

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Breakthrough Montessori PCS

LEA Head of School Name: Emily Hedin

LEA Type: Pre-K ; Elementary

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

☒ 1. Provision of 1:1 learning devices.

☐ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.

☐ 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___ learning devices.

170

a2. Distribution Strategy:

The devices are:

Will be distributed to all students in the event of a foreseen school closure (e.g., with advanced warning).

a3. An accurate assessment of current student access to broadband internet/WIFI.

☐

a4. Approximately ___ % of our students have access to broadband internet/WIFI at their situational distance place of learning.

91%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently have it in the event of the need to move to situational distance learning.

Breakthrough Montessori maintains a supply of hotspots and connected devices to lend to families in the event that the school transitions to situational distance learning and the family does not have reliable access to broadband internet/WIFI. At the beginning of SY20-21, SY21-22, and now SY22-23, Breakthrough circulates a community survey via Google Forms where families indicate their need for a Chromebook and hotspot/connected device. The survey link is circulated via e-mail and text message to ensure maximum family participation. Breakthrough maintains a list of families that have expressed a need for a hotspot/connected device in order to promptly distribute these items if the need arises.

Breakthrough also provides information on the Internet Essentials program offered by Comcast, as well as information on free internet services available for qualifying families available through programs offered by the DC Government. Breakthrough circulates this information through newsletters, and Breakthrough staff members are available to assist families with the application.

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

Breakthrough maintains a supply of Chromebooks that allows the school to provide a Chromebook to 60% of the student body in the event of situational distance learning. Data from the previous two school years indicates that this is sufficient supply. In boy SY20-21 and SY21-22, Breakthrough provided Chromebooks to all students whose families requested one, with a surplus available to replace Chromebooks that broke or were lost.

All student Chromebooks are inspected and updated over the summer break to ensure they are ready for immediate distribution and use.

At the beginning of SY20-21, SY21-22, and now SY22-23, Breakthrough circulates a community survey via Google Forms where families indicate their need for a Chromebook and hotspot/connected device. The survey link is circulated via e-mail and text message to ensure maximum family participation.

In the event of situational distance learning, Breakthrough circulates electronic newsletters and text messages that alert families to the dates and times in which they can pick up their student's Chromebook. Breakthrough offers Chromebook pick-up opportunities on multiple days to ensure families can receive a device. Prior to receiving their child's Chromebook, a parent/guardian must complete a Chromebook Lending Agreement and Policy for Use.

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

i. Method for family engagement (including communication) during situational distance learning.

Describe the LEA's method for family engagement during situational distance learning in the space below.

During situational distance learning, Breakthrough employs a multi-pronged approach to family engagement:

- School-wide communication: Breakthrough leaders send regular electronic newsletters in English and Spanish that include relevant school-wide information about the transition to distance learning, including: the reason for situational distance learning, the anticipated duration, the metrics used to evaluate any further need for situational distance learning, resources available for families during distance learning, and re-entry requirements (such as testing). Information regarding the school's transition to situational distance learning, as well as the return to in-person learning, are also communicated via text message.
- School leaders also ensure each student at Breakthrough Montessori has login credentials for the platforms used during distance learning, which include Clever, Seesaw, iReady, and RAZ Kids. These login credentials are prepared before the start of the school year so they are ready for distribution as soon as the transition to distance learning has been announced.
- Classroom communication: Breakthrough teachers send schedules for distance learning to families. These schedules are prepared before the start of the school year so they are ready for distribution as soon as the transition to distance learning has been announced. Teachers also send bimonthly classroom newsletters to provide families with information on specific activities, work, and content introduced in the classroom.
- Family Engagement: Throughout the school year, and especially during distance learning, Breakthrough provides families with regular opportunities to engage meaningfully with school leaders about Breakthrough Montessori COVID-19 Mitigation & Response policies. These opportunities include regular anonymous surveys, monthly forums with the executive director, school-wide community meetings scheduled throughout the year and as needed, and a COVID-19 task force that includes representation from family, staff, and Board of Directors. Families engage with their child's teacher through family education seminars (offered virtually), parent/teachers (also offered virtually) and classroom observations (which can take place in both the in-person and virtual posture).

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.

