Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

Submitted by: Shining Stars Montessori Academy PCS
5/3/2020

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.[1][2]

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

Instructions for Public Charter LEAs
Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

☒ Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

Instructional Continuity

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain,

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[1]

[2]

in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

2. If your plan depends on the widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate students who do not have access to the internet at home.

4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

6. Please elaborate on how you are assessing student participation in distance learning.
   a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
   b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that students are making academic progress through distance learning and how you are providing that information back to students and families.

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:
   a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.

b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?

9. Please elaborate on the following areas of support for students/families with disabilities:
   a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?
   b) How are you maintaining IDEA timelines in collaboration with families and documenting delivered services?
   c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
   d) What steps are you taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued guidance related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an FAQ document on this topic on March 25, 2020. The LEA should review that guidance document in its entirety and provide the following assurances:

   ● Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
   ● When school resumes, the LEA will convene 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; and
   ● The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

☒ The LEA assures the statements above.
Note: These documents are on file with the PCSB/Epicenter.

Student Grades

11. Describe how the LEA will make student promotion decisions for this school year. Be sure to describe how student work before the emergency will be used in making decisions as well as work completed through distance learning.

The COVID-19 pandemic has undeniably interrupted student learning and teacher instruction. Student work before the health/economic emergency will be paired with work completed during distance learning to create a snapshot of the student's academic performance as a compilation of standardized assessments, portfolios, classroom work and observations, academic performance using technology and as recorded via

teacher observations during distance learning.   While we need to be able to assess and report on where students are in their academic journey, SSMA believes it would be detrimental to retain a sixth grader, because of conditions beyond their control, and impede him/her from being promoted to 7th grade, which for our students is the start of their middle school educational experience.

As more data becomes available, SSMA may consider some limited standardized testing, such as MAP, from home on the honor system where parents and students would sign a statement assuring that the child completed the test and received no assistance taking the test. In order to forward a more amplified snapshot of student academic performance for his/her 6th grade career.

During distance learning, all SSMA students are expected to participate in live and recorded lessons (ie., synchronous and asynchronous), receive feedback from teachers and complete new assignments. Decisions about student promotion and progress will include, but are not limited to:
- completion of assignments
- meeting individual student performance expectations
- student attendance
- teacher check-ins
- teacher professional judgment/observations

12. Describe how the LEA has communicated or will communicate grading policies and promotion decisions to families and on what timeline.

SSMA intends to communicate its grading policies and promotion decisions to families before June 5th, the last day for students of School Year 2020. Parents of sixth graders will be notified earlier and asked to submit the graduating students' new school, in order to compile and forward school records to the receiving school in a timely manner.

In order to make decisions in a timely manner, SSMA's Board of Trustees as increased its meeting frequency during the pandemic to ensure that it is fully aware of school operations, challenges and success, during these unusual times. The Board has a Google Hangout meeting with the Executive Director every Friday in order to support, discuss and make policy decisions as they arise to ensure smooth school operations, paying particular attention to human resource *a*nd health and wellness issues, including, but not limited to: i.e. sick days for teachers and staff who may test positive for COVID-19 or those who may be immuno-compromised, safety policies, protocols and policies for cleaning, lunch preparation/ distribution, etc.

Grading and promotion policies, and any outstanding policy discussions, to date, which require Board actions will take place, be voted on and communicated to parents, no later than the end of May.   A list of other vehicles utilized for parent communication in general, include:

- News and Notes Newsletter from Executive Director (weekly)
- Special Messages from the Executive Director
- Teacher communications to parents (email and Google Parent Hangouts)

- Website (www.shiningstarspcs.org)
- School social media (Facebook, Instagram)
- Virtual Parent Engagement Program
  Workshops

The current SY20 Student/Parent Handbook contains general information regarding grading policies and promotion requirements. In addition, the last week of school is Spirit Week. During this period SSMA will host a series of special events that honor student milestone transitions from kindergarten to first grade, from third grade to fourth grade and sixth grade transition to middle school. Prior to the end of the school year, SSMA will also convene another virtual town hall (the second in four weeks) to discuss year close out and tentative plans for next year. (The school will also continue to offer open house meetings and school for parents - but virtually . Parents matched before the June ` deadline have also been invited to join currently enrolled parents in the school's virtual enrollment 'how-to' seminars, and Town Halls).

