and reported to parents.

By the end of the dinner meeting, grandparents will have created a reader to share with their grandchild, used technology in a non-threatening environment, and had an introduction to student testing.

SSMA anticipates that some family engagement activities will be organized with separate childcare provided, while others will include children/students in the actual discussions. Participants will complete a short satisfaction survey at the end of the session, and again at monthly intervals, to determine how many of the attendees have adopted any of the support activities they learned or created new ones to share with their families and others. Lessons learned will be shared in the school newsletter, on the website and other social media with the consent of the participants.

## **2.D: Attendance and Re-Engagement**

### **8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

In school year (SY) 2020-21, SSMA identified students as being consistently less engaged with distance learning based on the following behaviors: students had accrued 10 or more unexcused absences, low student work completion rate, and limited/non-existent student/family responsiveness to outreach.

All students had access to school-provided equipment by the first day of school, August 31, 2020, and technology issues were addressed on an on-going basis and when brought to staff's attention. Technology "tips" were All students were invited to attend in-person learning and on March 22, 2021, on-site instruction began with 120 students. There were forty two students identified as being consistently less engaged with distance learning and 55% (23) of this group returned to on-site learning, leaving 19 students, out of the 42, as consistently less engaged with learning in the 2020-21 school year. For students who were consistently less engaged, the school will offer a STARS math and literacy focused 6-week summer experience. This 'intensive/accelerated' learning experience will continue throughout the SY 21-22 school year. Monthly parent check-in meetings with the Director of Student Support Services are being arranged and this service will be offered to parents of all consistently less engaged students.

Moving forward, Shining Stars will continue to identify consistently less engaged students by reviewing our weekly generated truancy tracker. In the event of an unexcused absence, teachers and/or the classroom assistant will contact parents by telephone or email to determine the reason for the student's unexcused absence and discuss what's needed to ensure future attendance. Additionally, SwiftK-12 system, which contacts parents via email, text message, and telephone call each day that a child has an unexcused absence, will be used to follow up daily for all unexcused

absences.

Students who have accrued 5 or more unexcused absences will be considered consistently less engaged in learning and will be referred to the Director of Student Support Services/Licensed Professional Counselor for follow up. The Director will serve as the school's principal attendance monitor and will contact the parents of consistently less engaged students to discuss attendance difficulties and to pursue the creation and implementation of an Attendance Success Plan. The monitor will contact the parents of students who are on an Attendance Success Plan each week to evaluate the success of the plan in increasing student engagement. For those students who accrue 10 or more days of unexcused absences, a report to child and family services will be made, as required by law.

Our strategy for the 2021-2022 school year will be more aggressive. The teacher, the classroom assistant, and the monitor will follow up with students who have chronic absenteeism. After three days, the teacher and the classroom assistant will contact parents by telephone or email to determine the reason for the student's absence and discuss what's needed to ensure future attendance. We will reevaluate whether the number between an absence and reaching out to parents needs to be reduced.

SSMA will use both carrot and stick to incentivize attendance. The Director of Student Support Services will contact parents with "good news" of being present, arriving on time, and logging-in on time in order to reinforce positive behaviors. To the extent that other means may need to be employed, staff will utilize technology to monitor and track attendance. Staff will use the SwiftK-12 system, as part of PowerSchool and One Call Emergency Messaging System. SwiftK-12 will be used to contact parents of students who are absent even one day via email, text message, and telephone call. Students who have accrued five or more absences will be referred to an attendance monitor who will contact parents to identify the cause of the absence and determine if the family needs assistance. The Director of Student Support will encourage attendance as well as create and monitor implementation of the Attendance Success Plan. The plan will be evaluated for its success in increasing student attendance. For those students who miss 10 days or more, a report to child and family services will be made, as required by law.

