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

LEA Name: Shining Stars Montessori Academy PCS
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LEA Type: Pre-K ; Elementary
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Background and Purpose

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

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

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

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[1]Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.
[2]These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.
[3]Refer to health guidance for child care and schools, available here:https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

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

Shining Stars will regularly clean, disinfect, and sanitize surfaces and materials per District guidance on cleaning and disinfecting and the CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes. SSMA will develop and implement a schedule for increased, routine cleaning, disinfection and sanitization.

Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

	Between Uses	*Throughout Day*	*Daily*	*Weekly*	*Monthly*
Surfaces		C, D	S		
Bathrooms		C, D	S		
Door Knobs		D	S		
Playground	C		D		S
Hallway and Classroom Floors		C	C, D		S
Windows			S		
Montessori Materials	C, D	C, D	S		
Desks, Chairs, Mats, Cots	C, D	C, D	S		

SSMA will routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces such as doorknobs, light switches, classroom sink handles and countertops daily. *Items such as Montessori materials, desks, chairs, cots and mats will be cleaned between uses as well as throughout the day and daily based on use.* For all cleaning, sanitizing, and disinfecting products, SSMA will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. Signage will be placed in every classroom reminding staff of cleaning protocols.

For primary students who nap during the school day, mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses. All cots and bedding will be individually labeled. Each family will supply bedding. Bedding will be washable and laundered at least weekly by parents. *Cots will be cleaned and sanitized appropriately before being stacked between uses.*

Fresh air and out-door non-contact play is important. Playground structures will be included as part of routine cleaning, especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited and cleaned between use.

Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.

SSMA will implement safe and correct storage for cleaning and disinfection products. In general, staff will ensure that there is adequate ventilation when using cleaning products to prevent children or themselves from inhaling toxic fumes. Students will not utilize disinfection products.

- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.

Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in the school community, SSMA will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The school janitorial staff will be notified and asked to conduct thorough cleaning and disinfecting. Deep cleaning will be done every Wednesday.

In addition to routine cleaning requirements, the following protocols apply in circumstances in which a student or staff member becomes ill. *For example if a student or staff member develops symptoms of COVID-19* throughout the school day but is not confirmed to have COVID-19, SSMA will:

- Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.

- Once the room is vacated at the end of the day, perform deep cleaning and disinfection of full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.

- Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements as articulated in Appendix B of OSSE Guidance found at:

- *If a student or staff member is confirmed to have COVID-19*: If seven days or fewer have passed since the person who is sick used the facility, follow these steps:

- Close off areas used by the person who is sick.

  - Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day.

- Open outside doors and windows to increase air circulation in the areas.

- Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.]

- Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

> o If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

> o Staff conducting cleaning must adhere to PPE requirements as articulated in Appendix B. To the extent feasible, schools should:

• Place signage in every classroom reminding staff of cleaning protocols.

> • Avoid using cleaning products near children and ensure adequate ventilation when using these products. Children must not participate in disinfection.

> • For shared bathrooms, assign a bathroom to each group of students and staff. If there are fewer bathrooms than the number of groups, assign each group to a particular bathroom and, where feasible, clean and disinfect bathrooms after each group has finished.

Exclusion or Dismissal from On-site Learning

SSMA will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria:

Students, staff and essential visitors must stay home, or not be admitted, if:

> • The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the "Daily Health Screening" section of this guidance.

• The student, staff member, visitor or any close contact is confirmed to have COVID-19.

> • The student, staff member or visitor is awaiting COVID-19 test results. • The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.

If excluded, students/parents/guardians, staff and visitors should call their healthcare provider for further directions.

Dismissal Criteria: If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

Return to School Criteria for Students and Staff

SSMA Students or Staff Members With:

1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)

Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated.

If individual is tested:

• If positive, see #2.

• If negative, see #3.

• Individuals must quarantine while awaiting test results.

If individual does not complete test, must:

> • Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR

• Meet symptom-based criteria to return:

> o At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND

> o At least 10 days from symptoms first appeared, whichever is later

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

2. Positive COVID-19 Test Result (See DC Health's Guidance for Persons Who Tested Positive for COVID-19 for more information)

If symptomatic, may return after:

> • At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND

• At least 10 days

> * after symptoms first appeared, whichever is later

*Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.

If asymptomatic, may return after:

• 10 days from positive test

In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.

3. Negative COVID-19 Test Result After Symptoms of COVID19 OR Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)

May return when:

• Meet standard criteria to return after illness

> * Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does not shorten the duration of quarantine of at least 14

days.

4. Close Contact of Individual with Confirmed COVID-19 (See DC Health's *Guidance for Contacts of a Person Confirmed to have COVID-19* for more information)

May return after:

• 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health

If the close contact is a household member:

> • Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact.

> • If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual's infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later).

Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.

5. Travel to High-Risk State or Country, as <u>Defined by DC Health</u> (See DC Health's *Guidance for Travel* for more information)

May return after:

• 14 days from return or arrival to the District of Columbia

Negative COVID-19 test during this period would not shorten quarantine period of 14 days.

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Cherita Moore Gause, Operations Director or her designee as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Step 1: Report to DC Health Department

In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report via case: https://redcap.doh.dc.gov/surveys/index.php/surveys/?s=PCPP97J4EL

Step 2: Communication to Families and Staff

SSMA has protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- Staff and families will be notified by email, One Call and LMS.

Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces

If a student or staff member is confirmed to have COVID-19:

If seven days or fewer have passed *since the person who is sick used the facility, SSMA will follow these steps:*

1. Close off areas used by the person who is sick.

2. Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the COVID-19 positive individual after the students and staff in those spaces leave for the day.

3. Open outside doors and windows to increase air circulation in the areas.

4. Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.

5. Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

If more than seven days have passed *since the person who is sick used the facility, additional cleaning and disinfection is not necessary. SSMA will continue routine cleaning and disinfection.* Staff conducting cleaning must adhere to PPE requirements as articulated in Appendix B of OSSE Guidance.

SSMA opened school year 2020-2021 in a 100% virtual mode. SSMA has and /or will:

• Place signage in every classroom reminding staff of cleaning protocols, including the importance of hand hygiene and face coverings.

• Avoid using cleaning products near children and ensure adequate ventilation when using these products. Children must not participate in disinfection.

• For shared bathrooms, SSMA will assign a bathroom to each group of students and staff. If there are fewer bathrooms than the number of groups, each group will be assigned to a particular bathroom and, where feasible, SSMA will clean and disinfect bathrooms after each group has finished.

SSMA utilized the CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes and OSSE's Health and Safety Guidance for Schools: COVID-19 Recovery Period (Updated Aug. 21, 2020) as resources to develop the aforementioned protocols.

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

SSMA is a single-site LEA located at 1240 Randolph Street, N.E. in Ward 5. The 28,000 sq. ft. building in Brookland is currently owned by Howard University and had previously housed a parochial school. SSMA has a long-term lease. The building has a multi-use gym/auditorium, small garden, library, and 14 small to medium sized classrooms, which using a six-foot social distancing layout, can accommodate 6 to 13 students/adults each. Based on six-foot social distancing protocols serving as the basis for classroom layout, the building can accommodate approximately 144 to 150 people daily or 288 to 300 students/teachers with a weekly A/B in-person two-day per week schedule.

SSMA promotes physical distancing by:

• Maintaining a distance of six (6) feet between each individual, in both indoor and outdoor settings. Traveling to and from SSMA, students, parents, caregivers, and staff are encouraged to maintain at least six (6) feet of distance and to wear a face covering when traveling, and to avoid congregating in large groups at intersections and transit stops.

• SSMA has added two additional entry points to the building to accommodate social distancing. The main entrance is for deliveries and questions. The side parking lot, blue door entrance, is an employee entrance. The entry door on the lower level is an entry point for the classrooms on the lower level. All entry points have arrows directing the

flow of traffic. The main entrance on the first floor has arrows making one way traffic flow around the first floor. Prior to students physically returning to school, students will be directed to the door closest to their classroom to avoid congestion, crowding, and funneling all students through a single point of entry. In instances where the closest door to the classroom is inaccessible for students with disabilities, SSMA will consider individualized planning for entry and exit from the school building. Stairwells are separate. One set is for going up, ascending traffic, and the other stairwell is for going down, descending traffic only.

• Students: During the school day, students will remain within the same in-person group of no more than 12 (or, briefly, 13) individuals for all activities: academic, playground, mealtime, in the restroom, in the hallway, and other shared spaces. An exception to this provision may be made to provide push-in or pull-out services for an individual or small group of students with disabilities when necessary. In such circumstances, individuals from groups may mix, but physical (social) distance, group size, and face covering provisions will be followed. If necessary, in-person groups in before- and after-care programs may be distinct from those during the school day. However, students participating in before and after-care programs will remain in a stable group, without mixing with other groups, each day that they participate in the program and will adhere to all physical (social) distancing. To the maximum extent appropriate, SSMA will maintain a single set of related service providers designated to each student group, including for the delivery of services inside and outside of the general education setting.

To the maximum extent feasible, SSMA has transitioned in-person professional development and staff meetings to virtual. If either or both must be held in-person, SSMA will ensure strict adherence to physical distance, group size, and face covering provisions. There will be no large group in-person activities (e.g., assemblies, Parent seminars, Back to School Nights, Town Halls, etc.). SSMA has and will conduct all the aforementioned virtually to support physical social distancing and comply/align with OSSE and CDC guidelines..

Daily Health Screening

SSMA follows OSSE Health and Safety Guidance to conduct daily health screen for all students, staff, and essential visitors to/in the building. The screening procedure is conducted using appropriate physical distancing measures of six feet and using non-medical (cloth) face covering, behind a plexi-glass shield, and a non-contact thermometer is used to take temperature, which is recorded each time a person enters the facility. (Thermometers are cleaned per manufacturer instructions, including between uses.) As mentioned, SSMA adheres to the procedures and PPE requirements as articulated in Appendices A and B of OSSE Guidance. There is a manned check point at each entry.

Symptoms may also be evaluated before arrival (e.g., via phone or app), or upon arrival and can be based on report from parents or caregivers. The health screening includes:

ASK: Students/parents/guardians, staff and essential visitors should be asked about whether the student, staff member or visitor has experienced the following symptoms consistent with COVID-19:

o Fever (subjective or 100.4 degrees Fahrenheit) or chills

o Cough

o Congestion

o Sore throat

o Shortness of breath or difficulty breathing

o Diarrhea

o Nausea or vomiting o Fatigue

o Headache

o Muscle or body aches

o New loss of taste or smell

o Or otherwise feeling unwell.

• **ASK**: Students/parents/guardians, staff and essential visitors should be asked whether the student, staff member or visitor has been in close contact with a person who has COVID-19.

• **LOOK**: School staff should visually inspect each student, staff member, and essential visitor for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Any student, staff member, or essential visitor meeting "Yes" for any of the above "ASK, ASK, LOOK" criteria in the program's daily health screen shall not be admitted. If they are not immediately able to leave the school premises, the student, staff member or visitor will be isolated from other individuals and wear a face covering; any accompanying staff member(s) must follow PPE guidance per the "suspected or confirmed COVID-19" section of Appendix B. Such students, families, staff or visitors shall be instructed to call their healthcare provider to determine next steps.

