

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

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

Breakthrough Montessori's operation plan allows for full-time, in-person learning onsite for all students for 181 day at 7 hours per day, or 1199 hours. During the 2021-22 school year, Breakthrough's facility located at 6923 Willow St. NW can accommodate all 315 students in grades PK3-4 that Breakthrough serves. The operation plan also allows for professional development for staff to ensure a healthy and safe learning environment. No additional space is necessary.

The operations plan allows for full-time, in-person learning for all students with our current staff and anticipated hires. Each classroom will have a lead guide (teacher) as well as one or two classroom assistants. We have expanded our Special Education team to better serve the needs of students with disabilities. We have a full-time virtual guide (teacher) to deliver high-quality synchronous and asynchronous virtual instruction to a small group of students who are unable to come onsite due to medical circumstances. We are also expanding our team to include a school nurse to support the health of all students as well as a coordinator of equity & engagement to help foster robust relationships with families and strong communications protocols.

Our school calendar can be found [here](#). A sample schedule of a typical school week can be found [here](#). Breakthrough's health & safety policy, as well as educational program, adheres to [OSSE's Health Guidance of May 21, 2021](#) through the following means:

Students will be placed into cohorts by classroom. Each classroom will hold up to 28 students (primary classrooms serve students in PK3-k; lower elementary classrooms serve students in grades 1-3; upper elementary classrooms serve students in grade 4). We will maintain cohorting through the following methods:

- Physical Space: Students will use entrances and hallways assigned to their own cohorts for entry to and exit from the building. They will follow an assigned path through the hallways when entering and

exiting their classroom to avoid commingling with other cohorts.

- Staffing: Classrooms will have one lead guide (teacher) and one to two assistants who will remain with that class. If a member of the classroom team calls out, we will utilize a substitute from within our school or, if in-house substitutes are unavailable, our contracted company, Swing Subs.

Cohorts will not have separate or staggered schedules. All students will participate in full-time, in-person, onsite learning from 8:30am-3:30pm, Monday through Friday. The use of separate entrances, exits, and hallways facilitates cohort separation while maintaining the integrity of the school day schedule.

Our LEA will require all students and staff to wear CDC-approved masks/facial coverings (policy on face masks available in the health & safety policies). Our LEA will encourage the 3' social distancing guidance within classrooms and therefore limit the spread by having children work at defined tables and on rugs, leaving 3' of space between all students (policy on physical distancing available in the health & safety policies).

During times when masks are not worn by students, students will remain 6' apart. We will use the following areas during these times:

- We will utilize the green space on our campus for lunch. Specific classrooms and our multipurpose space will be used for napping children, and we will keep 6' of distance between children.

In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not vaccinated for 10 days (see exclusion, dismissal and return criteria in health & safety policy for more detail). For staff and students who are vaccinated, they will be able to attend school in their cohort.

For those students who must quarantine, we will provide virtual learning opportunities equivalent to 6 hours of instructional time each day and record attendance according to our attendance protocol for virtual learners.

For unvaccinated staff who must quarantine, Breakthrough will provide appropriate substitute coverage for the students who typically learn under the quarantined staff member's instruction. Breakthrough will assign the students a substitute from within our school or, if in-house substitutes are unavailable, our contracted company, Swing Subs. Unvaccinated staff members who must quarantine independent of their students may be assigned to support virtual learners if such need exists and provided the staff member does not develop symptoms of illness and is able to provide virtual instruction. Staff members who quarantine together with their class due to a COVID-19 exposure within the classroom will provide students with virtual instruction during the quarantine period.

Breakthrough has created curriculum guides for each level (primary, lower elementary and upper elementary). This curriculum guide identifies the lessons and content to be delivered to students each week of the school year. In the event that an entire classroom, multiple classrooms, or the entire school must quarantine due to COVID-19 exposure or a change in the public health guidance, the lead guide (teacher) and assistants immediately begin implementing the curriculum with students via synchronous and asynchronous learning opportunities. Synchronous learning opportunities are provided via Zoom. Asynchronous learning opportunities are provided via Seesaw. Students access both Zoom and Seesaw through the single sign-on Clever. Students are provided with the Clever login information before the start of the school year, and all faculty are provided with the curriculum guide and materials for virtual learning at the beginning of the school year. Children who need access to hotspots and tech equipment will also be able to pick that up on the dates before the start of school. Classrooms will each distribute a virtual schedule to be used by students, should the school need to move to virtual learning immediately.