### **Accelerated Learning**

#### **3.A: Set Clear Goals and High Expectations for All Students**

#### **9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:**

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence



- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

**10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:**

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

SSMA will offer the Northwest Evaluation Assessment (NWEA) and Every Child Ready (ECR) summative assessments to eligible students in the 2021-22 school year. As these are summative assessments, they will be conducted in the Fall, Winter, and Spring. Results will be used internally and shared with families but will not be part of school accountability. We will continue to use NWEA to assess students in grades K-6 in ELA and math in the Fall, Winter and Spring. Every Child Ready will be administered twice to Pk3 and Pk4 students in math, language and literacy in the Fall and Spring. SSMA is not administering a separate test for ELL learners. They will be administered the schoolwide benchmark assessments with accommodations when and if applicable. Grades K-6th take the MAP Growth Assessments in Math and Reading as noted on the chart provided.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Below is our planned assessment schedule outside of the state required assessments. This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons:

Subject	Grade Levels	Assessment	Administration Schedule
ELA	K-6	NWEA	Sept 7th - 24 <sup>th</sup> Jan 18th - Feb 4th May 17th - June 3rd
Math	K-6	NWEA	Sept 7th - 24 <sup>th</sup> Jan 18th - Feb 4th May 17th - June 3rd
ELA	PK3-PK4	ECR	Sept 21st - Oct 1 <sup>st</sup> May 17th - May 27th
Math	PK3-PK4	ECR	Sept 21st - Oct 1 <sup>st</sup> May 17th - May 27th

SSMA is not administering a separate test for ELL learners. They will be administered the schoolwide benchmark assessments with accommodations when and if applicable.

- **d. Whether you set goals<sup>3</sup> for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
  - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
  - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

We follow the preset benchmark goals established by NWEA based on their growth norms. These

growth norms are used to project the amount of growth that is typical for similar students; set appropriate growth targets based on the projection; and evaluate the observed growth in a subsequent term. NWEA results are used to develop individual student growth targets and identify instructional needs. We will also use the NWEA Foundational Skills test which includes decoding (phonological awareness, phonics and word recognition, and print concepts) and language comprehension (vocabulary and listening comprehension). Grades K-6th take the MAP Growth Assessments in Math and Reading as noted on the chart provided.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

NWEA generates student progress reports and, along with student goal setting sheets, will be used quarterly to set and track progress goals. For PK3 and PK4 students, we will use data from ECR to set goals and plan lessons for each student. Transparent Classroom, our electronic record keeping system, will be used to plan and track lessons and progress.

Progress data generated from the summative assessments will be used to adjust personalized student learning plans, identify instructional needs, and make revisions to instruction and or academic interventions. This data will come from the foundational skills assessments given via NWEA and IRLA (Independent Reading Leveling Assessment). IRLA is a unified standards based framework for student assessment ( which can occur every three to four weeks), text leveling, and curriculum/instruction. It is part of our school wide reading program (ARC-American Reading Company) which is being used for our Elementary Students. This assessment provides teachers the ability to assess students current text level intermediately allowing teachers to modify instruction as needed.

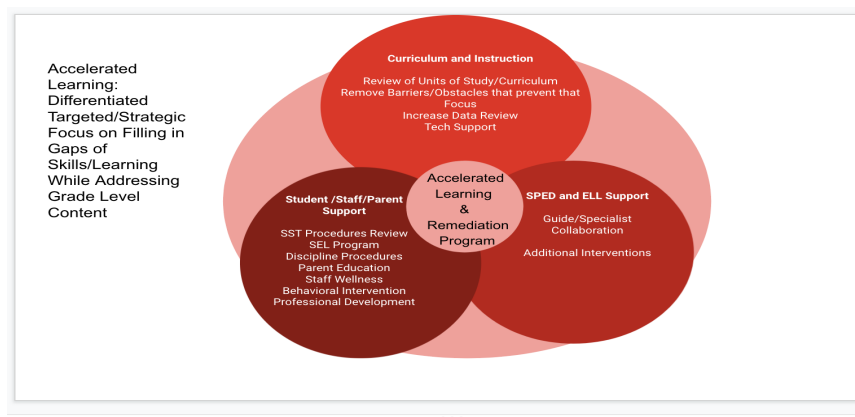
- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

N/A. SSMA does not have students in non-public special education schools.