   ▪ Any student, staff member or visitor with a temperature of 100.4 or higher shall not be admitted and shall be instructed to call their healthcare provider to determine next steps. If the student, staff member or visitor is not immediately able to leave the premises, they must be isolated from other individuals and wear a face covering; any accompanying staff member(s) must follow PPE guidance per the "suspected or confirmed COVID-19" section of Appendix B.

   ▪ If a school staff member must take another individual's temperature at any point, SSMA requires that they must follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

SSMA will provide adequate supplies to support healthy hygiene practices. SSMA has set up hand sanitizing stations at all entrance/exit points, bathrooms, classrooms, offices and in the hallways. Hand hygiene is part of PPE. SSMA reinforces frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, ALL parties are advised to use an alcohol-based sanitizer that contains at least 60 percent alcohol.

   ▪ Note: Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that the specific symptoms are not due to COVID-19.

Individuals who have traveled to a ***high-risk state or country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency.*** Travel to and from Maryland and Virginia is exempt from the Order. The high-risk state list will be posted by DC Health every two weeks on coronavirus.dc.gov. Schools may choose to incorporate questions about recent travel to highrisk states into their daily health screenings.

SSMA does not own the building and has not made any major physical changes to the building requiring DCRA approval. However, SSMA has made changes to the environment to promote and ensure social distancing. Social distancing signage is posted throughout the building. Classrooms are marked for social distancing. Teacher and student desks, tables, learning spaces are all marked with and compliant with the guidance requiring all individuals to be six feet apart, including for specials.

For example, SSMA will take the following measures in its use of space:

   • Maximize spacing of occupants in each space with a minimum of six feet distance between desks.
   • Limit occupants in any space based on the "Phase" per the DC Health requirement and monitor based on evolving guidance. All parties must maintain a distance of six (6) feet between each individual, to the maximum extent feasible for both indoor and outdoor settings.

For indoor classes or activities, no more than 12 individuals (staff and students) clustered in one group, and no more than one group per room. One additional staff member (13 total individuals) can be briefly added to the group if necessary to support individual student needs.

For outdoor classes or activities, each group of 12 (or, briefly 13) individuals must interact only with their own group and not mix between other groups. Each group must have extra physical (social) distance (more than 6 feet) between them and the next group.

- Students will have assigned seats throughout the day. They will face the same direction (rather than facing each other) to reduce transmission from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Individual desks will all be turned to face the same direction and students will be staggered to maintain six feet distance.
  - Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.
  - No more than 3 students will be assigned a table designed for 6, and no more than two students at tables designed for four students. Students will maintain a 6-foot distance at all times.
- Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)
- Physical barriers, such as plastic flexible screens, will be installed between bathroom sinks and urinals, if applicable.
- A designated area, with its own ventilation, will be available for any student or staff who exhibits symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
- Student nap cots will be placed six feet apart. Students would be placed head to toe.

Use of Hallway

Hallways will include occupant traffic flow direction marking on the floor, such as arrows maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. The Combination of arrows, wall signage and floor markers will be used as needed to provide direction and instruction for movement. Extra time will be allowed between classes to foster careful transition between spaces and restroom breaks.

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

SSMA building engineer, janitorial staff and director of operations and other operational staff have been preparing and stocking the building for reopening to ensure building systems, such as ventilation and water systems and features (e.g., sink faucets), are safe to use.

Regarding ventilation, SSMA engaged Setty Associates to review HVAC and other mechanical systems and propose any necessary mitigation strategies. *SSMA* engaged with the HVAC vendor and engineers to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.

Regarding the Water System, SSMA engaged BOND Water Technologies. Prior to reopening after any prolonged shutdown, SSMA will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following guidance from the CDC and as described below:

- Flush hot and cold water through all points of use such as sinks, toilets, urinals, and showers.
- Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot

water until its maximum temperature is reached.

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

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

SY 2020-21 Reopening Plan

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

The School Instructional Plan is aligned with the Operations Plan. The school created a schedule that supports the maximum number of allowed students able to attend in-person.

Traveling to and from School

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, and shared cars.

Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet distance between others on the sidewalk and train platforms avoiding most congested routes, if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.

Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet distance between others on the sidewalk as they walk up to the school building.
- Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

Entering and Exiting School Building

All students, families, and staff, will be provided instructions for entering and exiting the school. SSMA will:

- Provide health screening at each entry point.
- Use multiple doors, each with a screening station, for entry and exit.
- Ensure safety and security of all entry and exit points used.
- Assign entry and exit points to students by their group that are close to their first and last location of the day.
- Mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.
- Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).

Daily Health Screening

Students, families, and staff will be advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever.

SSMA follows OSSE Health and Safety Guidance to conduct daily health screen for all students, staff, and essential visitors to/in the building. The screening procedure is conducted using appropriate physical distancing measures of six feet and using non-medical (cloth) face covering, behind a physical barrier, and a non-contact thermometer is used to take temperature, which is recorded each time a person enters the facility. (Thermometers are cleaned per manufacturer instructions, including between uses.) As mentioned, SSMA adheres to the procedures and PPE requirements as articulated in Appendices A and B of OSSE Guidance. There is a manned check point at each entry.

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, non-contact thermometers will be used.

Barrier/partition Controls

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on** disposable gloves.
- **Stand behind a physical barrier**, such as a glass or plastic window or partition that can serve to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks.
- **Make a visual inspection** of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.
- **Check the temperature, reaching around the partition or through the window.**
- Make sure your face stays behind the barrier at all times during the temperature check.
- **Remove your gloves** following proper procedures.
- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer**.

ASK: Students/parents/guardians/caregivers, staff and essential visitors should be asked about whether the student, staff member or visitor has experienced the following symptoms consistent with COVID-19:

o Fever (subjective or 100.4 degrees Fahrenheit) or chills

o Cough

o Congestion

o Sore throat

o Shortness of breath or difficulty breathing

o Diarrhea

o Nausea or vomiting o Fatigue

o Headache

o Muscle or body aches

o New loss of taste or smell

o Or otherwise feeling unwell.

ASK: Students/parents/guardians, staff and essential visitors should be asked whether the student, staff member or visitor has been in close contact with a person who has COVID-19.

LOOK: School staff should visually inspect each student, staff member, and essential visitor for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

- Any student, staff member, or essential visitor meeting "Yes" for any of the above "ASK, ASK, LOOK" criteria in the program's daily health screen shall not be admitted. If they are not immediately able to leave the school premises, the student, staff member or visitor will be isolated from other individuals and wear a face covering; any accompanying staff member(s) must follow PPE guidance per the "suspected or confirmed COVID-19" section of Appendix B. Such students, families, staff or visitors shall be instructed to call their healthcare provider to determine next steps.
- Any student, staff member or visitor with a temperature of 100.4 or higher shall not be admitted and shall be instructed to call their healthcare provider to determine next steps. If the student, staff member or visitor is not immediately able to leave the premises, they must be isolated from other individuals and wear a face covering; any accompanying staff member(s) must follow PPE guidance per the "suspected or confirmed COVID-19" section of Appendix B.
- If a school staff member must take another individual's temperature at any point, SSMA requires that they must follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).
- SSMA will provide adequate supplies to support healthy hygiene practices. SSMA has set up hand sanitizing stations at all entrance/exit points, bathrooms, classrooms, offices and in the hallways. Hand hygiene is part of PPE. SSMA reinforces frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, ALL parties are advised to use an alcohol-based sanitizer that contains at least 60 percent alcohol.
- *Note: Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that the specific symptoms are not due to COVID-19.*
- Individuals who have traveled to a *high-risk state or country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency.* Travel to and from Maryland and Virginia is exempt from the Order. The high-risk state list will be posted by DC Health every two weeks on coronavirus.dc.gov. Schools may choose to incorporate questions about recent travel to high-risk states into their daily health screenings.

Grouping

The school will take measures in its scheduling and planning to achieve the following grouping practices:

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.

In School Dining

SSMA's food vendor will use pre-packaged lunches, including plastic ware, napkins, and seasonings, or serve meals individually plated.

Students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal. Cleaning of chairs and surfaces before and after meal service will be done by Guide and Classroom Assistant.

 Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat. Tables and chairs will be cleaned and sanitized before and after the meal.
- Based on the food service plan, Guides and Classroom Assistants will clean surfaces before and after meals
- All meals will be prepared and delivered in separate serving containers by a food service vendor.

Meals during Distance/Virtual Learning

- *SSMA provides meals during Virtual Learning*.
  - Meals are available for pick up twice a week on Tuesdays and Thursdays from 9:00 a.m. to 2:00 p.m. Each pick up contains 2 ½ days of meals – breakfast and lunch.
  - All food handler's certificate protocol and OSSE Safety and Hygiene Guidance practices are followed when distributing meals.
  - Upon arrival at school for pick up, the parent/caregiver/student must wear face coverings.
  - S/he rings the bell on the blue door in the parking lot entrance on Randolph Street (signage provided).
  - SSMA's Café and Food Services Manager greets, distributes the packaged meals and documents the exchange.
  - The parent/caregiver/student do not enter the building.
  - If the student does not accompany the parent/caregiver, the person picking up the meal must present identification and sign for receipt, denoting the student's name.

Recess/Breaks (if applicable)

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed.

Canceling, Eliminating Activities

The school will cancel, eliminate, or modify the program to adhere to the following:

- Cancel or modify classes where students are likely to be in very close proximity. Cancel and/or conduct virtual activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.
- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger activities' times or locations by cohort to maximum extent feasible.

Preventing a Vaccine-avoidable Outbreak

According to the Centers for Disease Control and Prevention (CDC) and DC Health data, the COVID-19 pandemic has resulted in a significant reduction in childhood immunization administrations across the country including the District of Columbia and Maryland. To prevent a vaccine-preventable disease outbreak in a school setting, it is imperative for all students to be fully vaccinated according to CDC and DC Health standards. Therefore, SSMA will:

- Implement the Immunization Policy for In-Person Attendance in full.

  - Ensure a procedure is in place for frequently reviewing immunization compliance, identifying and notifying non-compliant families, and removing non-compliant students from in-person instruction after the 20-school day period.

  - Provide staff, parents and caregivers with a list of pediatric immunization locations (can be found here) and a search tool to find a primary care center in DC (can be found here).

  - In general, students in the District must provide their school a certificate of health and evidence of an oral health examination on annual basis.

  - For the 2020-21 school year, students who have a health form on file from the prior school year (i.e., those who are re-enrolling at the same school as the 2019-20 school year, and those who were enrolled in any District public or public charter school that participated in School Health Services Program in School Year 2019-20) will be granted an extension to submit their Universal Health Certificate (UHC) and Medication and Treatment Authorization Forms, by Nov.2, 2020 to meet this annual requirement.

  - Oral Health Assessments (OHAs) must be submitted by Jan. 31, 2021. The school and DC Health's School Health Services teams will utilize their health information from the 2019-20 school year until the updated form is received. As stated above, all students must continue to timely receive all necessary immunizations as required by District law.