In the event that a student or a smaller group of students within a cohort must quarantine due to exposure outside of the classroom, those students will immediately transition to virtual learning with the schedule and materials provided at the beginning of the school year, with appropriate modifications to allow the classroom faculty to continue managing full-time, in-person learning as well.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline:

- We use text messages, phone calls and emails to notify families to quickly communicate any crucial information, such as an unexpected or partial closure.
- All texts and emails go out in both English and Spanish. In the event that interpretation in other languages is required, we use Multicultural Community Services to offer interpretation and translation.
- Questions are responded to by the admin team and we remain available via phone and email throughout the day and following days. Please see our Family Communication Policy, found within our Family Handbook, linked [here](#).

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- Communication with families: Families will call or email a member of the admin team to inform us in the case of a COVID-19 exposure.
- Dissemination of materials: Families will utilize virtual materials and content that will be shared via our website in the case of an unexpected exposure.
- Uninterrupted instruction through remote learning: Families will be able to utilize equipment gathered in the days before school to access virtual learning.

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

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

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

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

- Centrally at the LEA level

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

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

Our LEA chooses to offer a remote learning program through Breakthrough Montessori, our own LEA, with a virtual guide (teacher), at this time. Given that there is a lack of clarity around a number of factors, we plan to be flexible in this arena. Some of the unknown factors include, but are not limited to:

- Medical certification forms being released just a couple weeks prior to the due date of this document
- Families are not expected to return forms until later in the summer
- Schools are unable to anticipate the decision making of health care providers for their patients
- We are not yet clear of the number of students eligible for virtual learning
- Knowing how many students need this option could change our plans at a later time

The program we plan to offer at this time includes offering the core academic content for students through the Montessori curriculum and philosophy. We plan to use the following materials with our remote instruction: sandpaper numbers, golden beads, colored beads, stamp games, sandpaper letters, moveable alphabets, metal insets, and a host of other printable materials.

We have found that the following remote learning practices provide the most effective instruction.

- We will utilize a combination of synchronous instruction through Zoom meetings as well as asynchronous work time through Seesaw.
- Children will participate in a number of virtual lessons with the guide and assistant based on a schedule that allows for lessons in all areas, in small groups.
- Follow up work will be posted weekly in Seesaw for students to be able to continue practice on concepts learned in Zoom meetings.
- The combination of Zoom lessons and Seesaw work will encompass a 6 hour work day.
- We will tailor instruction depending on the students' needs and learning styles.
- The schedule will mirror that of the students who attend for the on-site learning option with the following anticipated modifications: Children in virtual learning will have set times for lessons in specific areas, however they will have a similar amount of free choice time to choose their work and

continue to practice with new concepts.

To ensure that the above remote learning model is highly effective, we plan to employ the following:

- **Staffing:** We will provide one guide and assistants as needed to instruct virtual students in grades PK3-4th grade.
- **Materials--including at home “school space”:** During the week before each quarter, materials packets will be distributed for all virtual learners along with the aforementioned technology. Family education sessions will be held virtually to share with families best practices for creating appropriate learning spaces, along with the option to pick up children’s sized tables and chairs offered by the school. Technology training will also be provided by the school as family education, with the addition of access to our technology partners, so that families can gain support as necessary.
- **Technology:** We are purchasing enough chromebooks for all students who need them to have access. We will have technology pickup dates available for families to retrieve needed tech supplies, including but not limited to chromebooks, hotspots, etc in the week before learning begins for students.
- **Schedule:** The model for the distance learning program for students with medical certifications is a virtual Montessori model. Instruction will be held over Zoom both individually and in small groups, based on both the skills, age and needs of the children. We will use Zoom for virtual class sessions as well as the Seesaw platform to post asynchronous work as well as to post student work responses. Raz Kids will be used for reading and materials will be a combination of online learning materials as well as manipulatives that mimic those found within the classroom for literacy and math skills.

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

We have procured enough chromebooks for all students who need them. The families of students with medical certifications will pick up a Chromebook in the two weeks prior to the start of the school year. During this time, they can also pick-up a hotspot (if necessary) or receive assistance with securing internet connection through programs with the City or with Comcast. Breakthrough leaders will connect directly with every family of a student with medical certification to ensure their technology needs are fully met before the start of the school year.