### **3.B: Employing Intentional Strategies for Accelerating Learning**

#### **11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.**

The below diagram shows the areas that SSMA will address/review this summer to help ensure the implementation of accelerated instruction.



Speaker notes

Shining Stars has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. We will use PowerSchool, Transparent Classroom and EdOps to collect and analyze data and provide critical data points that team leaders can use to support staff in addressing student learning needs. The plan includes department and grade-level teams and whole staff meetings, professional development, and comparative and summative data-analysis reports by grade, domain, strand, gender, and ethnicity/race in order to measure student progress, inform instruction and develop targeted interventions for students.

Shining Stars Montessori Academy will use a multi-pronged approach to address interrupted instruction and to continually improve instructional outcomes for all students. Student assessment data from Montessori daily observations, formal and informal assessments, and ongoing consultation is analyzed and reviewed to monitor student progress. Transparent Classroom, a cloud-based record keeping system, will be used to regularly monitor student progress by tracking each student’s work, mastery of content, and teacher observation notes. Transparent Classroom enables the school to generate ‘on demand’ reports on student progress throughout the school year. This data will be used to identify students who need further intervention. The guide will refer students to the SMART team with an electronic portfolio substantiating the need for intervention: including attendance reports, summative assessment data, classroom observations, and work samples. The team will review data and provide teachers with research and guide-based interventions supported by Montessori experts, the Director of Student Support, reading and math specialists, and the Principal. Growth is measured monthly to determine progress and a formal intervention plan may be developed, if deemed necessary at that time. If adequate growth is not observed, the student may be referred for Tier III level interventions. Student support might include individual, small group academic interventions via virtual or onsite and further consultation with guides and parents.

The SMART Team Process may include the Guide(s), parents, administrators, intervention specialist, the Director of Student Support, as well as newly hired academic support staff working together in a collaborative effort to develop an individualized intervention plan to improve students’ academic and social performance. Students’ academic/behavioral progress will be assessed and reviewed intermittently.

**12. 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**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

- **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

- **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

- **d. Other**

- 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: The Summer STARS Program will continue as an afternoon cycle and afterschool (extended day) school accelerated learning program. It will utilize the same curriculum and programming that was implemented during the six-week summer program. 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.
- Summer 2021 programming: The Summer STARS program has been offered to students who either had low attendance rates or struggled with virtual learning. The students will be taught individually or in small groups in reading and math. The program will offer academic enrichment, tutoring, individualized mentoring, and activities that support social and emotional health. The program will continue in the day program and after school during the 2021-22 academic school year and will last from September through May for 2.5 hours each day.
- Summer 2022 programming: The Summer STARS program will be offered to students who either had low attendance rates or struggled with reading or math during the school year. The previous summer and after school programs will be reviewed and evaluated. Student progress results will be analyzed, staff will be surveyed, and feedback will be used to revise and improve the program.
- High Dosage Tutoring/Academic Support builds on Summer Programming during the school year, and is ideally built into the Master Schedule targeting those students who were identified as being less engaged (see Academic Support Intensives in the master schedule’s afternoon cycle)..
- New curriculum purchase: The **Moving with Math** Learning System is a research based program using true manipulatives and the Concrete-Representational-Abstract Instructional method.
- Use of the Teachers College Reading and Writing Projects Classroom Libraries along with Junior Great Books, and the ARC program as supplemental reading programs. The TCRWP is designed for students in grades K-8 and contains 400–700 leveled books at each grade level—all organized into collections and shelves based on level, genre, topic, and available in versions for students reading both at and below benchmark. This dovetails nicely with our existing ARC materials and use of the readers workshop model in our classrooms..
- New uses of staff planning time for accelerated learning: SSMA will pilot a school wide initiative that involves teaching and non-teaching staff as