  - Students who do not have a health form on file (i.e., those who were not enrolled in any District public or public charter school in the 2019-20 school year, and those who are newly enrolling in a District public charter school that does not participate in the School Health Services Program) must submit health forms by the first day of school.

- Expired health forms will be accepted for start of school.

  - Unexpired UHCs and Medication and Treatment Authorization Forms must be submitted by Nov. 2, 2020, and unexpired OHAs must be submitted by Jan. 31, 2021, to meet this annual requirement. Both the old and new versions of the health forms shall be accepted. Partial UHCs completed via telehealth visits shall be accepted.

As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date prior to fully enrolling a student. If it is determined that a student has been unable to

get vaccines, the enrollment team will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening. Students should be enrolled, but have 20 days to update vaccines before being excluded from the school building

All SSMA staff and visitors (including contractors) must wear non-medical face coverings or face masks at all times while in the school building. If a staff member or visitor has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in in-person school activities. ***Masks must still be worn even when wearing a face shield.***

SSMA students must also wear non-medical face coverings while in the school building, except in the event of a medical or developmental contraindication. If a student is unable to wear a mask throughout the day, mask breaks are acceptable at times in which physical (social) distance can be maintained (e.g., during snacks or meals). Families and educators should work with students to practice wearing a mask safely and consistently. Instances when face coverings do not need to or should not be worn:

• By children younger than 2 years of age;

• By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;

• By children during naptime;

   • When engaged in activities in which there is a risk of burn or injury from the use of a face covering—such as chemistry labs with open flame;

   • When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings must continue to be worn;

• When in the water in a swimming pool;

• When actively drinking or eating a meal;

• When in an enclosed office that no one else is permitted to enter.

   • Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction. Schools should ensure additional protocols are in place to support the safe use of clean face coverings.

• When feasible, staff and students wearing face coverings should bring multiple clean coverings each day.

   • Schools are encouraged to have face coverings available to staff, students and visitors in the event they forget or soil their face covering.

   • Staff and students should exercise caution when removing the covering, always store it out of reach of other students, and wash hands immediately after removing. Be careful not to touch eyes, nose or mouth while removing the mask.

   • Face masks that are taken off temporarily to engage in any of the aforementioned activities should be carefully folded. The folded mask can be stored between uses in a clean sealable paper bag or breathable container.

   • Face masks should be stored in a space designated for each student that is separate from others when not being worn. They can also be placed next to student on a napkin or with the surface cleaned afterwards.

   • Student's cloth face coverings should also be clearly identified with their names or initials, to avoid confusion or swapping. Student's face coverings may also be labeled to indicate top/bottom and front/back.

• The benefit of such a face covering is to limit the spread of secretions. As much as possible, school staff should prevent students from playing with their or others' face coverings and ensure they are removed and stored safely.

• Students, teachers and staff should be taught to speak more loudly, rather than remove their face covering, if speaking in a noisy environment.

Other populations:

• Parents/guardians must wear face coverings for drop-off and pick-up.

• While visitors to the school should be strictly limited, any essential visitor must wear a face covering at all times on the school grounds and inside the school buildings. For more information about non-medical face coverings or face masks, please refer to DC Health's Guidance About Masks and Other Face Coverings for the General Public and Mayor's Order 2020-080: Wearing of Masks in the District of Columbia To Prevent the Spread of COVID-19 for more details on face covering requirements for all District residents and visitors. Note: Face coverings or masks with exhalation valves or vents must NOT be worn in schools. This type of mask does not prevent the person wearing the mask from transmitting COVID-19 to others (source control). Further guidance from CDC on the use of face coverings, including instructions on how to make and safely remove a cloth covering, is available here and here.

Non-medical (Cloth) Face-coverings

All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities.

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. Students under the age of 6 will not be required to wear a face covering. Older children will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility. Parents will be asked to practice wearing cloth face covering at home prior to the start of in-person learning.

Instances when face coverings need to be worn:

- Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- While visitors to the school should be strictly limited, should a visitor need to enter they should wear a face covering on the school grounds and inside the school buildings at all times.

Instances when face coverings do not need to be worn:

- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- By children during naptime.

Ensuring the safe use of clean cloth face coverings:

- Students and staff will bring multiple cloth face coverings with them. In the event that a student, staff, or guest does not have a face covering, one will be provided by the school.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.
- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19. Hand sanitizer is part of PPE and available throughout the building: hallways, classrooms, offices, bathrooms, library, cafeteria, and at all entrances/exits.

School-wide Hygiene: The School will work with the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot to bring), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly. *See Reopening Buildings section on ventilation.*
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will not be used. All classrooms and common areas will have a water dispenser. Students will supply their own reusable water bottles. Water bottles will be sent home for cleaning. If a student does not have a water bottle a disposable cup will be supplied by the school.
- Regular hand sanitizing will be enforced:

- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)
- Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.
- Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
- Enforce a "you touch it, you take it" policy in classrooms and during lunch.

High-risk Individuals

SSMA must notify all families and staff that DC Health recommends that any individual at increased risk for experiencing severe illness due to COVID-19 should consult with their medical provider ***before*** attending in-person activities at school. This includes, but is not limited to, people with:

• Cancer

• COPD (Chronic Obstructive Pulmonary Disease)

• Serious heart conditions • Immunocompromised state from a solid organ transplant

• Obesity (Body Mass Index (BMI) of 30 or higher)

• Sickle cell disease

• Type 2 Diabetes Mellitus

• Chronic kidney disease

A complete list of conditions that might place an individual at increased risk of severe illness from COVID-19 can be found at: www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html . Any student or staff member who has a medical condition not listed but who is concerned about their safety is recommended to consult with their healthcare provider before attending in-person activities. Schools are not required to secure written clearance from high-risk individuals prior to participating in in-person activities at school.

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students 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 behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, books) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

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

Oversight of Before and After and Extracurricular Activities

SSMA may provide Before and After Care for students involved in in-person learning on the days which the child is in-school only. These activities will be included in the school's instructional plan and follow the same guidance as provided in this Operations Plan.

Providing Personal Protective Equipment (PPE)

SSMA will have face coverings available for every individual entering the school who does not have one. In addition, aligned with *OSSE Health and Safety Guidance for Schools: COVID-19 Recovery Period (Updated Aug 21, 2020)* any individual participating in health screenings at SSMA will be provided with the gloves, face shield and face covering. For all personnel who interact with external visitors (e.g. mail carriers, family members), the school will provide a barrier made of flexible plastic. Students should be provided with sterilized containers to hold their supplies and personal belongings.

Based on the status of the health pandemic in Washington, DC, SSMA will implement a 100% virtual opening at the start of the school year. **In order to ensure that the school will be able to operate in a 100% virtual mode, ALL students, guides/teachers, assistants, staff and administrators who do not have a chromebook or computer (laptop or desktop at home) for his/her individual school use will receive one at no cost.** The school will also determine and provide supports to insure student/family connectivity.

SSMA will open school with a four-week Summer Institute (professional development) for all personnel beginning the first week in August 2020. Each family will receive a Welcome Letter from the Classroom Guide/Teacher and Newsletter from the Executive Director and Principal prior to the start of the school year. Every Sunday, parents will receive the school's *News & Notes* with policy and programmatic updates.

Opening for students is staggered with the first day used to distribute individual chromebooks and At-Home Montessori learning toolkits made for each student (school supplies, lessons, worksheets, handouts,etc). These

distribution sessions will be conducted out-doors. The draft schedule follows and may be adjusted to provide more assistance, early on to the families of/and primary students in order that PK3 get their computers first so that Guides can do some small groups (later that week) on how to mute and navigate Goggle Meet in the hopes that the following week the virtual lessons will go more smoothly.

- 8/31/2020 Upper Elementary Students (4th, 5th, 6th Grade)
- 9/1/2020 Lower Elementary Students (1st, 2nd, 3rd Grade)
- 9/2/2020 All Language Immersion Students (Across Grade levels)
- 9/3/2020 Three Primary Classrooms (PK3, PK4, Kindergarten)
- 9/4/2020 Two Primary Classrooms (PK3, PK4, Kindergarten)

After the first trimester, SSMA may switch to a hybrid program based on an A/B schedule. The hybrid schedule includes a group of students attending school in-person on Mondays and Tuesdays and another group attending school in-person on Thursdays and Fridays.

For in-person learning, there should be no more than the maximum occupants per classroom according to Re-Opening Guidance:

- Phase 1 - 10 individuals
- Phase 2 - 12 individuals plus one additional staff (13 total individuals) briefly added to the class as necessary to support individual student needs

School staff/students will comply with DC Health Guidance (including processing confirmed cases within SSMA).

- If the student is wearing a face covering (non-medical (cloth) *or* surgical mask), and is able to maintain 6 feet of distance, accompanying staff must wear:
  - Non-medical (cloth) face covering
- If the student is not wearing a face covering (non-medical (cloth) *or* surgical mask), or is not able to maintain 6 feet of distance, accompanying staff must wear:
  - Surgical mask
  - Eye protection (face shield or goggles)
  - Coverall
  - Gloves

Instructional Delivery Plan

This plan describes how SSMA will meet its mission, goals, and student academic achievement expectations through synchronous and asynchronous distance learning and on-site hybrid learning opportunities. The plan provides students, families, staff, DC PCSB and OSSE with an understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

The plan may change throughout the school year based on factors, such as an increase in COVID-19 transmission/infection rates and/or complications from winter illnesses such as flu and pneumonia, as well as family and staff responses to surveys and District of Columbia and other scientific guidance regarding reopening schools.

DESCRIPTION:

Instruction at SSMA will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely (virtual/distance learning) or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase I to Phase II) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following possible options are available to families enrolling in SSMA for the school year 2020-21. SSMA will begin the school year 100% remote or virtual. Accordingly, ALL students, guides/teachers, assistants, staff and administrators who do not have a chromebook, tablet or computer (laptop or desktop at home) for his/her individual

school use will receive one at no cost. After the first trimester, SSMA may operate in a hybrid mode, at which time families may choose an option of remote/virtual or hybrid.

SSMA will have staggered arrival and departure times for staff and students to promote social distancing and lessen congestion at entrance/exit points. SSMA will take into consideration siblings in order to create the least amount of stress possible for families who may have children with different arrival and departure schedules. In general:

Guide/Teacher arrival time options: 7:30 a.m. 7:45 a.m. and 8:00 p.m.

Student arrival time options: 8:15 a.m. 8:30 a.m. 8:45 a.m.

The Executive Director/Head of School and Principal conduct on-line surveys and Zoom Town Hall meetings to gather feedback from staff and parents to determine the times which best suite stakeholders for arrival and departure and before and after care services. Draft schedules for hybrid learning follow and schedules for both Distance Learning and Hybrid Learning with A/B schedules can be found in the next section.