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

During the week before each quarter, materials packets will be distributed for all virtual learners along with the aforementioned technology. Family education sessions will be held virtually to share with families best practices for creating appropriate learning spaces, along with the option to pick up children’s sized tables and chairs offered by the school. Technology training will also be provided by the school as family education,

with the addition of access to our technology partners, so that families can gain support as necessary.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

Breakthrough's virtual learning program will provide instruction aligned with the Montessori curriculum and philosophy.

Virtual learners will use hands-on materials similar to those their peer use during in-person learning. These materials may include: sandpaper numbers, golden beads, colored beads, stamp games, sandpaper letters, moveable alphabets, metal insets, and a host of other printable materials.

Virtual learners will receive synchronous instruction from classroom faculty via Zoom. They will receive asynchronous instruction as well as follow-up work via Seesaw. Children will participate in a number of virtual lessons with the guide and assistant based on a schedule that allows for lessons in all areas, in small groups. Follow up work will be posted weekly in Seesaw for students to be able to continue practice on concepts learned in Zoom meetings. The combination of Zoom lessons and Seesaw work will encompass a 6 hour work day. We will tailor instruction depending on the students' needs and learning styles. The schedule will mirror that of the students who attend for the on-site learning option with the following anticipated modifications: Children in virtual learning will have set times for lessons in specific areas, however they will have a similar amount of free choice time to choose their work and continue to practice with new concepts.

Student and Staff Well-Being

2.A: Whole Child Supports

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

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: The Department of Behavioral Health Survey, found [here](#). Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means:

- DESSA screener - a 60 second screener that identifies students at risk

- Ages and Stages Questionnaire as a screener for all PK3 and PK4 students
- Child Study Program - a Montessori-based RtI program - provides an individualized plan of interventions to respond to students' behavioral, academic, social, and emotional needs. Through this program, children have access to accommodations such as extra breaks, specialized seating, counseling groups, extra check ins with trusted staff, etc.
- 6-week RtI groups with our social worker for students to address various socioemotional needs such as anxiety, confidence, and cognitive flexibility.
- Providing wrap around services to students and families including:
- Food and grocery store gift cards
 - Clothing assistance for students who need it
 - Transportation assistance for students and families who need it
 - Referrals to social service organizations in the community that could be of assistance
 - Family education around supporting children's social and emotional well being during a crisis
- PD for staff around trauma-informed teaching practices
- A robust IEP and 504 referral and implementation program to assure that all students have access to the tier of services that they need.
- If deemed to be safe by COVID regulations, the LEA intends to re-establish a buddy system between older and younger students to support students' emotional and academic needs.

For students who are showing the need for more intensive, one-on-one supports, the LEA will depend on our internal and external partners, including:

- Our school social worker
- Onyx Therapy, our school psychology consultants
- Mary's Center and other local partners who provide wrap around services to students and families.

To ensure staff, families and students are familiar with the referral process and pathways to mental/behavior health supports within the school community, Breakthrough takes the following steps:

- During Summer Institute (August 9-20), all Breakthrough staff review the referral process for mental/behavior health supports together with the director of curriculum & instruction and the director of student support.
- Written description of the referral process is available to all staff in our Policy & Procedures Google folder, which Breakthrough staff can access and review at any time.
- Breakthrough holds weekly faculty meeting as well as weekly team meetings, during which time referral processes are regularly reviewed throughout the school year.
- Breakthrough faculty participate in Child Study on a weekly basis. During Child Study, lead classroom teachers discuss the needs of a student in their classroom, inviting the input and ideas of their colleagues. As Child Study is typically the first step in the referral process, this offers a weekly opportunity to remind faculty of how to refer a student for mental/behavior health supports
- To ensure families and students are familiar with the referral process, Breakthrough will include it in our 2021-22 Family Handbook, which is circulated to all families before the start of school and also posted to our website.
- During the school year, Breakthrough organizes family seminars on mental/behavior health for families. This seminars are provided by Breakthrough's social worker and director of student support. They may also be provided by our mental health partner organizations. During these seminars, we remind families about the referral process.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of

transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Breakthrough is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches. We will be observing all children on an ongoing basis, with observations held by the guide or teacher, the academic coaches and our school social worker. We will use those observations and feedback from children and families to inform rich discussions around how to best support children who may be in need of support. We plan to utilize and enact our Discipline Plan found on page 32 of our [Family Handbook](#) in the case that we are dealing with behaviors that are destructive, dangerous or demeaning. Typically, we will use the information gathered from observation and discussion to inform our Child Study process, in which we will create a “group think” atmosphere where we work together with families and school supports to find the right balance of help for children. This may include, but is not limited to time getting more class based social emotional support, time spent with the school social worker individually or in groups or in more extreme cases, referral to services with a child psychologist.