- buddies in a CLOSE/Silent Reading/Read Aloud Program two to three times per week using ARC and/or Geodes Decodable books.
- New professional development for staff on accelerated learning: The Summer Institute will provide refresher courses on accelerated learning along with new professional development workshops based on the Professional Growth Plans that were completed in June.
  - New software purchase: Transparent Classroom and Reading A-Z have been purchased. Transparent Classroom is a web-based Montessori record keeping system to monitor lesson planning, updating progress and tracking lessons.

**13. Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.**

We are in the process of finalizing our SY 21 staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by the principal and assistant principal. We are identifying what would work by looking at a variety of factors gathered through surveys, teacher feedback and assessment results. Using information gleaned from the school year 2020-21, we are planning on supporting teachers through on-going professional development and training during the summer and weekly professional development sessions.

SSMA's professional development program is two pronged. There will be school-wide training designed to introduce, support and monitor school-wide research-based training on accelerated learning and effective teaching practices. Also, each teacher will collaborate with administrators in developing a Professional Growth Plan unique to that individual's goals as it relates to academics and classroom environment, social and emotional needs, student growth/achievement and overall professional goal setting. Individualized professional development opportunities will be offered in house, online and externally. An on-going review of effectiveness and implementation of the professional development program and individual learning plans, with feedback from staff and administrators, will provide the flexibility to improve and revise plans. This feedback will help determine professional development programming and support for staff during the 2021-2022 school year and beyond. The professional development plan will be presented to the Executive Director and then to all staff at the annual SSMA Summer Professional Development Institute in August 2021.

**14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance**

**students' academic and/or social-emotional progress.**

We held one-to-one check ins with each student weekly during virtual learning. This was a set time for the teacher and student to get together to discuss how that child was doing emotionally and academically. As a Montessori school, we will continue to work with children on both social emotional skill building and academic goals in large groups, small groups and one on one lessons and interactions on a regular basis. These skills will also be offered during our academic support intensive seminars, after school and summer programming.

**15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.**

Not Applicable

### **3.C: Special Populations**

#### **Students with Disabilities**

**LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.**

**16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:**

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- e. 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.**



According to the American Montessori Society and as has been our experience and that of Montessorians globally, the Montessori Method of education provides a nurturing, supportive environment for children of all abilities and learning styles. This includes children with special needs, including physical disabilities; learning differences in reading, writing, spelling and/or math; ADHD; and autism spectrum disorders. Children learn in multi-age classes, with the same teacher, for 3 years. This sustained connection creates a stable, predictable environment for adults and children alike. Students are able to attend to their learning, rather than having to adjust to new people and new routines every year. This familiarity aids in building strong relationships between home and school.

SSMA also believes the school routine of the morning meeting/circle also supports discussions in which techniques and processes learned through the mindfulness training and Clover, both of which support socio-emotional learning, can provide a forum in which students can freely discuss covid impact on their lives and learning, things that have helped them cope and future dreams. SSMA anticipates that these informal listening sessions will be invaluable for ALL of us “to follow the child,” including education specialists and guides in creating and implementing accelerated learning interventions, recovery and socio-emotional learning supports.

Shining Stars will assess students with disabilities upon return to school to determine the nature and extent of interrupted instruction on their receipt of services using the ECR and NWEA assessment and any additional evaluations determined by an MDT team as needed. Where applicable, students’ IEPs will be updated to reflect data from the assessments and any needed support and services to ensure access to accelerated learning in the (LRE). Additionally, SSMA will update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning are made available to all students with disabilities. SSMA will ensure equitable access to educational opportunities across learning environments. SSMA will assess students upon their return.