Describe the LEA's communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

Breakthrough leaders will communicate with families ahead of anticipated surges in COVID-19 infections to remind them of our criteria for transitioning to distance learning. When making a school or classroom-specific

decision to transition to distance learning, Breakthrough looks at data on staff availability and the percent of students and staff in quarantine. During a COVID-19 surge, we review staff and student availability every day at 4pm. We announce the school's posture for the following day by 8pm.

As soon as the decision to move to situational distance learning has been made, a school-wide e-mail and text message is distributed. In addition, Breakthrough posts the news to social media, Konstella (a communication platform used by the Breakthrough School Home Association), and Slack (a communication platform used by Breakthrough staff).

Breakthrough uses an e-mail and text message distribution system that records which e-mail addresses and phone numbers have both received and opened/read the communication. Following the announcement of a move to situational distance learning, Breakthrough administrators (including the executive director, director of curriculum and instruction, coaches, director of student support, and coordinator of equity and engagement) review reports from these platforms and call any family not recorded as having opened/read the communication.

c. Additional Considerations

i. Family training and support.

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

Breakthrough provides families with written instructions on how to access their student's distance learning platforms, as well as recorded tutorials on these platforms. Breakthrough staff members are available to schedule a 1:1 consultation/training as needed to support families in accessing their student's distance learning platforms.

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

Breakthrough provides staff with all COVID-19 Mitigation & Response policies, including our situational distance learning policy prior to the start of the school year. Breakthrough ensure all student login credentials are created, all lead faculty have Zoom accounts, and all classroom faculty have their distance learning schedules prior to the start of the school year.

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

Describe the LEA's expectations in the space below.

In the event that Breakthrough needs to transition to virtual learning, we will pivot for up to 10 calendar days. Breakthrough reviews data on staff availability and percent of students and staff in quarantine to make a decision regarding situational distance learning. During a surge, Breakthrough leaders review student and staff availability every day at 4pm and will announce the school's posture for the following instructional day by 8pm.

Expectations for teachers are stated in Breakthrough's Employee Handbook and COVID-19 Mitigation &

Response Policies and apply for situational distance learning as well. Expectations include: communicate absences in a timely manner; immediately inform supervisor of COVID exposure, COVID positive result, or onset of COVID symptoms; professional conduct at all times; compliance with Breakthrough's policy on Safe Practice for Zoom and Distance Learning; respect for all Breakthrough Montessori policies, which apply to both in-person and situational distance learning.

Expectations for students and families are stated in Breakthrough's Family Handbook and COVID-19 Mitigation & Response Policies and apply for situational distance learning as well. Expectations include: full attendance (both in-person and distance learning); communicate student absences in a timely manner; immediately inform the school if student has a COVID exposure or COVID positive result; compliance with Breakthrough's policy on Safe Practices for Zoom and Distance Learning, as well as policies governing student technology use; respect for all Breakthrough Montessori policies, which apply to both in-person and situational distance learning.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

During situational distance learning, Breakthrough provides students with direct instruction, assignments, and follow-up work equivalent to the 5 hour instructional day offered during in-person learning. An example class schedule is copied below:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Prep Time				
8:30 - 8:50	K 1 Language	K 2 Language	K Science/ Cultural Studies	K 1 Math	K 2 Math
	PK3 & PK4 Read Aloud				
8:50 - 9:00	Prep				
9:00 - 9:20	PK4 Sensorial	PK4 Language	PK4 Math	PK4 Practical Life	PK4 Sensorial
9:20 - 9:30	Record Keeping				
9:30 - 9:50	PK3 Language	PK3 Practical Life	PK3 Sensorial	PK3 Practical Life	PK3 Sensorial
9:50 - 10:00	Record Keeping				
10:00 - 10:30	Planning Time				
10:30 -10:50	PK3 & PK4 Group Art Activity				

	1:1 Math Lesson	1:1 Math Lesson	1:1 Math Lesson	1:1 Math Lesson	1:1 Math Lesson
10:50-11:00					
	1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson
11:00 - 11:20	1:1 with classroom assistant	1:1 with classroom assistant	1:1 with classroom assistant	1:1 with classroom1:1 with classroom assistant	
11:30 - 12:00	Record Keeping				
12:00 - 12:15	Prep				
12:15-12:45					
12:45 - 1:30	Lunch				
	Independent work	1:1 Math Lesson	1:1 Math Lesson	1:1 Math Lesson	1:1 Math Lesson
1:30 - 1:50		K Practical Life/ Sensorial			
		1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson
2:00-2:20		K Art lesson			
2:30 - 2:50		K 1 Language	K 2 Language	K 2 Math	K 1 Math
		1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson
3:00 - 3:20		1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson	1:1 Language Lesson
		K Read Aloud			
3:30 - 4:00	Record Keeping				
4:00 - 4:30			Level Meeting		

Breakthrough will record attendance daily for students participating in distance learning. Virtual Learners must participate in all synchronous learning opportunities in core content areas (math & ELA) and submit at least one asynchronous assignment in order to be considered “present.”