13. For LEAs with high schools: Describe the policy used to award credits required for graduation.
Not Applicable

Supporting Students After the Emergency
The purpose of this section is to inform city-wide planning for recovery. OSSE understands that LEAs may be in the planning phase when examining these questions. LEAs should outline their preliminary thoughts to these questions.

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g., summer school or planning for next school year)?

In preparation for the 2020/2021 School Year, SSMA plans to re-open school in early August, contingent on the lifting of the current health emergency quarantine and closures. SSMA is committed to providing the academic and social emotional supports all students will need to succeed in the new school year. We plan to support our students in the following ways:

Early start for 20-21 SY (August 1)
After school/extended school day
Possible Saturday school
Possible extension of distance learning model
Tutors
Continued support for facilitating access to online learning tools by seeking funds for maintaining Internet access and a computer for every home, parent training /tech support

The first two months of school, August – September, will focus on supporting students who missed learning time following extended closures in 2019/2020. Depending on resources, SSMA aims to recapture loss learning from the previous school year, in addition to provide student social-emotional support, respond to student trauma, and address the crisis itself with student and community building as suggested by EmpowerEd: An Education Recovery Plan for Washington, D.C., created by DC Educators with EmpowerEd

However, SSMA is a small school with a limited school footprint of approximately 33,000 sq feet for 320 to 340 students, teachers, administrators and support staff. There are many challenges in creating transition plans that support responsible re-opening of school.   The CDC recommends (a) spacing desks

 feet apart, (b) refraining from field trips and school assemblies and (c) eating lunch in classrooms instead of cafeteria. The most difficult one is social distancing due to the size and configuration of the school building itself.

Between now and June 5, 2020, the last day of school for students, administrators will be analyzing data in order to forecast what will need to be developed for 2020/2021.   Teachers will be drawn into these discussions once the students have completed the school year. Based on the data we have before us currently, SSMA has no option but to create multiple transition plans for re-opening school in 2020/2021, none of which can be finalized in isolation of District and federal government plans to lift quarantines and get people back to work. The fluidity of residents and workers in the DMV begs for uniformity among the three jurisdictions. You can't get people back to work until you get children back to school. And, there is no vaccine and compulsory education begins at Kindergarten. Like it or not schools are the largest childcare provider in the city and nation.

Red	Orange	Yellow	Lime	Purple
School Building Closed	Transition Phase 1	Transition Phase 2	Transition Phase 3	Full Operation Phase
100% virtual learning	Small # of students operating from multi-sites + strict social distancing	SSMA open to all students with strict social distancing, including potentially staggered schedules	SSMA open to all students, and some strict social distancing measures relaxed	As normal
Plan A See above	**Plan B** PK3-6 ½ day option	**Plan C** PK3-6th grade	Plan **D** PK3 – 6th grade	**Plan E** See above

So, how do we ensure a quality education for ALL our students and cut our school population in half without committing academic/financial suicide? Should we do ½ days and rotate in order to accomplish distancing ratios? Will there be a need for an additional site to follow CDC social distancing guidelines and funds to accomplish it? What about siblings? How might the loss of Head Start city-wide impact early childhood enrollment? How do we keep the building clean and disinfected with so much use? Will the District continue to provide a FT nurse on site? Should we be taking temperatures before we allow people into the building? How do we configure desks 6 ft. apart in our constrained space? Is there more space to be rented elsewhere and can we afford to do so? Who are we distancing from, the students, the teachers, both? How do we insulate ourselves from student and teacher/staff attrition? How do we

employ two sets of teaching staff: a cadre of on-line teachers and specialists and brick and mortar teachers to serve as in-classroom guides? How much of a budget cut should we anticipate? How do we avoid the litigious side of education? And most importantly, how do we honor the humanity and uniqueness of the individual while we do what is developmentally appropriate to maximize learning and the socio-emotional development of our students, which is the mission of our school?

The above questions require further discussion as there are various external and internal factors, not currently known, that will affect our decisions. We are working to address these questions as more guidance is provided from the District and OSSE.

This is both our quandary and mission. We will continue to build it as we live it. As we face the very real prospect of schools closing for multiple extended periods of time, no doubt we must come back to the drawing board and try to figure out more sustainable approaches to distance and in-classroom learning that is more developmentally appropriate and in line with Montessori principles. It's one thing to do Zoom meetings for a few weeks, but a whole other thing to do it for a few months or entire school year.