SSMA will utilize a variety of assessments and data garnered from teachers, parents and other members with relevant knowledge of the student’s educational progress to evaluate the need for changes to students’ IEPs. Where applicable, students’ IEPs will be updated to reflect data from the assessments and any needed support and services to ensure access to accelerated learning in the (LRE). As part of the MDT meeting, parents will be a necessary member who is able to provide input and make educational decisions.

Shining Stars will meet the educational and social-emotional needs of students with disabilities in accordance with OSSE’s guidance in IDEA Part B. SSMA follows the guidelines for providing students a Free, Appropriate Public Education (FAPE), which ensures that students are placed in the Least Restrictive Environment (LRE). SSMA provides special education services in the Least Restrictive Environment, including inclusive classrooms, and push-in and pull-out services. SSMA will ensure that students continue to have access to interventions and are placed in their least restrictive environment, through providing services and interventions within the general education setting to students while they are accessing the general education curriculum via distance learning. The curriculum and instruction will be flexible and technology, such as OWL cameras will be used to assist students with disabilities attain equal access.

SSMA will provide support for parents and family members through extensive professional development and on-going coaching that enhances their knowledge and skills in child development and maximizes students’ growth of executive functioning skills. Parents will also have access to one on one consultations from individual practitioners to discuss specific services.

SSMA will ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students’ learning Accommodations for family members with disabilities will be

provided in order to ensure access to content including but not limited to audio, visual and ASL translation services.

**17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:**

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

Not Applicable

**English Learners**

**18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:**

- **a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

*Shining Stars plans to screen all EL students (PK3 – 6<sup>th</sup>.Grade) using the appropriate grade level screeners, re-screen students who were provisionally screened during distance learning and notify parents if their child was identified as in need of EL services.*

Identification of English learners at Shining Stars begins with the Home Language Survey, a questionnaire which parents complete at enrollment. The Home Language Survey is part of the registration package for all new incoming SSMA students.

If the OSSE Home Language Survey indicates that a language other than English is spoken in the home to or by the student, the student is then screened for possible identification as an EL using *The Pre-IPT Oral English for grades PK3 - PK4*; and the *WIDA Screener for students, grades K-6*. The student must be screened for possible identification as an EL within 30 days of the student's first official school day, or within two weeks of placement if the student did not enroll in school at the beginning of the school year.

If a student is/was not able to take the EL screener in-person within 30 days of the first day of school, a provisional screener procedure which OSSE developed will be conducted by phone and/or via Google Meet. The provisional EL identification allows for EL students to receive language support during the interim period. Once school reopens, and/or students are available for in-person testing, the grade appropriate screening can be implemented. Students who were provisionally screened during distance learning will be fully re-screened once they return to in-person learning using a grade appropriate screener.

Shining Stars will notify parents by letter, in their home language, if their child has been identified as needing EL services within 30 days of the first day of school, or within two weeks of placement. In addition, Shining Stars will track the issuance of parent notification letters and document parental consent for services. If services are declined, the EL Coordinator will continue to assess annually until the student exits Shining Stars or the need for EL services.

The Coordinator and EL teacher work closely to create individual learning plans across four domains of language from the student's screening assessment score. PK3 and PK4 EL student's individual learning plans and lessons will be constructed and progress monitored using DC Common Core Early Childhood standards and WIDA Can Do Descriptors for Early Years. K-6th Grade EL students' individual learning plans and lessons will be constructed and progress monitored using DC Common Core Elementary Standards, WIDA Performance Definitions (Page 11-12), and WIDA CAN DO Factors (Page 12-13). For returning students, the learning plan will be updated from the student's most recent ACCESS overall English proficiency level and assessment results.

Based on federal law, English Language programs must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. Shining Stars implements two English Language Models: Dual Language Immersion and Sheltered Instruction Observation Protocol (SIOP).