Breakthrough faculty use a number of methods to ensure the daily touchpoints necessary to confirm a virtual learner’s attendance. These touchpoints include:

- Direct “face-to-face” online contact through Zoom during core subject area classes (math & ELA)
- Completed assignments submitted via Seesaw after viewing a pre-recorded video
- Completed assignments or work product uploaded to Seesaw
- Photos of completed assignments, activities or projects uploaded to Seesaw
- Videos of activities uploaded to Seesaw

Breakthrough Montessori will take the following steps to track student attendance during distance learning:

- The school will maintain one database where all classroom staff record virtual student attendance. The database is designed to include every synchronous learning opportunity that has been assigned to the student. After each meeting, Breakthrough staff members are responsible for immediately recording in the

database if the student was present or absent from the meeting.

- The database is reviewed at 3:30pm by all classroom guides. Students who were absent for all meetings and did not respond to any prompts or assignments in Seesaw are reported by the guide to the operations associate.
- The operations staff marks these students as absent in eSchoolPlus and marks all other students as present.

Breakthrough Montessori will take the following actions to address absences for both in-person and virtual learners:

- The operations associates call/text the families of every student who was absent the day before without providing notice or rationale. The operations associates will determine the reason for absence and determine what's needed to ensure future attendance.
- After five unexcused absences, the Director of Curriculum and Instruction, with support of the school social worker, will contact the family by email and phone to set up a meeting to discuss the student's attendance.
- After ten unexcused absences, the Director of Curriculum and Instruction will submit a report to the Child and Family Services Agencies and to OSSE, as required by law.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

☐ The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

https://docs.google.com/document/d/1w4RfY-DwhDvtqPU5KwF5YNfD_spg-xt8/edit#heading=h.gjdgxs

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

v. Summer programming

b. Instructional Changes

High-impact tutoring ; New curriculum purchase ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional staffing ; New software purchase

d. Any Other, Please Describe

e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

Summer programming: During summer 2022 and summer 2023, Breakthrough Montessori will provide 3 weeks of summer programming for students who are entering grades kindergarten and above. This program will target students who are not yet meeting grade-level performance benchmarks in reading and math, per spring results of the iReady assessment. The summer program will provide approximately 36 hours of instruction in reading and math with the goal of moving each student towards grade-level performance ahead of the upcoming school year.

High-impact tutoring: During the 2022-23 school year, Breakthrough will continue to offer high-impact reading tutoring in collaboration with Reading Partners. During the 2021-22 school year, Reading Partners provided tutoring to 40 students in kindergarten through grade 4. Among the students who participated in Reading Partners, the average median progress towards typical annual growth in reading was 72%, and the median progress towards stretch growth in reading was 52%. Fifty-eight percent of students who participated in Reading Partners during the 2021-22 school year improved their grade placement from fall to spring.

Breakthrough will also continue to offer high-impact tutoring with our full-time reading specialist. During the 2021-22 school year, Breakthrough's literacy specialist provided 1:1 and small group support to 15 students in kindergarten through grade 4. Among these students, the average median progress towards typical annual growth in reading was 45%, and the median progress towards stretch growth in reading was 33%. Forty percent of students who worked with the literacy specialist during the 2021-22 school year improved their grade placement from fall to spring.

During the 2022-23 school year, students will be identified for support from either Reading Partners or Breakthrough's literacy specialist based on iReady diagnostic scores. We will target students who are reading one or more grades below level.

New curriculum purchase: During the 2022-23 school year, Breakthrough will purchase and implement the following curricula to support accelerated learning among students with Specific Learning Disabilities (dyslexia, dysgraphia and dyscalculia), as well as ELL students.