It's easy to get lost in these details and forget some of the main principles that we hold dear as Montessori educators in terms of how elementary children learn best. While everyone had very little warning before we suddenly plunged into this new way of teaching and learning, it's important to take a step back and look at the programming that we are offering from a Montessori perspective.

A great framework for building such a program would be the ***Psychological Characteristics of the Elementary Child*** as described by Dr. Maria Montessori. These are qualities and characteristics that Montessori observed in children ages 3-12. While some educational models fold many of these characteristics into the daily experience of the elementary child, the Montessori approach for elementary children is reliant upon these psychological characteristics to inform and guide us in how to best serve the needs of the child in the second plane of development. It is from these characteristics that the SSMA elementary curriculum was developed.

Rather than abandoning our Montessori principles, or even adding Montessori theory on top of the distance learning program we have designed, SSMA instead invites everyone to consider the best way that elementary -age children learn and develop and then build a program based upon those developmental needs. Rather than building a program and fitting a child into that program, we want to build the program around the child. From May through July, we will be busy doing just that. We have more data now than we did in March when we first authored our contingency plan. Hopefully, we are a little wiser.

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

☐ Achievement Network (ANet)
☐ Affirm
☐ Developmental Reading Assessment (DRA)

☐ DIBELS/Acadience Reading
☐ Great Minds
☐ i-*Ready* – Curriculum Associates
☒ NWEA-MAP
☐ Reading Inventory (RI)
☐ Renaissance Learning's STAR Reading/STAR Math
☐ Scholastic Reading/Math Inventory (SRI/SMI)
x Other Vendor Created Non-Summative Assessment (please specify)
        PPVT - PK3-PK4 (Literacy)
        TEMA - PK3-PK4 (Math)
        K-WAP, ACCESS, WIDA for English Language Learners
☐ Other LEA- or School-Developed Non-Summative Assessment (please specify)
☐ Other Practice (please specify)
16. What steps will the LEA take to review policies, processes, and systems to improve the implementation of distance learning in the future?

SSMA's Board of Trustees is working closely with the Executive Director/Head of School to examine existing policies and forecast where changes may be needed as different Transition Plans are developed to close out this school year and prepare for the upcoming school year. Trustees are increasing their skills by participating in webinars hosted by Charter Board Partners and have been working closely with the Executive Director/Head of School regarding policies ranging from human resources and attendance to grading and promotion.

The Executive Director meets weekly in virtual meetings to keep the board involved and distributes a virtual briefing book to ensure that Trustees are informed as the pace at which changes are made has quickened and the importance of how carefully the school must be in its decision making to ensure compliance with federal guidelines.

Additionally, the Executive Director/Head of School and senior administrators are constantly planning regarding systems and processes to improve the implementation of its virtual learning program and how best to transition from 100% virtual learning to a return to a brick and mortar facility with varying degrees of social distancing to promote safety and well-being of the student and teacher population.

What are the touch points, protocols that need to be tweaked to identify any new positions that may be needed as the skill set of the teaching pool becomes broader and necessitates additional professional development in technology from utilizing different learning platforms to the basics of videotaping classroom lessons and developing a level of comfortability for virtual teaching and communication at levels not known heretofore within the Montessori learning environment.

Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know that schools may have challenges in meeting the requirements for 180 instructional days this school year.

The LEA must select **ONE** of the following options by highlighting the text and providing additional information as relevant (for options 2 and 3):

OPTION 1:
In the instance where an LEA believes that its distance learning is equivalent to the 6 hours of instruction per day requirement, select Option 1, by highlighting the text below.

The LEA **IS NOT** seeking a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency sufficient to meet the 180 days of 6 hours of instruction per day requirement with its distance learning plan, as described above.

OPTION 2:
In the instance where an LEA is providing 180 days of instruction, however, it needs a waiver from the requirement that it provide instruction equivalent to the 6 hours per day, select Option 2, by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.
● Number of Instructional Days in 2019-20 school year Calendar: _____
● Number of Instructional Days Completed Before March 16, 2020: _____
● Number of Days of when Distance Learning was provided at less than 6 hours per day: _____
● Number of Days Requested to be Waived from 6 hours of learning: _____

OPTION 3:
In the instance where an LEA has provided some distance learning but also is <u>not</u> providing 180 days of instruction (for reasons such as substituting PD days for some instructional days during the transition to distance learning or changing the calendar to end the school year early), select Option 3 by highlighting the text below and providing the additional information requested.