Three years ago, SSMA began piloting a Dual language immersion program (Spanish/English) with Primary students (PK3, PK4, K). The dual language program guides students who are English-language-dominant and students who are non-English-language-dominant acquiring two languages and learning in two languages in a Montessori environment. For all students in the immersion program, the goals are:

- To become bicultural, bilingual and biliterate in English and Spanish; that is, to develop proficiency in reading, writing, listening, and speaking in two languages as well as cross-cultural communication
- To meet or exceed grade-level academic content standards and benchmarks in all subject areas, as defined by the Montessori Learning and Common Core State Standards

The dual language immersion (DLI) program at SSMA is expanding to accommodate students as they grow from primary to lower and upper elementary. There is a Spanish language dominant Guide and an English language dominant Guide for each cohort of students. As part of accelerated learning and remediation regarding students in the dual language immersion program, there is intentional instruction in literacy which offers students metacognitive flexibility, and closes the achievement gap. Emergent bilingual learners and dual language immersion students learn how to read differently than monolingual, English-speaking students. Research has shown that bilingual/biliterate students are able to use the same orthographic mapping process but with their full linguistic resources and codes within and across languages (Van Hell and Dijkstra, 2002; Dijkstra et al., 1998).

Our dual language immersion program model has had to make creative adjustments, and was able to achieve reading interest and success, despite more than 60% of our Lower Elementary student population being virtual throughout the entire 20-21 school year. All students were able to access and improve biliteracy skills, improve reading fluency or begin to decode at varying levels, record themselves and even become published authors and illustrators. Here are a few examples of our dual language immersion students' achievements:

[“Yo soy suficiente/ I am enough”](#) by Grace Byers, read by Menchú Stars students (1st and 2nd graders)

[“Un día de nieve/ The snowy day”](#) by Ezra Jack Keats, read by Menchú Stars students (1st and 2nd graders) and teachers

The Menchú Libro de Poemas (book of poems) is available for anyone with this information to order, for up to a year after publishing, with this [link](http://studenttreasures/ordercopies) (<http://studenttreasures/ordercopies>). The book PIN is 7190965. Student information is protected and the book is under the teacher's name: Ms. Sonija Parson Díaz.

Sheltered content instruction simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. It may be used for EL-only classrooms or for mixed classrooms with ELs and non-ELs. The Sheltered Instruction Observation Protocol (SIOP) is a specific version of the sheltered content instruction model with a considerable research base and specific strategies associated with it. Sheltered content instruction simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English is one of the instructional goals.

- SSMA services to English Language Learners will maintain fidelity across in-person and virtual learning environments
  - SSMA will provide in-person, and distance learning for medically fragile EL students.
  - SSMA will provide ongoing training for staff to help support best practice in learning environments.
- SSMA will set language goals across the four language domains of reading, writing, listening, and speaking to advance EL students' English proficiency
  - SSMA will utilize assessment data and ongoing progress monitoring to create

individual language plans outlining student reading, writing, listening and speaking goals.

- SSMA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/virtual learning environments by grade and by proficiency level
  - SSMA will provide virtual instruction aligned with student language goals via in class support as well as one to one and small group sessions.
- SSMA will provide EL students access to academic content by grade and proficiency level
  - SSMA will ensure that EL students will be provided with services aligned with language goals in order to support access to learning academic grade level content.

## **SSMA ENGLISH LANGUAGE LEARNER PROGRAM MODEL**

Mission Statement: “Our mission is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.” SSMA is committed to providing equal Montessori educational opportunities to every student. The English Language Learner (ELL) program is designed and implemented to support students in mastery of academic content, while simultaneously accelerating English acquisition. Our ELL program uses the Sheltered Instruction Observation Protocol (SIOP) Model to teach content areas such as listening, speaking, reading and writing. While ELs are provided in-classroom instructions, SIOP lessons are taught outside the classroom in small group setting(s) based on each ELL’s learning need.