On Cloud Nine: Mathematics Curriculum

- Develops the ability to image and verbalize the concepts and processes of math.
- Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation.

Units of Study: Writers Workshop Curriculum

- Aligned with common core curriculum
- Explicitly teaches students how to write opinion, information, and narrative pieces
- Starts by meeting students where they are (i.e. labeling, forming individual sentences, etc.)
- Smoothly guides students towards broader content creation (i.e. creating cohesive paragraphs, writing true stories, documenting research)
- Explicitly teaches editing skills
- Encourages independence and fluency

In September/October 2022, Breakthrough Montessori will use TEMA-3 (Test of Early Mathematics, Third Edition) as well as TEWL-3 (Test of Early Written language - Third Edition) to more precisely identify the domains of math and reading where students with SDLs and ELL students need additional skill building. The student support team (Special Educators and English Language teacher) will then use On Cloud Nine and Writers Workshop curricula to support these students.

New uses of staff planning time for accelerated learning:

During the 2022-23 school year, Breakthrough is making the following changes to our staff schedule to ensure planning times promotes accelerated learning:

- By the end of September 2022, Breakthrough will establish a routine meeting schedule for general education and student support teams to ensure that classroom teachers and Special Educators and/or EL teacher are meeting regularly to review a student's IEP or individual plan, the evidence-based interventions established to support the student in the classroom, the responsibilities of both classroom teachers and student support team in implementing these interventions, and the student's progress towards IEP goals and typical annual growth in reading/math.
- Once a month, Breakthrough has scheduled an early release day where students dismiss at 1:30pm, and Breakthrough staff have two hours dedicated to team meetings and interdepartmental collaboration to ensure faculty are tracking all student outcomes in reading and math, collecting and analyzing data on the efficacy of the interventions in place, assessing with regularity the interventions and adjusting the approach if necessary.

New professional development for staff-accelerated learning:

During the 2022-23 school year, Breakthrough is offering the following professional development opportunities to support accelerated learning:

- Positive Discipline: 2-day training for all staff to support improved classroom management, reduced the instances of students leaving the classroom due to behavior, and increase both instructional time as well as the quality of the instructional environment.
- Analyzing iReady data: workshop led by members of Breakthrough's academic leadership team to ensure all faculty (general education and student support) are able to read their students' iReady scores in reading

and math, track growth, and identify specific domains or reading and math where the student needs additional support.

Additional staffing:

This year, Breakthrough is expanding our coaching team to include a Nautilus coach who will work alongside the instructional coaches to support faculty with classroom management and discipline. Under the guidance of the Director of Curriculum and Instruction, the Nautilus Coach will ensure that all students receive the maximum amount of time in their Montessori classroom through school-wide implementation of the Nautilus Approach and restorative practices and Positive Discipline principles. Specifically, the Nautilus Coach will directly coach and support classroom teams in proactively responding to student behavior, allowing students to repair harm, and facilitating restorative conversations and practices. The Nautilus Coach will also develop and maintain systems for responding to and tracking behavior and analyzing data.

New software purchases:

Breakthrough will work with Schoolytics to create a data dashboard to better track student outcomes. The data dashboard will include assessment results, attendance, progression through the Montessori scope and sequence, and lesson introduction/mastery. Administrators will track these data on a school-wide level, while teachers track at a classroom level. This dashboard will allow us quickly identify:

- Progress each student is making towards typical annual growth in reading and math
- Cadence and rigor of lessons delivered to each student across subject areas
- Time elapsed between lesson introduction and skill mastery
- In-seat attendance

Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

Identify:

i. Any barriers that the LEA has in meeting these requirements

Breakthrough will take the following steps to ensure that students **who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.**

- **Special educators will assess students' progress towards their IEP goals in order to plan instruction.**
- **Breakthrough will organize triennial reevaluations as necessary.**
- **All students, including students with disabilities, will take the iReady assessment in September 2022.**
- **For students in kindergarten and above, including students with disabilities, classroom teachers will conduct a general knowledge assessment of reading and math, which includes phonological awareness, phoneme-grapheme knowledge, reading fluency, and knowledge of grade-level math standards.**
- **EL students who also have disabilities will be assessed using the PreIPT or WIDA screener, and language acquisition goals will be established for them.**
- **Any students who are working on pre-academic skills will be assessed using the VB-MAPP and ABLLS-R**
- **All PK3 and PK4 students will be assessed using the Ages and Stages Questionnaire to assess any possible need for further intervention or evaluation.**