The LEA <u>IS</u> seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. <u>Additionally</u>, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person <u>or</u> distance learning. The LEA also seeks a waiver for that instructional time.

● Number of Instructional Days in 2019-20 school year Calendar: **182**

- Number of Instructional Days Completed Before March 16, 2020: **120**
- Number of Days of Distance Learning Provided: **54**
- Number of Days Requested to be Waived from 6 hours of learning: **8**
- Number of Days Requested to be Waived from providing instruction: **8**
  - Indicate which calendar days being requested for waiver on which instruction was not provided: **6/8/2020 - 6/12/2020; 6/15/2020 - 6/17/2020**

By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: __Shining Stars Montessori Academy PUblic Charter School

LEA Leader Name: Regina Rodriguez-Garcia

LEA Leader Signature: *R. Rodríguez García*
Date: 05/03/2020

DC Public Charter School Instructional Contingency Plan

Shining Stars Montessori Academy PCS
3/17/2020

<u>Instructions:</u> As part of our emergency response planning, DC PCSB requests that schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form below or submit a plan in an alternative format, but it must respond to all of the prompts outlined below.

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.)

SSMA students will have continued access to our educational programming for core content classes in the event of a long-term school closure. The disparate access to online services has required that the LEA employ a combination of platforms, including Google Classroom, live streaming via Google Hang Outs, paper packets and teacher/ specialist weekly student check-ins. The online platform allows for teachers to conduct classes, upload documents for student practice, engage in lessons online and track student understanding. The paper packets include daily assignments and the onus would be on parents to scan them back to the school for teachers to check for content mastery.

Sample Practical Life for Work at Home across 3 Grade Levels (PK3-Kindergarten)
https://docs.google.com/document/d/1XyzH7CLP1bf056A-L36DS6k6uohw15JZBx5zhMF6gCg

SSMA Video Clip on Proper Way to Wash Hands / Gli Getm Inspection (3/16/2020)
https://docs.google.com/document/d/1XyzH7CLP1bf056A-L36DS6k6uohw15JZBx5zhMF6gCg

Sample On-Line Resources (IXL and A-Z) K.-6th Grade
https://docs.google.com/document/d/1dxvpfNKTNx3xKit-9Jo6v9BPY9-rq37E4QeAJ1UpC1A

DC Public Charter School Instructional Contingency Plan

The guides will provide daily lessons via Google Hang Outs. Attendance will be taken during the virtual lessons with guides scheduling make up sessions for absent students.

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

Families without in-home internet access can take advantage of one of two opportunities provided by the Shining Stars. They can have a device checked out to them for student use for as long as the closure remains in effect, or they can retrieve prepared grade level packets from the main office at hours designated by administrative personnel. The latter can also be emailed to parents once it is ascertained that they have printing capability. Each classroom guide has built in times within their schedule when they will avail themselves virtually to answer any questions that parents may have as well as maintaining a 24 hour response time if they have questions via email.
SSMA is looking into providing hotspots to those families who have indicated possible and/or actual connectivity issues. This particularly support our MKV families who are experiencing housing insecurities and are unable to secure permanent connectivity (at this time).

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.

Please see above. [Students were identified by their guides placing calls to homes and by using parent surveys in multiple languages so that the LEA could accurately gauge the needs of the student body}. All MKV identified families were automatically added to list to be considered for technology support (both in terms of technology and with connectivity where and as needed.

4. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

DC Public Charter School Instructional Contingency Plan

> *Guides have created and will continue to create engaging standards-based, Common Core aligned lessons in accordance with their Curriculum Maps and the Montessori Curriculum. As use of the Montessori materials will be curtailed as students are not physically in the classroom, guides will be creative in the practical life application portion of their lessons and students will use items readily available in their homes. Students will be required to consistently use all four domains of language; and techniques like interviews, journalling, voice memos or oral presentations will be utilized to allow for practice in each domain. Students with disabilities will benefit from personalized check ins with their providers according to their IEP goals, while ELLs will report to Google Classrooms for check ins and also have weekly personalized calls with their designated specialist.*

5. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

> *SSMA will take advantage of the re-designed PD day on March 16th to train staff on the online platforms and student learning expectations moving forward. The principal and the point person will train in small groups to familiarize staff with creating Google Classrooms, and live streaming on YouTube. After Spring Break when the Distance Learning Protocol goes into effect, the parent (and students) roll out will happen as the first in the series of distance learning lessons. As the pace of learning quickens, the staff can then employ the online platforms with greater and greater fidelity and also begin to do assessments of learning in the new platforms.*

6. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.