Our school will be utilizing a Nautilus Approach this year to be proactive in our approach to discipline. The Nautilus Approach is a framework for proactive and responsive support for the whole school through fidelity to the Montessori method, respectful relationships with children, and support for children who need it most. It offers step-by-step guidance to reconnection to work through set phases during which the child is always welcome to return to their work. The Nautilus Approach replaces the traditional “discipline/behavior policy” that many schools in the public sector often use. It is a constructivist approach, focuses on the whole-human and aims to reconnect the child to their environment. Partnered with strong Montessori implementation, it supports a practice that focuses on being proactive and appropriately responsive. In the classroom, we focus on restoration and then when issues or concerns fall outside of the classroom team’s ability to respond, we utilize a plan for supporting the child through the issues. See below:

Nautilus Phases, Behaviors Observed, and Response Procedures

	What do you see?	What do you do?
Phases 1-4 <i>A Moment</i>	<ul style="list-style-type: none"> • Signs of anxiety • Big feelings, disruption, conflict, raised voices... • Can be resolved with proactive strategies in a reasonable amount of time by adults 	<ul style="list-style-type: none"> • Guide, other classroom adults manage. • Guide/other classroom adults manage <p>Ask Yourself:</p> <ul style="list-style-type: none"> • Am I present and self-aware as I engage the child? • Am I mindful of my presentation of self (tone, body language, volume, cadence)? • Are there potential activators, stressors, or needs I am aware of? <p>No documentation needed.</p>

<p>Phase 5</p> <p><i>Learning Environment Slightly Disrupted</i></p>	<ul style="list-style-type: none"> • Escalation • Frustration levels up • Blame begins in word or gesture • Class begins to cease work • Defensive behavior 	<ul style="list-style-type: none"> • Temporary separation from classmates (working alone, observing in another class, buddy class, temporary loss of in-class freedom of choice). • Limit Setting <p>No documentation needed the first time a child reaches Phase 5.</p>
<p>Phase 6</p> <p><i>Learning Environment Disrupted</i></p>	<ul style="list-style-type: none"> • Escalation to disruptive yelling • Persistent lack of engagement in learning that disturbs the learning environment • Conflict that creates significant interruption in learning process or school • Threat of physical aggression • Other children are being interrupted by the nature of the outburst 	<ul style="list-style-type: none"> • Call in Nautilus Support. • If multiple instances occur, refer to Child Study. <p>No documentation needed if the child successfully returns to work.</p>
<p>Phase 7</p> <p><i>Safety and Security of People and/or Environment are Violated</i></p>	<ul style="list-style-type: none"> • If unresolved in Phase 6 <p>Or Immediately to Phase 7 if:</p> <ul style="list-style-type: none"> • Dangerous: Intentional physical aggression; throwing objects that can hurt others (furniture, large/sharp objects) or: • Destructive: Damage school property (breaking/destroying materials or larger items) • Demeaning: Harassment/bullying (when repeated and targeted toward one/particular group of students); verbally abusive/threatening language (more serious threats of aggression) • Extreme intentional physical aggression* • Weapons possession* • Suicidal threat or ideation* • Homicidal threat or ideation* • Running out of school building* 	<ul style="list-style-type: none"> • Child leaves the classroom • Call to child's family • Possible family/Guide/administrator conference • For repeated times child should be referred to Child Study • Circle led by Nautilus Support <p>Write Referral Report.</p> <p>* Real/Imminent Threat to Students and Staff. Crisis Team Called.</p> <ul style="list-style-type: none"> • Family called within 1 hour and a meeting scheduled within 24 hours. • Alternate location chosen for student to be for a period of time or until the end of the day. • Plan made for learners to successfully re-enter the class when appropriate. Guide, administrators, Nautilus Support, make a plan to support other students if needed.
<p>Phase 8</p>	<ul style="list-style-type: none"> • Child reenters the classroom and makes a repair with those involved. • Child is reattached to the community, guide, and work. 	<ul style="list-style-type: none"> • Reconnect the child to the community upon return. • Support them in engaging with material. • Separate when they are again at Phase 0.