Hybrid Learning Schedule:

Onsite Learning (2 days a week)

Time	Activity	Person Responsible
8:00 - 8:30	Staggered arrival	Support Staff
8:30 - 9:00	Breakfast	Guide and Assistant
9:00 - 9:30	Morning Meeting	Guide
9:30 - 12:00	Morning Work Cycle	Guide and Assistant
12:00 - 12:30	Lunch In-Classroom	Guide and Assistant
12:30 - 1:00	Movement Time/Recess	Assigned Cohort Program Assistant (PA) and Assistant
1:00 - 1:30	Afternoon Community Time	Assigned Cohort Program Assistant (PA) and Guide
1:30 - 3:30	Afternoon Work Cycle	Guide and Assistant

Synchronous Learning (1 day a week)

Tine	Activity	Person Responsible

8:00 – 8:45	Practical Life Activities	Student and at home adult if necessary
8:45 – 9:15	Morning Meeting (whole class)	Guide and Assistant
9:15 – 11:15 **Morning Work**	Virtual Small Group Group A (9:15 – 9:45 Group B (9:55 – 10:35) Group C (10:45 – 11:15)	Guide
	Virtual Individual Instruction/Assistance Group B (9:15 – 9:45 Group C (9:55 – 10:35) Group A (10:45 – 11:15)	Assistant/Support Specialist
	Independent Tasks Group C (9:15 – 9:45 Group A (9:55 – 10:35) Group B (10:45 – 11:15)	Student
11:30 – 12:00	PE/HEALTH (Special)	PE/Health Teacher
12:00 – 1:00	LUNCH Movement Activities	Student and at home adult if necessary
1:00 – 1:20	Virtual Storytime	Guide, Assistant, Specialist, Program Assistant
1:20 – 3:20	Nap Time/Independent Tasks/Movement (PK3)	
	Virtual Small Group Instruction Group A (1:20 - 1:50) Group B (2:00 - 2:30) Group C (2:40 - 3:10)	Student and at home adult if necessary Assistant, Specialist, Program Assistant
	Virtual Individual Group Instruction /Assistance Group B (1:20 - 1:50) Group C (2:00 - 2:30) Group A (2:40 - 3:10)	Guide
	Independent Tasks Group C (1:20 - 1:50) Group A (2:00 -	Student and at home adult if necessary

	2:30)	Group B (2:40 - 3:10)	
3:20 – 4:00	Practical Life Activities (snack, clean up, dinner preparation tasks)		Student and at home adult if necessary

Asynchronous Learning (2 days a week)

Time	Activity	Person Responsible
8:15 - 9:00	Practical Life Activities (make bed, personal morning preparation, breakfast, breakfast clean up)	Student and at home adult if necessary
9:00 - 9:30	Morning Meeting (This will be streamed from with the onsite cohort B)	Guide and Assistant
9:30 - 12:00	Morning Work Cycle: Independent Tasks	Student and at home adult if necessary
12:00 - 1:00	Lunch Movement Activities	Student and at home adult if necessary
1:00 - 1:30	Afternoon Community Time (This will be streamed from with the onsite cohort B)	Assigned Cohort Program Assistant (PA) and Guide
1:30 - 3:30	Afternoon Work Cycle	Student and at home adult if necessary

Instructional Delivery Plan

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

needed, to address the needs of every student in the LEA across learning environments.

School Schedule Options

Remote Synchronous

Synchronous learning is a general term used to describe instruction and learning that occur at the same time, but not in the same place. Students participate in online learning from guides/teachers and peers in real time, but not in person.   The same is true for interactive webinars and chat-based online discussions and lectures as means of professional development for guides/teachers, staff and administrators.

In addition, students who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person, benefit from synchronous learning. In this option, the students may experience learning from home five days a week via synchronous learning part of the day or week and asynchronous learning occurring the rest of the day or week.

Remote Asynchronous

All of the aforementioned can also be asynchronous, instruction and learning that occurs not only in different locations, but also at different times. For example, pre-recorded video lessons, email exchange between teachers and students, online discussion boards and similarly instructional materials and related correspondence.

Students who are unable to attend synchronous learning when remote may attend asynchronous learning. This type of learning allows for evening and weekend learning, when families may be more able to support students. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

Hybrid

Hybrid A students attend school in-person for two days per week (Monday & Tuesday), attend school remotely using synchronous activities with a content teacher one day a week (Wednesday), and attend school using asynchronous learning two days a week (Thursday and Friday).

Hybrid B students attend school in-person for two days per week (Thursday & Friday), attend school remotely using synchronous activities with a content teacher one day a week (Wednesday), and attend school using asynchronous learning two days a week (Monday & Tuesday).

For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when students return in-person the following week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Remote Synchronous	On-line instruction and learning that occur at the same time, but not in the same place	On-line instruction and learning that occur at the same time, but not in the same place	On-line instruction and learning that occur at the same time, but not in the same place	On-line instruction and learning that occur at the same time, but not in the same place	On-line instruction and learning that occur at the same time, but not in the same place
Remote	Activities to be completed	Activities to be completed	Activities to be	Activities to be completed	Activities to be completed

Asynchronous	within 7 days of date assigned	within 7 days of date assigned	completed within 7 days of date assigned	within 7 days of date assigned	within 7 days of date assigned
Hybrid A	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	Remote: synchronous with structured activities	Remote: asynchronous activities to be completed by end of school day	Remote: asynchronous activities to be completed by end of school day
Hybrid B	Remote: asynchronous activities to be completed by end of school day	Remote: asynchronous activities to be completed by end of school day	Remote: synchronous with structured activities	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities

Instructional Hours Per Day for the typical student participating in your distance learning program.

Sample Distance Learning Schedule:

Time	Activity	Person Responsible
8:00 - 8:45	Practical Life Activities (make bed, personal morning preparation, breakfast, breakfast clean up)	Student and at home adult if necessary
8:45 - 9:15	Morning meeting (whole class)	Guide and Assistant
9:15 - 11:15 Morning Work	Virtual Small Group Instruction Group A (9:15 - 9:45) Group B (9:55 - 10:35) Group C (10:45 - 11:15)	Guide

Cycle	Virtual Individual Instruction/Assistance Group B (9:15 - 9:45) Group C (9:55 - 10:35) Group A (10:45 - 11:15)	Assistant / Support Specialists
	Independent Tasks Group C (9:15 - 9:45) Group A (9:55 - 10:35) Group B (10:45 - 11:15)	Student
11:30 - 12:00	PE/HEALTH (Special)	PE/Health Teacher
12:00 - 1:00	Lunch Movement Activities	Student and at home adult if necessary
1:00 - 1:20	Virtual Storytime	Guide, Assistant, Specialist, Program Assistant
1:20 - 3:20 Afternoon Work Cycle	Nap Time/Independent Tasks/Movement (PK3)	Student and at home adult if necessary
	Virtual Small Group Instruction Group A (1:20 - 1:50) Group B (2:00 - 2:30) Group C (2:40 - 3:10)	Assistant, Specialist, Program Assistant
	Virtual Individual Instruction/Assistance Group B (1:20 - 1:50) Group C (2:00 - 2:30) Group A (2:40 - 3:10)	Guide

	Independent Tasks Group C (1:20 - 1:50) Group A (2:00 - 2:30) Group B (2:40 - 3:10)	Student and at home adult if necessary
3:20 -4:00	Practical Life Activities (snack, clean up, dinner preparation tasks)	Student and at home adult if necessar

Hybrid Learning Schedule:

Onsite Learning (2 days a week)

Time	Activity	Person Responsible
8:00 - 8:30	Staggered arrival	Support Staff
8:30 - 9:00	Breakfast	Guide and Assistant
9:00 - 9:30	Morning Meeting	Guide
9:30 - 12:00	Morning Work Cycle	Guide and Assistant
12:00 - 12:30	Lunch	Guide and Assistant
12:30 - 1:00	Movement Time/Recess	Assigned Cohort Program Assistant (PA) and Assistant
1:00 - 1:30	Afternoon Community Time	Assigned Cohort Program Assistant (PA) and Guide
1:30 - 3:30	Afternoon Work Cycle	Guide and Assistant

Synchronous Learning (1 day a week)

Time	Activity	Person Responsible
8:00 - 8:45	Practical Life Activities	Student and at

	(make bed, personal morning preparation, breakfast, breakfast clean up)	home adult if necessary
8:45 - 9:15	Morning meeting (whole class)	Guide and Assistant
9:15 - 11:15 Morning Work Cycle	Virtual Small Group n Group A (9:15 - 9:45) Group B (9:55 - 10:35) Group C (10:45 - 11:15)	Guide
	Virtual Individual Instruction/Assistance Group B (9:15 - 9:45) Group C (9:55 - 10:35) Group A (10:45 - 11:15)	Assistant / Support Specialists
	Independent Tasks Group C (9:15 - 9:45) Group A (9:55 - 10:35) Group B (10:45 - 11:15)	Student
11:30 - 12:00	PE/HEALTH (Special)	PE/Health Teacher
12:00 - 1:00	Lunch Movement Activities	Student and at home adult if necessary
1:00 - 1:20	Virtual Storytime	Guide, Assistant, Specialist, Program Assistant
1:20 - 3:20	Nap Time/Independent Tasks/Movement (PK3)	Student and at home adult if necessary

Afternoon Work Cycle	Virtual Small Group Instruction Group A (1:20 - 1:50) Group B (2:00 - 2:30) Group C (2:40 - 3:10)	Assistant, Specialist, Program Assistant
	Virtual Individual Instruction/Assistance Group B (1:20 - 1:50) Group C (2:00 - 2:30) Group A (2:40 - 3:10)	Guide
	Independent Tasks Group C (1:20 - 1:50) Group A (2:00 - 2:30) Group B (2:40 - 3:10)	Student and at home adult if necessary
3:20 - 4:00	Practical Life Activities (snack, clean up, dinner preparation tasks)	Student and at home adult if necessary

Asynchronous Learning (2 days a week)

Time	Activity	Person Responsible
8:15 - 9:00	Practical Life Activities (make bed, personal morning preparation, breakfast, breakfast clean up)	Student and at home adult if necessary
9:00 - 9:30	Morning Meeting (This will be streamed from with the onsite cohort B)	Guide and Assistant
9:30 - 12:00	Morning Work Cycle: Independent Tasks	Student and at home adult if necessary
12:00 -	Lunch	Student and at home

1:00	Movement Activities	adult if necessary
1:00 - 1:30	Afternoon Community Time (This will be streamed from with the onsite cohort B)	Assigned Cohort Program Assistant (PA) and Guide
1:30 - 3:30	Afternoon Work Cycle	Student and at home adult if necessary

Instruction

Personnel

Regardless of whether students are on-site or remote, the amount of time, dedication, and support a teacher provides their students - will be identical. To achieve this goal, and for purposes of equity and logistics, we have divided our staff into two learning pathways - Pathway One which is all remote learning and Pathway Two which is our hybrid model. Each class within each pathway will have a Lead Guide (teacher) and a Classroom Assistant (CA). Whether online or remote the primary responsibility of the guide is to ensure that content will be delivered remotely and in-person with <u>equal success and be differentiated for all learners</u>. *They will plan lessons that can be taught remotely and in-person. There may be times, for example, when the content teacher provides direct instruction to the students on-site and records the lesson or live-streams it to the students who are learning from a remote location. The CA will assist the Guide.*

Learning Modes

● **Synchronous Learning**: When remote, this instruction is conducted via a platform in which student(s), Guide, and CA are interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. On-site, this instruction may include the teacher and student(s) occupying the same room. When remote, this instruction includes the teacher and student(s) using the same format: Google Meet, or telephone. The expectation is that the student(s) may ask questions no the teacher may ask questions of the student(s) to engage in real time student-learning.