> *One of the main point persons involved in training the staff and rolling out the protocol is the Director of Special Education. Contributing to the process via the benefit of his lens is ensuring the compliance with the Individuals with Disabilities Act and Section 504. Under his purview, his staff will also use the online and paper platforms, whichever best fit the IEP goals of the students in his population. In ensuring the continuity of services during times of extended school closures, curriculum-based instructional activities and materials will be made available via electronic platform and/or hard copy for families of students*

with disabilities. Learning Specialist and Related Service Providers will plan to provide weekly virtual instruction, instructional telephone calls, and other video/phone checks-ins with students/parents to provide direct instruction and consultation. This support will be logged into SEDS and noted on SSMA Service Logs. All meetings, including Annual/Triennial and other MDT meetings will be arranged and held via Google Hangouts or other conferencing tool. When feasible, clinicians will conduct evaluations at a specified location and utilize non-direct contact portions of evaluations (parent and teacher surveys, interviews, etc.)
SSMA will continue to review OSSE and DoE guidelines/circulars for guidance on how LEAx canbest continue to be IDEA FAPE compliant .

Instructional Contingency Plan Update

In response to the COVID-19 pandemic, LEAs have been asked to implement Instructional Contingency Plans to ensure students have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. The questions below ask LEAs to share an update about implementation of their plans, and to elaborate further on specific areas.

1) **What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?**

   We have now moved our distance learning to an E-Learning format which includes the use of Google Classroom (for the submission and monitoring of tasks, activities, and assessments) and Google HangOuts (used for administering our daily virtual lessons). Each day our multi-age classrooms have three virtual lessons based on grade level. The Guides also conduct two parent Google HangOuts allowing parents to personally address any questions or concerns they may have as well as provide individual support as needed..

2) **Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.**

   Students are given daily tasks, assignments, and assessments by the guides and specialists through Google Classroom. Students complete and then submit them electronically for review and progress monitoring. This data is used to drive further assignments as well as the instruction given during the daily virtual lessons.

3) **Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.**
   ● **Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.**

   Attendance is taken daily via the virtual lessons. Guides take attendance before beginning their lesson. Attendance is put into an excel spreadsheet and monitored daily. The school's attendance committee will verify absences to ensure students are attending class sessions regularly and

to monitor possible chronic absenteeism. If a student has three (3) consecutive absences during distance learning days, a member of the attendance committee will contact the parent/ guardian of the student and determine the reason and/or cause of the absence. Shining Stars and the student's parent/guardian will determine what assistance is needed, if any, to get the student back in his or her academic routine to ensure the child successfully completes the school year. A student's academic success is dependent upon the student's active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date and to actively participate in class lessons and discussions.
See link for school policy / revised protocols:
https://docs.google.com/document/d/1TE_nGzLGAJiNP5bnGFJ7pNejpuQVLVk DqSi65-PBflk

4) **Please elaborate on the following areas of support for students/families with disabilities:**
   - **How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.**
   - **How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.**
   - **What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.**
   - **What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.**

In providing services and support for students with IEPs and 504 plans, Special Education Teachers and Related Service Providers are using a variety of resources including Google Hangouts, Google Classrooms and other online media as well as email and telecommunication. Specific high priority goals identified as critical skills and essential have been selected from the students' IEPs as areas of focus to maintain in prevention of regression while distance learning continues. Special Education Teachers and Service Providers have collaborated with classroom teachers to create daily schedules for 1 on 1 sessions which consist of instruction and or therapies. In addition to working on IEP goals, Special Education Teachers and Related Service Providers also collaborate with Classroom Teachers to provide assignment modifications when needed to support students with classroom work.

Special Education Teachers and Related Service Providers also provide weekly consultation for parents and teachers on student progress and on using resources to help support their students' instruction at home. In the event that a parent/guardian requires additional support due to an identified disability, SSMA will utilize various modalities to accommodate. For example, American Sign Language Interpreters and Closed Caption can be used during conference calls for MDT meetings and consultations. SSMA also utilizes pre-recorded video lessons for assignment tutorials via Loom recording software for parents to access in assisting with their student's learning. All services and outcomes are recorded within the Special Education Database System as well as an internal Google data tracker document. This information is reviewed weekly to monitor student progress. This data will also be compared with data collected prior to school closure to help with Multi Disciplinary Team meeting discussions on potential provision of compensatory services and the need for Extended School Year services. In considering Special Education annual, triennial meetings and evaluations, when feasible, IEP meetings will be held virtually either online or by phone. In planning for assessments, when feasible and ethical, clinicians will provide the necessary assessment materials and conduct evaluations virtually. When school resumes, students who require in person observation or a more intensive evaluation will continue in the process. In addition to existing data, additional evaluations may be conducted to assess student regression and necessary time for recoupment of skills. MDT meetings will be held to review the data and develop, if necessary an appropriate action plan.