		<ul style="list-style-type: none"> • Circle led by Nautilus Support
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5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

Breakthrough Montessori offers free and reduced price meals and free milk for children who qualify. All school-aged children in income-eligible households can receive school meal benefits regardless of a child's immigration status.

Breakthrough contracts with Heavenly Edibles. They provide breakfast and hot lunches for all Breakthrough students who need the services. In addition, they provide snacks to be served for our aftercare program.

For our students who access our school through remote learning options, meals will be available through weekly grocery support provided in coordination with Heavenly Edibles.

For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be provided through grocery support in partnership with Heavenly Edibles as well.

In the event that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, our Breakthrough will distribute meals through the weekly grocery support.

In the event our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through the weekly grocery support.

At Breakthrough, weekly grocery support is a combination of grocery gift cards as well as bags of grocery items for at-home food preparation.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
- **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

Breakthrough plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: We will be partnering with the organizations WISE and Onyx to offer a variety of supports to staff. WISE will be offering support through a multitude of ways. They will be working with staff to:

- Offer professional development to support trauma-informed practices, including grief and loss
- Offer coaching to our academic coaches and work closely with our social worker to support their

- discussions with classroom teams around supporting their children over time
- Offer counseling support directly to staff members
- Connect staff to long term clinicians who can support their own social-emotional and mental health.

Onyx will address supporting children in crisis, specifically offering professional development to all adults at Breakthrough around supporting children through grief and loss, as well as the stress of the pandemic and the return to school.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through WISE, our partnering organization for school side social-emotional support. We also are providing on-site support through academic and practice coaching for all staff, counseling through WISE, and a variety of staff social events and committees that focus on work outside of the classroom and common interests created to bring people together.

2.C: Family Engagement

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

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

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently. The following steps have already been taken to ensure families and community members are aware of our plans:

- March 31, 2021: Breakthrough hosted a community dialogue on what school recovery means to parents and family members (hosted by executive director and social worker, ASL and Spanish language interpretation provided). This event created space for families to share their thoughts, concerns and priorities for the 2021-22 school year. It also provided them an opportunity to express their opinions on distance learning, as well as highlight any positive experiences from distance learning that they wish to see continue.
- June 10: Breakthrough circulated a school-wide email that articulated plans for SY2021-22, including the schedule for full-time, in-person learning; the medication certification forms for students who need to continue virtual learning due to a medical condition; plans for aftercare and napping; as well as a link to a family survey.
- June 10-18, 2021: Breakthrough circulated a family needs survey that invited currently enrolled and newly enrolled families to share their priorities, concerns, and questions for the 2021-22 school year. It also collected information on which families have students with medical conditions that may necessitate continued distance learning; which families need a Chromebook in the event that their student needs to participate in distance learning due to quarantine from COVID-19 exposure; which families need grocery assistance; and which families may be experiencing housing instability, per the McKinney Vento definition. The survey was shared with families via email, text message, and social media.
- During spring of 2021, Breakthrough has hosted 9 events for new families that will join the school in

2021-22 (4 virtual and 5 in-person). In each of these events, we have reviewed Breakthrough's plan to provide full-time, in-person learning as the primary option for the school year. During these events, we also collected feedback from incoming families (many families, for example, voiced the need for aftercare and raised questions about safety during naptime when children are unmasked). Spanish language interpretation was available at all new family events (ASL interpretation available as needed).

- 82% of respondents to the family survey identified "social or community connection to other students" as a service their child needs for the upcoming school year. In response, during July and August 2021, Breakthrough will host meet-ups at the playground so students can engage/reconnect with their classmates prior to the start of the school year.
- On August 12, 2021, Breakthrough will host a community meeting to review health & safety procedures, protocols & routines for full-time, in-person learning.

We will continue to host a number of events and share information in the following ways:

- We will update our website on a continual basis
- We will utilize our whole school weekly newsletters to share information
- We will host Zoom sessions on a regular basis for families to learn information from the leadership team

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. Interpreters will be available at any live Zoom and in-person events for those who need it and translated documents will be available for anyone who needs information after the event.

Our community of staff will solicit and incorporate student and family feedback on these plans through the use of surveys and feedback sessions on a quarterly basis to create clear two way communication surrounding our plans so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will share formal updates with families during our two family conference dates (Fall and Spring) as well as through each of our four progress report sessions. Information will be shared more often with families who request such on an ongoing basis from classroom guides.