● **Asynchronous Learning**: This instruction requires the Guide to prepare learning that can be accessed anytime, anywhere. The student would need access to a pre-recorded lesson in which the teacher provides instruction. **Synchronous learning without Guide**: Instruction takes the form of tasks that students will be expected to do to engage in learning. Tasks can involve completing an on-line activity or game to reading a book in hardcopy and annotating the text. This can be group work or individual work. The student on-site would do this task under the supervision of their CA. When remote, the student would do this task independently. If the student needs support, the Guide is immediately available by phone, email, and "chat".

● **Asynchronous learning without Guide**: This instruction is individual or group work that can be done independently. The work would be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Students learning on-site would have time allotted to complete this work while their CA may be providing instruction/assistance to another cohort of students. Homework also fits into this category. To ensure that the work is completed each day and students are engaged and progressing, assignments will be collected daily/weekly and will be used to measure attendance. (See attendance policy for further details.)

Community Building

● **Synchronized community building**: Planned learning breaks to promote student socialization will be

implemented. Activities that can be done through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students.

● **Asynchronized community building**: Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-site and remote to connect with one another in informal ways.

● **Synchronized community building without Guide**: Planned breaks will include activities students can choose to do with each other that do not require adult supervision. Such activities can include games (on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction. When on-site, the CA would supervise for appropriate social distancing and other behavior. For remote learners, the school's behavior policy will be in place and consequences or redirection will be given to perpetrators of reported and verified incidences.

● **Asynchronized community building without Guide**: To accommodate arrival and dismissal, lunch periods, and other breaks for on-site learners, each class will have a slightly different schedule. Students will be encouraged to socialize with classmates during the hour-long arrival block, lunch, and dismissal block when learning remotely. There will be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that students may use at any time so long as they follow the school culture and behavior policy, including cyber bullying. The unstructured time with friends allows for a deepening affinity to the community.

Continuous Improvement

SSMA will be in operation for 180 days. The schedule will be based on a trimester system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned trimester start date except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each trimester and adjust as best as possible throughout the trimester. Parents will be surveyed 3-4 weeks prior to the end of the trimester. Results will be used to determine the number of parents who wish to change their child's learning pathway and plans will be established to transition students into their new pathway. Parents will only have the option of a voluntary change request after the first trimester or when the school deems it is safe for onsite instruction.

Professional Development for school staff to support the effective implementation of this instructional plan

Over the summer, content teachers will receive training on Google Meet on site provided by SSMA staff and specialized contractors. The training will focus on content delivery and checking for understanding. In addition, during the school year, all staff will receive professional development on Wednesdays. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Guides will also support one another and collaborate on Wednesdays. On Wednesdays, Guides, CA, and Learning Specialists receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Every day, the Guide will have time built into the instructional day to work with special education providers/coordinators and English language specialists.

Each day, guides and classroom assistants will have access to the IT department, behavioral support specialist, support staff, lead guides, and other instructional staff to troubleshoot issues that occur both on-site and remote.

Manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

Timely Intervention

Shining Stars Montessori Academy uses Montessori Compass, a cloud-based record keeping system. To regularly monitor student progress, the school tracks each student's work, mastery of content, and teacher observations. Montessori Compass 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 of substantiating the need for intervention. The team will review data and provide students 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 bi-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 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 support staff working together in a collaborative effort to develop an individualized intervention plan to improve the academic and social performance of students. Students' academic/behavioral progress will be assessed and reviewed intermittently.

Traditionally at SSMA, promotion of students would be based on Guide-developed formative and summative assessments, student observation, assignments, projects, homework, and class work. While these standards remain the same, Shining Stars will also be including student's participation in Google classroom and Google hangouts and assignments completed for class participation and assignments turned in for grading while engaging in distance learning.

Assessment and Promotion Policy

A. Assessment

6a. Describe the LEA's policy for identifying and administering assessments during the 2020-21 school year, including:

- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

NWEA-MAP

6b. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:

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

Assessment Integrity

SSMA has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measure of student learning - in person, and/ or for those who participated exclusively in distance learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments and how the Internet and other resources may be used during assessments.

The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have

access to the Internet, books, and/or other resources. As group assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. Students may also be asked to identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

The charts below outline **when SSMA intends to administer both formative and summative assessments during the 2020-2021 school year.**

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports *(could be a combined narrative across grade bans)*
PK-6	All Content Areas *Guide Observations *Essays *Book reports *Short answer *Teacher-created assessments *Research assignments, including conducting on-line research *Reading comprehension assessments *Online Websites: iXL, Khan Academy, Reading A-Z	Weekly	Remote - Synchronous Go Guardian software will be used to monitor students as they complete their assessment online Tasks will be submitted via Google Classroom Hybrid - All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students	Students who have accommodations via their IEP will receive those accommodations and if needed will be permitted to take assessment onsite with appropriate social distancing

Summative Assessments

B. Promotion and Graduation

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed in each modality: Hybrid, On-site, Remote - synchronous and Remote - asynchronous	Interventions and supports *(could be a combined narrative across grade bans)*
K-6	Math and Reading NWEA MAP Assessment	Three times a year (Fall, Winter, Spring)	Remote - Synchronous Go Guardian software will be used to monitor students as they complete their assessment online Hybrid - All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students	Students who have accommodations via their IEP will receive those accommodations and if needed will be permitted to take assessment onsite with appropriate social distancing
PK3, PK4	Vocabulary PPVT	Two times a year (Fall, Spring)	Remote - Synchronous This one on one assessment will be conducted virtually via Google Meet Hybrid - All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing,	Testing appointments will be set up with the parent to accommodate the parent being present. If this can not be done then student will have the option of them taking the assessment onsite with appropriate social distancing

			will observe students	
PK3, PK4	Math TEMA*	Two times a year (Fall, Spring)	Remote - Synchronous This one on one assessment will be conducted virtually via Google Meet Hybrid - All assessments will be done when the student is on-site by the content teacher. The content teacher, with appropriate social distancing, will observe students	Testing appointments will be set up with the parent to accommodate the parent being present. If this can not be done then student will have the option of them taking the assessment onsite with appropriate social distancing

If TEMA can not be administered remotely then we will administer the Bracken School Readiness Assessment (BSRA-3) for PK3 and PK4

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

Sgining Stars will not be materially changing its promotin or grading policies. See attached promotion policy for SY 20-21 for in-person, hybride and/or 100% remote learninghttps://docs.google.com/document/d/1JrL-t-AQQAtRPQQ23VMVXhDnxUb-W7aTkdl2-gImYlM/edit?usp=sharing

Some criteria that will be used in consideration of a child's eligibility for promotion will include: meeting the School's attendance policy requirements and proficiency and/or receiving "advance marks/exceeding expectations in the core subjects" such as, "reading/language arts, mathematics, science, and social studies." DCMR 5-E § 2201.6(a) and (b). These criteria will also be used to evaluate students participating in distance learning. Furthermore, all students are required to adhere to the following while engaging in distance learning either full-time or partially while doing the blended pathway program:

1. Students must log into Google classroom at least three (3) times (Blended Learning) or five (5) times a week (Distance Learning) to attend class meetings and discussions.
    a. Any parent/guardian who has reason to believe his or her child will not be able to meet the requirements are strongly encouraged to contact his or her child's Guide immediately.

2. Each student (with the assistance of his or her parent/guardian) must log into the student's email account daily (G-Mail account using the email address created by the School) and check for any announcements or updates.
   a. SSMA encourages each parent/guardian to assist his or her child with access to and use of the computer. This will depend on the child's age, comfort, familiarity, and/or experience with the use and operation of a computer. By participating, parents/guardians are able to get an understanding of the work his or her child is doing and what he or she is learning for that day or week. It will also give parents/guardians an opportunity to ask any questions or obtain clarification.
3. Attend and complete scheduled assignments, to include those to be completed virtually.
4. Guides will not count a student logging into Google classroom as participation and/or attendance absent the student's completion of assignments and/or academically related activity/work assigned for the day or week.
   a. The activities in the following categories are considered "academically related":
      • Participating in any assigned activity (e.g., attending Google classroom, submitting work, engaging in online class discussions, and/or presenting his or her work);
      • Complete daily/weekly assignments, discussions and/or other deliverables as directed by the Guide and/or outlined in the student's schedule.
   b. Complete assigned online work.

In addition, it is important to note that although most Montessori teachers do not assign grades, they closely and continuously observe and assess each student's progress and readiness to advance to new lessons. In these unusual times, at the end of each trimester, a student may receive a grade based on his or her overall performance, which will be collectively based on attendance (logging into the learning platform and/or, participating in office hours with the Montessori Guide), completion of class assignments, and homework.

During the 4-week August Summer Institute, Guides and Administrators will discuss the pros and cons of adopting the following grading system (combined with) participation rubrics for students who attend in person, or via a hybrid virtual/distance learning pathway:

Grading Nomenclature - In School & Virtual	Grade Scale -In Person/Distance/Remote Learning
Exceeds Expectation - E	100%+ of in-person and distance learning assignments completed and submitted (teacher approved and assigned and/or student proposed activities completed and submitted) -Extra credit
Meets Expectations - MET	75% - 100% of in-person and distance learning assignments completed and submitted
Approaching Expectations /Progressing/ APP	51-74% of in-person and distance learning assignments completed and submitted
Not Yet Met Expectations/Emerging/Needs Improvement - NIM	50% or less of in-person distance learning assignments completed and submitted

Participation Rubric for Virtual/Distance Learning

Teacher Assessed	Needs Improvement (NIM)	Approaching Ex. (APP)	Meets Expectations (MET)	Exceeds Expectations (EE)
Attempts to demonstrate understanding	Students make an attempt at parts of the assignment. Answers are single words without detail or explanation. Answers may or may not connect with assignments.	Students provide basic "fact-based" answers to questions. Assignments are finished meeting the minimum requirements. All answers connect to assignments	Students choose one or more ways to demonstrate understanding and provide detail, analysis and synthesis of information that indicates to others the quality of the attempt.	Students choose multiple ways to demonstrate understanding: oral, writing, video demonstration, presentation.
Assignment Completion	Less than50% of assignments completed	51-74% of assignments completed	75-100% of assignments completed	100% + of assignments complete. Student also attempts challenge activities
Communicates with teacher	Does not join meets or chat. Responds to the teacher when they email.	May join a meet or chat and listen to others without sharing. May email questions to teacher	May join a meet or chat and listen to others without sharing. May email questions to teacher	Contacts the teacher by commenting in the classroom, joining a Google "meet", Google "chat" or emailing 2-3 times a week. Share ideas and learnings. Initiates communication w/teacher.
Time Spent on Assignments (This could be student or teacher assessed)	1-9 minutes per subject	10-19 minutes per subject	20 or more minutes per subject	More than 30 minutes per subject

	Needs Improvement	Approaching Expectations	Meets Expectations	Exceeds Expectations
Student Self Assessed				
Checks Google Classroom	Checks Google classroom sporadically. Needs multiple reminders to respond to prompts	Checks Google Classroom everyday. May need reminders to respond to prompts	Checks Google classroom every school day. Responds to prompts.	Posted to all classroom assignments and shared materials with peers and teachers, Makes appropriate comments to peers
Communication w/ peers	No communication with peers.	May respond to peer email. May reply to posts on Google classroom when prompted by the teacher/Guide	Provides appropriate feedback to peers during "meets" and on "classroom". May communicate with friends about work at other times.	Sets up learning related chats with friends outside of those set up by teacher
Shows Initiative	Did not explore any online learning activities that were not required	Explored 1 online learning activity without assignment	Explored 2 or more online learning activities without assignment	Create a learning project for yourself and share with the teacher.