The goals of the SSMA ELL Program Model:

- (1) To help ELL students achieve proficiency in listening, speaking, reading, and writing the English language as measured by the ACCESS for ELLs assessment within 5 years of entering the ELL program.
- (2) To enable ELL students to advance through the Montessori Curriculum and master grade level content as measured by their mastery of lessons.
- (3) To enable students to meet criteria for promotion as they continue from the Primary, Lower Elementary, and to Upper Elementary.
- (4) For students with a disability, the ELL program helps meet the objectives of the individualized education program of the child by providing support in the four major English proficiency components of listening, speaking, reading, and writing.

## **SIOP MODEL OVERVIEW**

The implementation of The Sheltered Instruction Observation Protocol (SIOP) Model at SSMA is intended to address the students’ language needs as well as to make all language learners succeed in all content areas. This research-based model of sheltered instruction developed by researchers at California State University provides teachers guidance on lesson planning and lesson delivery to improve the students’ academic performance and their proficiency in English as a second language across the four domains of the language.

The way the SIOP model supports teachers consists of eight components that go from Lesson Preparation to Review and Assessment and features that are designed to provide teachers with ideas, strategies, activities, and methods that teachers can use to deliver lessons intended to improve the students' academics and language. SSMA ELL teachers are expected to plan their lessons using a SIOP template, which consists of:

Motivation which helps to engage students and build background knowledge or activate previous knowledge. Utilizing student background knowledge will provide teachers with information to develop lessons that are differentiated to reflect student's current academic functioning. Teachers will also be able to better develop student groupings based on skills and academic needs. Within the lesson, reading and writing are intertwined. Meaning that students are expected to write about the materials they have read and be able to provide answers demonstrating their comprehension.

Content Objective(s) which refer to what the students will learn.

Language Objective(s) which refer to how the students will use the domains of the language to demonstrate what they will learn.

Learning Strategies which refers to which metacognitive, cognitive, and/or social- affective strategies the students will learn or apply during the lesson.

Key Vocabulary which is the vocabulary that builds the students' capability to be able to process more complex information in future lessons.

Materials to be used during the lesson.

Presentation which refers to the teacher's input and modeling.

Practice and Application which refers to the practice and application of concepts learned.

Review and Assessment which is used to measure to what extent the objectives are met.

**PROGRESS MONITORING FOR ELLs.** SSMA will set language goals across the four language domains of reading, writing, listening, and speaking to advance EL students' English proficiency

- a. SSMA will utilize assessment data and ongoing progress monitoring to create individual language plans outlining student reading, writing, listening and speaking goals.
- b. SSMA English language proficiency goals will be set and will be monitored using the Common Core Standards and WIDA Can-Do descriptors for each proficiency level and language domain. Teachers will input language objectives data appropriate for each grade level. Listening, speaking, reading, and writing will be assessed using school-wide assessments PPVT (Peabody Picture Vocabulary Test, TEMA (Test of Early Mathematics Ability), and possibly, PARCC (Partnership for Assessments of Readiness for College and Careers), reading running records, classwork, and observations. Grade level guides will help monitor individual student progress on Montessori grade level content on listening,

speaking, reading, and writing. Data will be entered by the ELL teacher and ELL coordinator.

- a. The data will be compiled by the ELL coordinator and used to inform instructional decisions.

SSMA 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:

- a. SSMA will provide virtual instruction aligned with student language goals (by grade and proficiency level) via in class support as well as one to one and small group sessions (in zoom and or Google breakout rooms).
- b. SSMA will provide curriculum support in reading, writing, listening, and speaking to include but not limited to the Geode Decodable Books and ARC Reading Series, Readers and Writer's Workshop (ELA) curriculum as part of our in-person and remote learning environments. These programs support classroom guides and EL specialists to accommodate ELL students' needs and scaffold for independent learning with individualized support and opportunities for students to use their oral/conversational skills.