5) **Please elaborate on the following areas of support for students/families with limited English proficiency:**
   - **How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.**
   - **What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.**

   The ELL Students and families at SSMA have access to the school's weekly News & Notes by the Executive Director which provides information and guidance regarding the school's E-Learning program ; the key points of

which, especially as it relates to any COVID-19 these updates are also translated into Spanish and Amharic. There is also a native Spanish speaker who fields Spanish speaking parent inquiries and provides support on an as needed basis. Though other languages are spoken here, parents are fluent in English. The translated documents have often been followed by calls in the native language (Spanish); especially where device distribution and tech support have been an issue. The point of concern is where there is an intersecting population. In these instances we defer to the assigned special educator to work on IEP goals while ELL instruction has a greater focus on access to content.

All language domains are addressed during instruction by the ELL specialists regardless of the level, and whether the lesson is live or virtual. There are two ELL specialists; one serving primary ELLs and the other focusing on the elementary ELLs. In the case of the former; the focus is phonemic awareness, grapheme knowledge, blending sounds and early reading skills. Assignment types for PK3 and PK4 students are often movement based to further gross motor development. Students are also required to identify beginning and ending sounds, rhyming words and word families. Repetition and checks for understanding with students and parents alike, reinforce content taught and verify student mastery. Collaboration with parents is critical for student success at this level. With K and first graders the work is more computer based. Assignments are primarily multiple choice to encourage computer skills development and the focus is sentence formation. Spelling tests are given every Friday in an effort to broaden student vocabulary.

Where the elementary ELL's are concerned, the focus is synthesizing the four domains of language via daily speaking and writing prompts. The development of Listening, Speaking, Reading and Writing skills is incorporated into every lesson. Students read the prompts and choose one about which to write. They create voice memos to develop greater ease and facility with spoken expression. They listen to mini-lessons presented and respond to probing questions based on lesson content. They receive and incorporate tips for more robust writing.

Steps being taken to ensure that non-English speaking family members are able to access content to support students' learning- is a growth area for us. The focus heretofore has been getting the students the technology needed and to get them learning. With working parents and multiple student households it can become a challenge. Be that as it may, Guides, Attendance Committee members and administration alike are all reaching out to families (vua email, text and phone calls) to ensure that

students are understanding and keeping up with what is being presented. These various mediums of contact allow us to ensure that non- English speaking family members are able to access the content and support their scholars' learning.

6) **Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?**
   ● **If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.**

A plan for missed learning time will be developed and clearly articulated to all stakeholders by May 18th. Much will depend upon lessons learned between now and then, and budgetary constraints. Mayor Bowser has already announced a budget shortfall and hiring freeze, which may impact our ability to hire additional teachers if our evaluation of student learning suggests the need for additional staff or staff with different skills. That said, Shining Stars is cautious about over promising. We are, metaphorically, building the plane and flying it at the same time. Can E-Learning be effective learning? Yes, but it requires certain skills, behaviors, study habits, computer equipment, and discipline not typically required or found in early childhood

and elementary learners nor in their households. Is there a body of research that substantively demonstrates "how to conduct" E-Learning among dual language, Montessori, early childhood and elementary student populations? None that we know of. While education and the Internet have often been described as the great equalizers in life, how we provide quality E-learning to our diverse student population and ensure, to the best of our ability, effective learning strategies for at-risk populations is our greatest challenge.

We are entering our third week of creating, implementing and analyzing a new mode of learning for our students and guides during a period, unlike anything this country has experienced since the 1918 Influenza Pandemic. We continue to distribute chromebooks to families who thought the technology they had at home was sufficient and have since learned in doing so, that it was not. We will analyze data collected and utilize that data to inform our plan. We are extremely proud of our school community and are

mindful of the demands, realistic and unrealistic, we place upon them in such uncertain times.