Based on the outcomes - suggestions and recommendations - of teachers, administrators will have follow up dialogue with parents and guardians to determine if a grading system such as the one described will become part of SSMA's promotion protocols.

8. **Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.**
NOT APPLICABLE

9. **OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:**

   • **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
   • **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

☐   Option A: The LEA is using a learning management system (LMS) for distance learning.

   ○ How is the student's presence authenticated daily using the LMS?
   ○ What constitutes sufficient engagement in the LMS for the student to be marked present?

DESCRIPTION

ON-SITE ATTENDANCE

When students are in the school building, their attendance will be authenticated daily or marked as present full, present partial, absent partial, absent full, and will align to DC PCSB approved LEA attendance policy.

DISTANCE LEARNING ATTENDANCE

When students are learning remotely, their attendance will be authenticated daily and they will be marked present or absent as follows:

   • Attendance for students will be taken using Google Classroom and Google Hangouts Meet in accordance with our existing LEA policy.

      ---Attendance will be **authenticated daily** when the teacher or classroom assistant "sees" the student in the virtual classroom.

      ---Students will also have to engage in academic activities and turn in assignments in Google Classroom in order to be marked present.

Touchpoints that SSMA will use, include the following methods:

   • Telephone conversations or virtual meeting one-on-one with instructional staff to discuss content.
   • Direct 'face-to-face' online contact through Google Hangouts Meet.
   • Completed assignments uploaded to a secure folder within Google Classroom, from daily activity (>50% complete will be considered present, regardless of accuracy)
   • Email (using school-provided and secure student and teacher email addresses) or upload photos of completed assignments, projects, or videos of activities (such as PE) in a secure portal.
   • Students who participate in support services: behavior support, specialized instruction, speech-language therapy, occupational therapy and physical therapy will be marked present.

Grade Span Considerations

Pre-kindergarten

Although it is not compulsory that pre-kindergarten students attend school, the preschool period is a time of rapid growth along a number of developmental measures, especially children's thinking abilities. Parents of our preschoolers are strongly encouraged to ensure that their children engage in learning activities each day. Attendance will be taken daily by the teacher or classroom assistant and forwarded to the office administrator by 2 p.m. SSMA

defines attendance in two ways: (1) The student's participation and engagement during online class time through Google Hangouts Meet and (2) participation in group and community building activities as well as academic assignments.

Elementary

Attendance will be taken daily by the classroom teacher or the classroom assistant. Attendance will be sent to administration by 2:00 pm for verification to ensure students are attending class sessions regularly and to monitor possible chronic absenteeism. We define attendance in two ways: (1) The student's participation and engagement during assigned online class time through Google Hangouts Meet and (2) continuous engagement in assigned classwork and turning in homework.

Attendance Monitoring and Reporting

Shining Stars will take the following steps to track and authenticate student daily use of the LMS for attendance:

- Teachers responsible for daily attendance for students on-site will mark attendance utilizing the 80/20 rule as follows:

    Present Full - When a student arrives on time and is present for the entire in-person day.

Present Partial - When a student arrives tardy, or leaves school early, but is

present for at least 80% of the in-person instructional day.

Absent Partial - When a student arrives tardy or leaves school early, and

misses more than 20% of the in-person instructional day.

Absent Full - When a student misses the entire in-person instructional day.

- Teachers responsible for daily attendance for remote learning students will follow the protocol below:
    ○ Document student daily attendance on a class Google Sheet. Attendance also includes any assigned work students engaged in for that day.
    ○ Teachers or classroom assistants will send their daily attendance record to the office administrator by 2 p.m. who will record the data in PowerSchool. Parents of absent children will receive a call or email from the office administrator informing them that their child has missed a day of virtual learning.
    ○ Attendance data will be reviewed and updated daily by the office administrator to insure accuracy.

Shining Stars will take the following actions to address absences:

- Teachers, the classroom assistant, and the attendance team will follow up with students who have been absent.
- Teachers 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.
- Students who have accrued 5 or more absences will be referred to the attendance team. An attendance team member will contact the parents of students with 5 or more absences to encourage attendance. For these students, an Attendance Success Plan will be created, with parent collaboration, and implemented to increase attendance.
- For those students who miss 10 days or more, a report to child and family services will be made, as required by law.

Attendance Policy

	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure

Present	Present Full: When a student arrives on time and is present for the entire in-person day.	Present Full: When a student arrives on time and is present for the entire in-person day.	Present Remote: Student presence is detected throughout school day's activities (A) captured in Google Hangouts (B) participates by one or more of the following touchpoints: • is "seen" in virtual classroom, • participates in group activities • participates in community building activities(games, etc.) • Submits photo of student work • Submits video of activity (e.g. PE, music) • Saves student work in file, showing some progress • Responds to documented contact(s) from teacher, classroom assistant, or attendance committee member.	Present Remote: Student responds to email AND fully or partially completes >50% of the day's assignments. Student logs in to Google Hangouts and fully or partially completes >50% of the day's assignments. Student responds to documented contact(s) from teacher or classroom assistant.
Partial Day Present	Present Partial: When a student arrives tardy, or leaves school early, but is present for at least 80% of the in-person instructional day.	Present Partial: When a student arrives tardy, or leaves school early, but is present for at least 80% of the in-person instructional day.	N/A	N/A

Partial Day Absent	Absent Partial: When a student arrives tardy or leaves school early, and misses more than 20% of the in-person instructional day.	Absent Partial: When a student arrives tardy or leaves school early, and misses more than 20% of the in-person instructional day.	N/A	N/A

Absent	Absent Full: Student is not on-site during the school day.	Absent Full: Student is not on-site during the school day.	Absent Remote: Student is not captured in the remote touchpoints AND does not meet remote asynchronous touchpoints.	Absent Remote: Student does not produce evidence that assignments are partially complete.

The families of our students who are learning remotely will receive the following:

- Students' schedules to help them stay on track
- Instruction in digital literacy/citizenship at the beginning of the year to insure that they can fully participate in virtual learning activities.
- A call or email from the teacher or classroom assistant if a student is absent.
- A robo call to the family notifying them of the student's absence from school.

All students who are learning remotely will receive the following:

- An email with announcements and updates from the teacher.
- Daily assignments and expectations shared via telephone, email, and/or Google Classroom.

☐ Option B: The LEA is not using a learning management system (LMS) for distance learning.

- What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
- What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
- What constitutes evidence of education engagement daily for the student to be marked present?

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

Collecting and Reporting System

SSMA will log all contacts with a student and family using Powerschool. For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance

verification.

- Teachers and attendance administrators will follow up daily with students who have been absent.
- Parents will be contacted by telephone or email to determine the reason for absence and discuss what's needed to ensure future attendance.
- The attendance team will make contact with parents whose children have accrued 5 or more absences. In collaboration with parents, an Attendance Success Plan will be created and implemented for these students.
- Students who miss 10 days or more, will be reported to Child and Family Services, as required by law.

Whole Student Support

A. Student Support

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

PURPOSE or POLICY STATEMENT:

SSMA's Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high levels of academic, social and emotional support.

Montessori schools as a whole, and Shining Stars, in particular, makes a deep commitment to the learner as an individual. High expectations, family engagement and equity and access are at the core of its mission which is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential. SSMA strives to nurture the genius of all the young scholars who come through its doors. Such was the vision of its founders in 2010 and it remains the underlying educational philosophy of the school and its Executive Director/Head of School, Dr. Regina Rodriguez, who has been at the helm of SSMA since 2014.

SSMA recognizes that at-risk children and families, are particularly vulnerable as the pandemic attacks us all on multiple fronts. SSMA will utilize research based Response to Intervention Model (RtI) to assess student loss and implement interventions. RtI is a multi-tier approach to the early identification and support of students who may have learning and behavior needs. It is a framework for implementing proactive data-driven decision-making. It provides teachers and administrators with better, more timely information about students in order to improve student learning and performance. When implemented with fidelity, one of the greatest benefits to RtI is that it is an instructional approach that it can help students promptly. It can be used both within the general setting and with the opportunity for one on one instruction as needed. As soon as assessment data indicates a problem area for a student or a group of students, tiered interventions can be put into place to address these concerns. By no means does SSMA believe this will be easy.

However, we do believe that RtI can be valuable in mitigating some of the loss learning due to COVID. RtI coupled with aggressive, on-going parent/family support, for interacting with the whole child is warranted. SSMA intends to aid families in creating home-based learning environments that support virtual learning. The Assistant Principal, Director of Student Support Services and tech support have fashioned a series of on-going workshops to aid families in creating home-based learning environments that support virtual learning and will work one on one as needed to help grandparents and others who may be caretakers and need additional support with technology.

SSMA is providing each child with a chromebook and hotspots as needed for Internet access. With CARES Act funding, SSMA will also purchase MacBooks (an upgrade from chromebooks) for Specialists (ELL and SPED) in order for these instructors to utilize a broader range of APPS to support student learning. Constant monitoring will be routine with attendance and check-ins part of each student's plan. In addition, administrators will pop-in on lessons (virtual and hybrid) and make random contacts (phone, text, email) to parents and families checking on student and family well being, and making referrals for service when and where appropriate. The goal is simple to

demonstrate that SSMA is a school community that cares about the whole child and recognizes that extraordinary times require extraordinary actions.

Student Support

The health and well-being of our entire school community is at the forefront of our efforts to provide high quality, equitable instruction. Shining Stars' staff will be diligent in our efforts to adequately address students' academic, social-emotional, and mental health needs during continuous learning and school recovery. Below are the interventions that will guide our staff actions.

- Montessori grace and courtesy mini-lessons will be taught and reinforced with students by the classroom teachers. Grace and courtesy lessons include some social skills as well as conflict resolution instruction.
- During Summer professional development training, the director of student support services will teach and model social-emotional learning strategies and techniques that can be used for both students and staff members.
- Teaching staff will employ social-emotional learning strategies and techniques during daily their asynchronous and synchronous classroom lessons.
- All staff members will complete the mandated, three part, Department of Behavioral Health online mental health training. This training teaches staff how to identify and support students at risk of suicide.
- The director of student support services will provide tele-health sessions for students who are in need of emotional/behavioral support.
- The director of student support will offer a series of 8 workshops for parents which include topics such as: social emotional learning, positive socialization strategies, and how to create an optimal learning environment.
- Teachers will conference with parents of students who are demonstrating needs for emotional/mental health support and will make a referral to the director of student support services for follow up.
- Tele-health support sessions can also be requested by parents via email or telephone call.
- Referrals to community resources, such as neighborhood [Family and Support Collaboratives](#), the Wendt Center for Loss and Healing, Children and Adolescent Mobile Psychiatric Services (CHAMPS), as well as a host of other community-based service providers, will be made for families in need of additional social-emotional and mental health support. These resources can be found in OSSEs' Mental Health Guidelines (2018) publication.