During 2021-22 school year, Breakthrough experienced delays in completing initial evaluations and reevaluations due to our use of third party related service providers. These providers work with multiple LEA's, and Breakthrough experienced challenges in scheduling evaluations and reevaluations due to their busy schedules. The scheduling challenge was compounded by an increase in requests for evaluations following the return to in-person learning.

ii. The LEA's plan to address those barriers

Breakthrough is taking the following steps to address these barriers:

- Expanded team of special educators to ensure staffing necessary to assess all students' progress towards their IEP goals.
- Collaboration with service provider to pre-plan all triennial evaluations before the start of the 2022-23 school year.
- Open and transparent communication with families about the cause of any anticipated/confirmed delay before the deadline for evaluation or reevaluation.
- Robust and detailed internal school calendar that sets assessment windows and accommodations well in advance.

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

Breakthrough communicates with families in the following manner:

- Breakthrough e-mails the family 30 days prior to the date of evaluation/reevaluation so the family is aware of the process and that it has been initiated.
- Breakthrough works with the service providers to identify a practitioner or therapist who can complete the evaluation.
- Once we have secured a practitioner or therapist, Breakthrough notifies the family.
- The service provider communicates directly with the family to schedule the evaluation.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

Breakthrough will take the steps listed above to assess all students with disabilities to determine the nature and extent of the impact of interrupted instruction due to distance learning on their receipt of educational benefit.

Additionally, Breakthrough will take the following steps to update IEPs as appropriate to ensure all students with disabilities have supports in place to access accelerated learning:

- **After the assessments outlined above are complete, the multidisciplinary team will review each student's IEP to ensure that the IEP reflects any accelerated learning goals and interventions that each student might need.**

- **The multi-disciplinary team will ensure that each student receives appropriate accommodations and modifications to be able to access Breakthrough's strategies for accelerated learning.**
- **The multi-disciplinary team will hold individual meetings with students' families to determine compensatory education needs, and then implement the compensatory education plan for students who qualify.**
- **Any student who receive compensatory education services will receive a plan that details these services.**

Breakthrough will ensure equitable access to educational opportunities by determining appropriate accommodations and modifications that students with disabilities might need in order to access accelerated learning programs or services. Breakthrough will also analyze the data collected to make sure that accelerated learning programs are prescribed in an equitable manner.

Breakthrough will also ensure that the same process and opportunities are available to our students who has been placed in nonpublic schools.

Breakthrough will ensure that students with disabilities receive equal access to interventions by determining appropriate accommodations and modifications that students with disabilities might need in order to access accelerated learning programs or services, communicating those accommodations to families and assuring student access to those accommodations. Such accommodations might include extended time, greater frequency or duration of instruction, highlighters, physical reading aides, etc.

Breakthrough will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated learning approaches are not used to place students in more restrictive environments) by making individualized learning decisions based on each student's individual needs.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

If the multi-disciplinary team determines a student is eligible for compensatory education, the family will receive a written copy of the plan and the option to hold a meeting to review it. If the MDT determines compensatory education series are not necessary, the family will receive a letter explaining this decision. The family will hear from the MDT within one within within one week. If the family's home language is a language other than English, the letter will be translated into the language with which the family is most comfortable.

Once compe ed plans have been established, we will also have progress monitoring tools to track progress and data. We will also revisit the comp ed plan at the annual IEP meeting.

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

The LEA attests to the following statements regarding delivery of instruction :

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

The LEA attests to the following statement regarding 2022-23 school year attendance:

- ☒ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2022-23.

The LEA attests to the following statement regarding graduation and promotion for 2022-23

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

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

- ☒ Students with disabilities have equitable access to situational distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- ☒ LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both situational distance and in-person learning models.
- ☒ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- ☒ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

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

- ☒ The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- ☒ The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both situational distance and in-person learning environments.
- ☒ The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners language and academic goals.

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

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

The LEA attests to the following statement regarding family, stakeholder and public engagement (please check all boxes):

☒ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

☒ The LEA has taken comments of the above-named groups into account in the revision of the CEP.

☒ The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.

☒ The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.

☒ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
- An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

☒ Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

☒ The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.