2.D: Attendance and Re-Engagement

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

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following:

- Student attendance
- Zoom engagement
- Seesaw work submissions
- Family responses to outreach
- Quarterly Synchronous Assessments
- Live attendance when enrolled in live classes

All students had access to school-provided equipment by August 21, 2021 and technology issues were addressed as they came up. Both Chromebooks and hot spots were available on demand for families who needed them. When we ran out of Chromebooks, we purchased more in order to support the need. In April 2021, Breakthrough first began offering onsite, in-person learning options to students. We gave spots to all students interested in live learning. For disengaged students specifically, we created a full day program, in partnership with Casa Lala, so that they could access full day learning. Typically, our live learning program was half day, however for a select number of students for whom a half day was a hardship, they were able to attend half a day in classes and half in a care classroom.

For these students who were consistently less engaged with learning, the school is considering the following strategies:

- Summer school
- Gift of the Fourth Year (found on pg. 17 of our [Family Handbook](#))
- Our attendance policy has been updated to address the concerns of lower engagement. It can be found below
- Meeting with families and subsequent Child Study plans upon return to school for the 2021-2022 school year

The LEA will review data on student engagement on the following basis: triannual meetings with the Academic Leadership Team after each assessment period, where we align assessment data with classroom information, attendance, and any other pertinent information.

Parents will be notified by the Director of Curriculum & Instruction reaching out to have a meeting regarding our findings and recommendations. This may result in the child moving directly into the Child Study process, if they are not already in it and will begin with a meeting between the school and family.

Attendance Policy

Attendance for in-person learners:

According to the Public Charter School Board and the Office of the State Superintendent of Education (OSSE), a student who is absent for one day without a valid excuse is considered truant. A student who is absent from school without a valid excuse for 10 or more days within a single school year is considered a chronic truant.

1. Students must be in school for 80% of the school day (defined as 6 hours between 8:30 am and 3:30 pm) in order to be considered “present.”
2. An excused absence requires parental approval and proper notification.
3. Excused absences include:
 1. Illness (a doctor’s note may be required if the student is absent for more than five days)
 2. Doctor or dentist appointment
 3. Death in the family
 4. Observation of a religious holiday
 5. Court appearance, including the necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;
 6. Visiting a parent/guardian who is in the military immediately before, after, or during deployment
 7. Exclusion, by direction of DC authorities, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
 8. If the child’s only legal parent or guardian is travelling due to circumstances covered under FMLA law;

9. Lawful suspension or exclusion from school by school authorities;
 10. Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
 11. Failure of DC to provide transportation in cases where there is a legal responsibility for the transportation of the student;
 12. An emergency or other circumstance approved by BreakthroughMontessori.
4. Unexcused absences include:
1. Family vacations
 2. Oversleeping
 3. Errands
 4. Social events
 5. Hosting visitors
 6. Visiting relatives
 7. Commute/traffic
5. Proper documentation includes parent notes, doctor's notes, or court documents.
6. Breakthrough Montessori reports all absences as unexcused unless the school receives proper documentation.
7. Parents/guardians of students with 5 or more unexcused absences in one advisory period will be requested to participate in a conference with the Director of Curriculum and Instruction. Please note that the school year is divided into 4 advisory periods.
8. Per the Attendance Accountability Amendment Act of 2013, Breakthrough must notify OSSE within two business days of a student's 10th unexcused absence. OSSE will provide the parent with a truancy prevention resource guide.

Attendance for Virtual Learners

Breakthrough will record attendance daily for students participating in distance learning, either due to a medical condition that makes in-person learning inadvisable or due to temporary quarantine due to COVID-19 exposure.

1. 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."
2. Breakthrough faculty use a number of methods to ensure daily touchpoints necessary to ensure a virtual learner's attendance. These touchpoints include:
 1. Phone conversations or virtual meetings one-on-one with instructional staff to discuss content in core subject areas (math & ELA).
 2. Direct "face-to-face" online contact through Zoom during core subject area classes (math & ELA)
 3. Completed assignments submitted via Seesaw after viewing a pre-recorded video
 4. Completed assignments or work product uploaded to Seesaw
 5. Photos of completed assignments, activities or projects uploaded to Seesaw
 6. Videos of activities uploaded to Seesaw

Attendance Monitoring and Reporting

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

- Guides are responsible for daily attendance for in-person learning and will follow existing protocols.
- Guides are responsible for distance learning students will follow protocols using touchpoints discussed above.
 - 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 will also review Clever, which captures all sign ins to Zoom and uploads to Seesaw, to account for children meeting all required touchpoints.
 - 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, as required by law.