B. Behavior

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

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

SSMA students are expected to treat their teachers, classmates, staff, and physical and virtual environment with

respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building. Students who repeatedly fail to meet the following expectations for student behavior may have limited or restricted access to synchronous learning opportunities.

Expectations for Student Behavior

Communication and Student Engagement	• Students are expected to come to virtual learning sessions fully clothed in appropriate attire. This means that they should not wear items that they wouldn't wear to school. • Students are expected to focus and do their best work. • Students are expected to communicate respectfully with their classmates and their teacher while in class meetings, breakout rooms and private/public chat windows and discussion boards. • Students will be asked to mute their microphones when they are not speaking and while others are speaking. • Students will refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards. • Students are expected to follow the same rules for whole group class meetings while in breakout rooms. • Students are expected to immediately return to whole group meetings once breakout rooms are over unless otherwise directed by the teacher. • Students are expected to report to classroom meetings on time and remain in classroom meetings until being dismissed by the teacher. • Students must not post any private information for themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards. • Students are expected to refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online. • Students are expected to report all instances of cyberbullying to school staff immediately.
Logging into Google Hangouts the LMS	• Students must keep their username and passwords in a safe place and must not share them with other students. • Students are expected to log into Google Classroom using their own log-in information. • Students must log into Google Classroom daily for classroom meetings, announcements or to submit assignments.
Student Work	• Students are expected to complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments. • Students are expected to communicate immediately with their teachers via email, phone or text if they have questions or require any technical support.

Taking Care of Physical Equipment	• Students are expected to treat all school and personal electronic devices with care. • Students are expected to keep food and drinks away from the equipment. • Students are expected to keep devices out of extremely cold or hot areas. • Students are expected to hold and carry computers properly. • Students are expected to report any damage to school equipment as soon as possible.

Monitoring of Student Behavior

- Teachers will regularly review student discussion boards to make sure comments are appropriate.
- The Principal and/or designee will pop-in regularly to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- Teachers and school staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Teachers and staff members will be responsible for supporting students and families with navigating Google Classroom and Google Hangouts.
- When technical support is required, parents should report the problem by sending an email to support@shiningstarspcs.org.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using Google Hangouts.

Communication with Families

School staff will share a copy of the Whole Student Support with families prior to the beginning of the school year. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text or via Google Hangouts. Teachers will consult with the Principal and communicate with students and families when students are not meeting expectations for distance learning.

Modifications to Distance Learning

School staff may limit or restrict students access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be notified about any changes to students access to the LMS by email, phone, text or through Google Hangouts. Failing to meet the following expectations for student behavior after interventions by school staff may result in temporary assignment to asynchronous learning opportunities in lieu of synchronous instruction:

Student does not follow expectations for communicating respectfully with school staff or other students:

- Teachers and school staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Teachers may temporarily adjust students audio, video or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on Google Hangouts chat or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

Student uses the Google Hangouts/Zoom inappropriately, such as share their username/passwords, intentionally misuse the Google Classrooms or log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

Student engages in cyberbullying or display/share inappropriate images on Google Hangouts

- School staff will conference with families about school expectations not being met.
- Cyberbullying allegations will be referred to the bullying prevention team for investigation and follow up.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

These modifications to distance learning are designed to ensure that students will not be excluded from the virtual learning platform.

Special Populations

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

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

Shining Stars Montessori Academy will meet the educational and social-emotional needs of students with disabilities in accordance with OSSE's guidance on IDEA Part B and the provision of FAPE during COVID19.

- SSMA will maintain IDEA timelines in collaboration with families and document delivered services
    - SSMA will adhere to maintaining compliance to special education timelines through mutually agreed upon meeting dates and times between families and staff supporting students with special needs. Prior Written Notices will be provided to families and uploaded within SEDS.
    - Special Education services will be documented via service trackers within SEDS.

- SSMA will ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning
    - Accomodations 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.

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

- SSMA will deliver related services for students in distance learning
  - SSMA delivery of services will encompass all online platforms conducive to student's educational, behavioral and social emotional needs.
  - Services will be delivered in one to one or in small groups depending on the needs of the child.

- SSMA will support parent training for students receiving related services through distance learning
  - SSMA will provide initial conferencing with parents regarding their child's related services as well as ongoing consultation support.

- SSMA will deliver recovery services to students with disabilities during the 2020-21 school year and will communicate those services to families
  - SSMA will convene Multi-Disciplinary Team meetings on an individual basis to review progress data in determining the level of student regression.
  - Recovery services will be outlined within students' IEPs to encompass additional services and supports needed for recovery.
  - As part of the MDT meeting, parents will have the opportunity to provide input and consent to recovery plans.

- SSMA will ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit
  - SSMA will conduct school wide and individualized testing in an effort to gather data for comparison and determination of impact on learning loss and recovery planning.

- SSMA will support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness
  - SSMA will identify additional supports and services to address the needs of homeless students and those in the care of the District.

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

Two years ago, SSMA began piloting a Spanish immersion program with Primary students (PK3, PK4, K). The Immersion Program expands to accommodate students as they grow from primary to lower and upper elementary. There is a Spanish language dominant Guide for each cohort of students. In addition, older English Language Learners who may not be in the Immersion Program receive language support in the four domains (reading, writing, listening, speaking

- SSMA services to English Language Learners will maintain fidelity across distance learning, hybrid, and in-person learning environments
  - SSMA will provide virtual in class EL supports as well as individualized one to one and small group instruction to support English Language Learner 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/hybrid 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) 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 meets 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 8 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.

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

INDIVIDUAL LEARNING PLANS

If the student is new to the school, the ELL teacher will create an individual learning plan from the student's screening assessment score. Pre-K3 and Pre-K4 ELL student's individual learning plans and lessons will be constructed and progressed monitored using DC Common Core Early Childhood standards and WIDA Can Do Descriptors for Early Years. Grade K-12th ELL students' individual learning plans and lessons will be constructed and progressed 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.

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), 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.
- c. The data will be compiled by the ELL coordinator and Data Manager and used to make 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 are not limited to the ARC Reading Series, Readers and Writer's Workshop (ELA) curriculum as part of our distant learning 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 virtual in class ELL supports 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 2 years. During these two years, the ELL monitoring 'team' , comprised 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 supports 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).

Technology Policy

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

SSMA is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations. SSMA issued a tech survey through email and phone calls to parents to assess technology needs and concluded that the LEA should provide each SSMA student with a chromebooks for educational use. Other educational technology resources such as Hotspots and Headphone will also be issued on an as needed basis.

ALL students, guides/teachers, assistants, staff and administrators who do not have a chromebook or computer (laptop or desktop at home) for his/her individual school use will receive one at no cost. Every SSMA student will have a dedicated technology device for his/her personal school use. The school will also provide supports to insure student/family connectivity. Families will be given the option to opt out of receiving school issued devices if they choose to do so.

Pre-COVID-19 students' use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. SSMA is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Acceptable Use and Safety* form.

Beyond defining SSMA's general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a **Return to School Technology Plan** is in place. It includes training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

DESCRIPTION:

SSMA will develop and implement the following Return to School Technology Plan that will be aligned and integrated into the existing School Technology Plan. Together these plans will provide guidance for the effective use and oversight of school technology during and after the COVID-19 Pandemic. Our plan will address the following critical elements necessary to ensure an effective remote and on-site learning program.

Equipment, Software and Trainings Supports for Students and Staff

SSMA will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the following tables. SSMA will also provide adaptive equipment to support special needs and EL learners as required.

- Equipment

All students and staff will receive chromebooks, mobile hotspots and other equipment as needed.

- Software

All students and staff will have access to Google Classroom Suite using school-created and maintained log-in and passwords. At no time will anyone outside of the school's community be able to access the software.

- Training

SSMA will provide training for staff, students, and families (especially for younger children) on proper use and care for equipment and software and how to use equipment and software properly. The school's IT team will provide technical support for malfunctioning equipment.

Review & Assessment**:**

Equipment

- SSMA's technology team will review the inventory of equipment that was previously assigned to returning students and staff and ensure that they are in working order.
- All equipment will be cleaned and sanitized before distribution or redistribution to students and staff.
- Surplus equipment will be inventoried and kept on site to be used for repairs or replacements.
- A needs assessment (surveys, questionnaires, parent requests) will be conducted for new families and staff joining the school community to determine their technology needs. The assessment will solicit the following information:

- Internet availability and speed, and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet
- Security features on the technology (for younger children, especially)

Software

Based on the school's instructional plans, SSMA will determine what software best supports its virtual learning program. We will:

- Complete a software inventory to determine what software was purchased or is in a trial period.
- Conduct a needs assessment to determine school staff's technology strengths and areas of need.
- Evaluate effectiveness and ease of use of software from staff, students and parents.

Training

- We will survey families and staff on their training needs for equipment and software use and build a schedule based on need.
- All training will be provided remotely.
- If a family or staff member needs help setting up equipment, accommodations will be made to offer on-site training, following CDC's social distancing guidelines.
- The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;

Support Provided for Students without Access to Internet or Devices

SSMA will issue chromebooks, mobile hotspots and other educational devices such as headphones, tablets, etc. on an as needed bases. SSMA will provide virtual training on Distance learning tools. Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device. These tools/resources will also be made available on our website. Student/Parents will have access to school IT support via email for assistance and all request will be answered within 24 hours.

- When possible, students and families will be expected to retrieve hotspots and devices at the school, where they will also receive training on expectations for proper use and care of equipment.
- For students and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.
- The plan for replacing/repairing devices;

Replacing/Repairing Equipment

Equipment

SSMA has made provision for device replacement by setting aside 10 percent of its Chromebooks inventory for replacement and fast swaps for students whose devices develop problems so that no student misses instruction due to device malfunction or damages

Damaged devices are then sent out for repairs. SSMA will have loaner equipment available for families and staff on an as-needed basis

- Broken equipment will be returned to school and checked for malfunction and/or damage by IT staff.
- IT staff will determine if there is a malfunction of equipment and/or software or if further training is needed.
- Loaner equipment will be issued in accordance with the school's distribution policy.
- SSMA's Acceptable Use Agreement, signed by each family, will be followed if it is determined that there has been a misuse of equipment.

Software

- The IT team will assess software malfunction and either repair or install new software
- Student passwords will be safeguarded as per the school's Acceptable Use Agreement signed by each family.
- Staff and families should contact the IT team (support@shiningstarspcs.org) to gain access if "locked out" of software.

Training

- The IT team will be available to provide remote training to families throughout the year on equipment or software issues. Families will be provided with an email address (support@shiningstarspcs.org) to contact the IT team and will receive a response within 24 hours.

Expectations for student access to Internet and safeguarding personally identifiable information (PII):

SSMA will make every effort to ensure student access to the Internet and safeguard personally identifiable information (PII). SSMA also used "Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices" to inform its planning to safeguard student personally identifiable information.