SSMA will provide ELL students access to academic content by grade and proficiency level. English language learners at SSMA are taught the same Montessori and Common Core Learning standards as all other students, so all teachers are held accountable for ensuring that these students equally access the curriculum content at every grade level. Since content-based-sheltered structure is the program model used for teaching English language to ELL students at SSMA, the Montessori guides/teachers put emphasis and EL specialists put emphasis on the development of the cognitive-academic skills needed to succeed in sheltered English and general education content-area instruction.

- a. SSMA will ensure that ELL students will be provided with services aligned with language goals in order to support access to learning academic grade level content.
- b. SSMA will ensure that all ELL students are taught English Language Arts (i.e., Language in the Montessori curriculum) math, and nonfiction writing based on topics covered in the classroom. It is important to note that due to the high language needs that are obviously found in each classroom and with each child, it is crucial that every single lesson (whether in person or virtual) is designed not only to meet content objectives but also language objectives.
- c. SSMA services to English Language Learners will maintain fidelity across distance learning, hybrid, and in-person learning environments.
- d. SSMA will provide in-person and distance learning/virtual ELL support as well as individualized one to one and small group instruction to support English Language Learner students.
- e. SSMA monitors students who score 5.0 or higher on the ACCESS assessment administered in the spring by providing services for a period of two years. During these two years, the ELL monitoring 'team' composed of the ELL Coordinator, ELL Specialists and guides will review and monitor student progress and provide services as needed. If a student, based on the 'teams' observations is found to continue to struggle academically- the student will be re-entered (with parental approval) in the full ELL program to receive the language support that

he/she needs to succeed at grade level.

- f. SSMA will provide ongoing training for staff to help support best practice in dual (virtual and/or in-person learning environments).

#### Effective Use of Funds in the 2021-22 School Year

- 19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

Shining Stars will utilize ESSER III-ARP funds to implement prevention and mitigation strategies that are consistent with the most recent OSSE and DC Health Guidelines on reopening schools, in order to continuously and safely open and operate schools for in-person learning, such as the purchase of PPE and other health and safety materials and facility and outdoor space upgrade.

- 20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

Shining Stars will utilize at least 20 percent of its allocation for evidence-based interventions/curriculum in Language Arts and Mathematics such as American Readers Company, TCRWCL, Junior Great Books and Geodes Decodable books, recommended by TNTTP, OSSE's consultant, which are the result of a collaboration between Great Minds and Wilson Language Training to create a collection of accessible, knowledge-building books for developing readers. Geodes are a unique type of text in which specific decoding strategies are coupled with content and vocabulary, resulting in wonderfully rich books for building readers. While most early literacy books are quite basic, Geodes are rich with facts and ideas that spark students' curiosity about the world around them that mimic the basic tenets of Montessori education.

- 21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>7</sup> of the funding.**

Shining Stars will utilize ESSER III-ARP funds to support professional development, including staff and teacher wellness (teacher and staff social-emotional, mindfulness and mental health needs during continuous learning and school recovery). In addition, SSMA will utilize ESSER funds to purchase curriculum books that aid teachers and staff in developing effective approaches that



integrate social and emotional learning while reducing challenging student behaviors.

**22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.**

Shining Stars will utilize ESSER III-ARP funds to address the academic impact of lost and interrupted instructional time on low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students. SSMA will utilize a combination of research proven interventions via multi-delivery platforms to address the impact of lost learning and interrupted student instructional time. SSMA is working with several vendors who have different perspectives while examining different equity-centered Social Emotional Learning (SEL) strategies to address learning loss.

## SY 2021-22 Continuous Learning Plan Assurance Statement

### 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 completing the ELA curriculum materials survey coinciding with the submission of the CEP.

### The LEA attests to the following statement regarding 2021-22 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 2021-22.

### The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

### The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to 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 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 distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses 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 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.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

**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 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:**

- 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, 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 development 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 2021-22 school year and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 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.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

**The LEA attests to the following statement regarding locally administered assessments:**

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.