- SSMA uses only technology vendors that comply with Family Education Rights and Privacy Act (FERPA) such as Google Apps (Google Meet), GoGuardian, Powerschool etc. that will not sell and are trusted to protect our students and families Personally Identifiable information (PII) for Distance Learning.
- SSMA staff have multiple levels to information access privileges within its School Information System for different users, teachers and guides. This enables SSMA to restrict and monitor who, when and what student information is being accessed at all times.

All printed information or collected on paper is to be properly destroyed (shredded) or filed appropriately within 24 hours.

- SSMA requires that all student and staff devices are password protected and set to lock or logout user after 15 minutes of inactivity to protect unauthorized access and breach of information.
- All SSMA devices are reformatted and hard drives wiped clean before they are reassigned. Hard drive and memory from damaged equipment are removed and wiped or destroyed before disposal.
- SSMA uses information collected from website and other sources strictly for educational purposes only and not for any commercial purpose.
- Teachers and staff are educated on the proper use of video technology and are not to record or photograph any activity that involve students if possible. Devices issued to students are restricted to disallow recording or installing any third-party extensions for recording purposes.
- SSMA is using Google Meet for Distance learning and all sessions are password protected and available to SSMA students only. These protocols limit students sharing screens with unauthorized users.
- SSMA students are educated on proper online etiquettes in their class sessions in regards how to be safe online and not to share any information online.

Devices issued to students by the school will have pre-installed tracking and content filtering software that prevents them from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely. SSMA devices are solely to be used for educational purposes and are being monitored and controlled with GOGUARDIAN content filtering software. All online usage will be documented and unapproved sites blocked such as games etc.

Students and Parents will read and sign SSMA Computer and Internet Use Policy and SSMA Acceptable Use Agreement before issuance of school device and participation in Distance Learning.

The Acceptable User Agreement outlines measures for online safety and proper use of Devices and Internet resources. Online safety and proper use will also be reinforced by teachers in class sessions. In addition, in an article published in EdSource in April 2020, it states, "One of the simplest ways to avoid unwanted video guests or screen shares, now commonly referred to as Zoombombing, is by using the security settings that are available to those who are hosts in a meeting. Those settings include who can determine who has access to the meeting and who can control

the screen. To keep uninvited attendees out, teachers can check to see if their video service allows for password-protected meetings so others can't join in if they find (or guess) the meeting ID number. Zoom recently updated its video settings to require a password by default to enter a meeting. The password settings are locked for free K-12 education Zoom accounts and cannot be turned off. Another important tip: Schools should set expectations early, such as making it clear that using a cell phone to take a video of an in-class video session is a violation of school policy." SSMA will do all of the above to safeguard PIIs of SSMA users.

Remote Learning Limitations on School-Provided Devices

Equipment

- Policy and guidelines for use of SSMA equipment are provided in SSMA's Technology Policy - (Computer and School Internet Use Policy and Acceptable Use Agreement,

Software

- Policy and guidelines for use of SSMA equipment are provided in SSMA's Technology Policy - (Computer and School Internet Use Policy and Acceptable Use Agreement,

Training

- SSMA's IT team will provide training to staff, students and parents on proper use of school equipment and software.
- Staff will receive professional development on Wednesdays for IT issues that don't require immediate attention.
- Students and families will receive training as delineated in SSMA's School Technology Plan. The IT team aims to provide technology support within 24 hours of requests.

If/how the school's technology policy differs by grade level.

SSMA devices are being controlled with GoGuardian Content filtering and this prohibits use of social media, video games etc. on School issued devices. Parents are made aware that SSMA devices are monitored and if the SSMA Computer and Internet use Policy and Acceptable Use Agreement is violated, accounts may be revoked and devices may have to be returned.

SSMA's Return to School Technology Plan is applicable to staff, students and their families in ALL grades. Equipment, software and training will be provided to support full participation in remote learning throughout the year. Adaptive equipment to support special needs and EL learners will be provided as required *SSMA's Technology Policy (Computer and School Internet Use Policy and Acceptable Use Agreement, signed by parents, provide guidelines on the appropriate use of School Technology).*

Family Engagement Policy

16. **Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:**
    - **How often families can anticipate hearing from the school, and through which methods of communication;**
    - **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
    - **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
    - **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
    - **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
    - **How the LEA will ensure that students and families are given routine feedback on their work both**

formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

)

Family engagement and communication is at the heart of successfully re-opening school in the midst of a health pandemic that has claimed more than 150,000 lives across the country. SSMA recognizes the importance of personal and professional relationships as the engines to promote family engagement and communication at a time when everyone – parents, students, teachers, administrators and families, in general – are fearful, and yet must be able to work together and trust each other to "act and make decisions" in the best interest of the health, safety and academic growth of all parties, and not based solely on the individual needs of any one stakeholder.

This policy articulates how SSMA will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction to maintain the health and safety of the entire school community. In addition to direct messages to parents announcing these activities. Announcements can be found in the Executive Director's weekly "News & Notes."

General School-wide Communication

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, and on-demand notification through social media channels and individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and robocall.

SSMA Executive Director/Head of School publishes a weekly message, "Shining Stars Montessori Academy Public Charter School News & Notes" to whole school community, parents and staff, with updates and previews of upcoming events. (Sample Attached) This message is invaluable and includes posts from the parent group as well as spotlight an activity or person, training opportunities for parents and staff and other calendar dates, special announcements, etc. It is also posted on SSMA's website.

Website

SSMA website, shiningstarspcs.org, will be the location for general information about the school as well as specific details on typical school operations details (menus, activities calendars, Free Reduced Price Meal applications). This information will be available to families **24 hours a day, 7 days a week.**

> Contact Information: Current and prospective students will be able to find all information on how to contact school administration and staff.

> Family Resources: Families will be able to find the Student and Family Hand Book, school enrollment and registration details, links to distance learning resources *[see II. Family Engagement In Continuous Learning section below]* and additional materials to support families, such as social services resources.

> Food Programs: All required information about SSMA's food program will be available to families on a monthly basis.

> Operating Status: The school's operating status (open, closed, weather delay, et. al.) will be communicated on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised on the homepage and/or recieve a One Call emergency notification.

> Student Learning: A link to the learning management system (LMS), Google Hang-Outs, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for students to access online instruction from

teachers and support staff and any distance learning materials.

Social Media

SSMA has social media channels including Facebook, Twitter, Instagram, and LinkedIn. These channels will be used as needed to: build broad awareness of SSMA, engage the broader DC community (and country) in SSMA student and staff success, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e.; learning packet pick ups, student support giveaways, food drive).

Direct to Family

SSMA will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school **at least twice weekly and more frequently with students with higher needs.**

In addition, SSMA's School-wide Plan has a section on Parent Involvement and Effective Parent and Family Engagement that includes best practices: (a) Create a welcoming school climate; (b) Provide families information related to child development and creating supportive learning environments; (c) Establish effective school-to-home and home-to-school communication; (d) Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community; (e) Engage families in school planning, and meaningful volunteer opportunities; and (f) Connect students and families to community resources that strengthen and support students' learning and well-being.

> These practices are very useful and support SSMA's intent to meet students and families where they are and to be transparent with staff, students and families about what it knows and doesn't know and the process by which decisions are made. Fortunately, SSMA has a multi-lingual staff able to communicate with families in multiple languages. SSMA will identify translators when needed. SSMA will pay close attention to marginalized students and families and those with whom there has not been consistent contact to ensure that parents are informed regarding continual learning plans, (virtual/hybrid) any building updates that support distance learning, troubleshooting technology challenges and where possible, SSMA may create a buddy system, with the assistance of the Director of Student Support, to follow up with in-person, direct calls, texts or emails to students and families who need suppor

FAMILY ENGAGEMENT IN CONTINUOUS LEARNING

SSMA has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. SSMA will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

Trainings

During the summer, and at regular intervals across the year, SSMA will provide virtual and in-person training to support families and teachers/staff in navigating the continuous learning plan of SSMA. These trainings will include, but are not limited to:

- Troubleshooting their device at home;
- Accessing SSMA's distance learning platform and materials; navigating the learning management system
- Mandated reporter training (including internet safety for kids); and
- DC Youth Behavioral Health Program Courses.
- Additional training may be offered based on familial requests and lessons learned during distance- and hybrid-learning operations.

Continual Improvement/Routine Feedback

At the conclusion of learning intervals, and at the time of progress reports and report cards, SSMA will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan. Routine feedback, formal and informal, is the Montessori way and is critical to continual improvement. The families of our students who are learning remotely will receive the following:

- Students' schedules to help them stay on track
- A call or email from the teacher or classroom assistant if a student is absent.
- A robo call to the family notifying them of the student's absence from school.

All students who are learning remotely will receive the following:

- An email with announcements and updates from the teacher.
- Daily assignments and expectations shared via telephone, email, and/or Google Classroom.

Shining Stars will not be materially changing its promotion or grading policies. It will continue to administer formative and summative assessments during school year 2020-2021 as stated under Question 6, Section c and parents will receive student report cards and updates throughout the school year.

Resources:

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

CORONAVIRUS PREVENTION COMMUNICATION

The continuous learning plan will enable seamless transitions between in-person and distance learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

Reporting

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact Cherita Moore-Gause, Operations Director or her designee within 24 hours of the household member's diagnosis.

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through an online form which will be created.

Trainings

To prevent the spread of coronavirus, SSMA will offer training for students, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for students, families, and staff
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic

Introductions Teachers and Classmates

New teachers and staff are introduced at the beginning of the school year via the Executive Director's weekly News & Notes, which is distributed via mailchimpapp and posted on the school's website. Personnel are also included on the website, including new hires. In addition there are multiple Back to School Nights, with translators, based on learning cohorts, early childhood and elementary, and SSM routinely conducts town hall assemblies with meet and greet opportunities for newcomers, teachers, staff and parents.

Regarding teachers and students and classmate meetings, return to school is staggered and new students and parents meet one on one with teachers/guides and assistants prior to the start of the new school year, which provides the

opportunity for the new student to tour his/her classroom and meet prior to participating with the full class. In addition, class time, in general begins with a circle activity or meeting for older students at which time new students can introduce themselves to classmates and vice versa. In addition, SSMA's Assistant Principal will lead a workshop, "Creating a Montessori Learning Environment in Your Home During Distance Learning and Beyond."
The workshop includes tips and tools to help families create a Montessori Learning environment in their home. This will be one of many interactive Zoom sessions offered throughout the year as school and families work together to make this virtual learning time the best it can be for the students. This is also an opportunity families to ask questions and get to know other parents in the child's classroom.

Signage and Resources

Signs will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday protective measures and describe how to stop the spread of germs (such as properly washing hands and properly wearing a cloth face covering). These signs will align with CDC and PPE guidance.

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on the SSMA website.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

☑ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

☑ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

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

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

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

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

☑ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

☑ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

☑ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

☑ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

☑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

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

☑ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

☑ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

- An accessible, family-facing description of their continuous education plan; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Shining Stars Montessori Academy Public Charter School

LEA Leader Name: R. Rodriguez

Date: 10-05-2020 12:01 PM