	In-Person	Virtual
Full - Present	Student attends school for 80% or more of the school day	Student attends all synchronous learning opportunities in core content areas (math & ELA) and posts at least one (1) asynchronous work product via Seesaw.

Partial - Present	Student attends school for less than 80% of the school day	N/A
Absent - Excused	Student is not onsite during the school day. Justification is given for the student's absence that aligns with policy on excused absences	Student is not captured in any of the remote touchpoints and does not meet remote asynchronous touchpoints. Justification is given for the student's absence that aligns with policy on excused absences
Absent - Unexcused	Student is not onsite during the school day. No justification is given for the student's absence, or justification provided does not align with policy on excused absences	Student is not captured in any of the remote touchpoints and does not meet remote asynchronous touchpoints. No justification is given for the student's absence, or justification provided does not align with policy on excused absences.

Accelerated Learning

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

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

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

Adjusted assessment administration schedule and/or frequency

Adjusted use of assessment data for planning instruction

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

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

English language arts (ELA)

Math

Science

English language proficiency

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

Our LEA will offer the following summative assessments to eligible students in the 2021-22 school year. As these are summative assessments, they will be conducted three times per year (Fall, Winter, Spring). Results will be used internally and with families but will not be part of school accountability.

The following table provides an overview of our LEA’s assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

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

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
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ELA:	ELA & Reading skills as observed as predictors for literacy success	PK3 & PK4	GOLD	Sept 1-30th, Jan 3-31st, May 2-30th
ELA:	Reading	K-4th	iReady	Sept 13th-24th Jan 10th-25th May 16th-27th
Math:	Math skills as observed as predictors for literacy success	PK3 & PK4	GOLD	Sept 1-30th, Jan 3-31st, May 2-30th
Math:	Math	K-4th	iReady	Sept 13th-24th Jan 10th-25th May 16th-27th

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

Our vision is for students to matriculate from our school with the ability to develop within themselves the power to shape their lives and the world around them. We believe that strong academic skills in all areas afford children the opportunity to seek knowledge and use that knowledge to make good decisions for their own lives and in society.

The goals are toward children meeting or exceeding grade level expectations in each assessment, so that PK children are meeting the grade level goals per GOLD and that children in grades K+ are meeting or exceeding the grade level goals set by iReady. In iReady, children not only are expected to be on grade level, but per the PMF, a goal is that children show growth on iReady in their Fall to Spring or Spring to Spring assessments.

We monitor their progress towards meeting the goals as follows:

For ELA, we expect students who finish the Primary program (PK3-K) to be able to do the following:

- Writes simple sentences independently, directly on paper
- Uses key phonograms in writing and reading, applying phonics knowledge to create plausible spellings
- Rhymes, claps syllables, and counts words in a sentence (phonological awareness skills)
- Reads agreed puzzle/sight/high frequency words
- Reads fluently and comprehends decodable books (including phonograms, blends, silent E, and sight words, with at least one complete sentence per page)

We expect students who finish the Lower Elementary program (1st-3rd grade) to be able to do the following:

- Completes, writes, and presents research on topics of interest
- Writes essays in response to prompts, referencing evidence from texts
- Writes in different genres such as formal and informal letters, narrative fiction, and poetry
- Uses legible handwriting (school-level decision cursive/print)
- Spells high-frequency words correctly uses recognizable spelling patterns for misspelled words
- Identifies all parts of speech and corresponding grammar symbols
- Identifies subject, predicate and direct object
- Reads fluently and can answer inferential questions about middle-grade novels such as Charlotte's Web

We expect students who finish the Upper Elementary Program (4th-6th grade) to be able to do the following:

- Integrates new vocabulary words into everyday speech
- Shares news or tells a story in proper sequence
- Engages in a discussion about literature
- Summarizes information given orally and asks follow up questions
- Delivers a prepared oral presentation
- Reads aloud with fluency
- Selects a book at an appropriate level independently
- Reads independently for 30 minutes uninterrupted
- Extracts pertinent information from a text
- Finds the main idea, characters, setting, plot, theme
- Summarizes who, what, when, where, and why from a fiction text
- Cites specific examples to support an answer
- Lists and defines five genres
- Differentiates between fact and opinion in text
- Uses context clues to determine unknown vocabulary
- Writes a grammatically correct sentence
- Writes a five paragraph essay with an introduction and conclusion
- Edits own text for capitals, punctuation, and spelling
- Writes a friendly letter, book report and a nonfiction essay
- Takes notes from text
- Explains plagiarism and avoids it
- Uses effectively all research skills
- Identifies types of poetry (haiku, epic, sonnet, etc.)
- Identifies and uses the basic elements of poetry (alliteration, similes, metaphors, and rhyme)
- Uses word processing skills to type up a report
- Uses toolbar function to format text for font size and style and double spacing lines
- Applies spelling rules to unfamiliar words
- Spells common homophones correctly in their writing
- Edits written work identifying misspelled words and corrects them using resources
- Identifies the subject, predicate, direct object, indirect object, and modifiers of a sentence

- Identifies types of sentences

For math, we expect students in we expect students who finish the Primary program (PK3-K) to be able to do the following:

- Identifies and understands the value of teens and tens and has concept of place value
- Transitions to tens and hundreds with ease when counting
- Reads any number with accurate place value into the thousands
- Forms quantities of the decimal system using beads and symbols
- Understands the rules of the decimal system: knows and applies the rules of exchanging between the hierarchies
- Understands the nature of the four basic operations
- Works with the combinations in addition, subtraction and multiplication
- Memorized the addition combinations up to ten
- Reads the clock to the hour
- Solves simple word problems
- Identifies by name some of the shapes of the geometry cabinet & geometric solids

We expect students who finish the Upper Elementary Program (4th-6th grade) to be able to do the following:

- Demonstrates mastery of four operations using multi-digit numbers with integers
- Demonstrates mastery of addition and subtraction of unlike fractions and mixed numbers
- Demonstrates mastery of all operations with decimals
- Rounds to compatible numbers
- Utilizes estimation strategies across mathematical applications
- Finds common equivalent fractions, decimals and percents
- Understands number concepts such as primes, lcm and divisibility
- Calculates the area for squares and rectangles
- Understands the concepts of congruence, similarity, equivalence
- Names and measures angles
- Uses measurement tools for length, temperature, and weight
- Finds the line of symmetry
- Names types of triangles, types of polygons and solid geometric figures
- Defines: congruent, similar, equivalent, variable, equation, factor, multiple, and quotient
- Demonstrates mastery of the order of operations
- Deciphers and solves single-step word problems with whole numbers using operations
- Solves single step equations with one variable
- Calculates mean, median, mode, range
- Interprets graphs, charts, and tables
- Completes all operations with money
- Uses mathematical operations to calculate elapsed time

Our science program for students in grades 1 through 6 has three main goals (Adapted from <https://www.leportschools.com/programs/elementary/science/>):

- **To make careful, curious observers of the world out of our students.** Our focus is on helping students to make observations across a wide range of scientific topics, and to let them explore these as much as possible while following their own interests. We want our students to be intensely curious about the world, and to show them how to translate that intense curiosity into careful, deliberate observations.
- **To develop a foundation of scientific observations and vocabulary,** upon which later systematic and more theoretical science study can build. Science in Montessori schools is always about the world, not about disconnected scientific jargon. Our students first learn to observe, and then to think about their observations. We don't bombard them with advanced theories to

memorize; instead, we carefully select observations and simplified explanations that are accessible to them at their developmental level.

- **To develop a fundamental conviction that science can help us understand and live in this world.** We want our students to internalize the view that the world out there is a fascinating, relevant topic worthy of their interest and attention. Because we build upon our student's innate curiosity about the world, and because we enable them to explore topics that interest them, the answers they discover are personally meaningful. From the beginning, science is a tool for them to satisfy their desire to understand the world. It is practical and useful; it is interesting and rewarding; and it is a subject they enjoy and are eager to pursue.

Breakthrough expects students leaving us in grade 6 to be well prepared for the Common Core science standards that start in grade 6. Our curriculum loosely overlaps with the Next Generation Science Standards, which have been adopted by DCPS. Below is a non-exhaustive list of some of the topics that we expect students to be exposed to / have mastered.

For students leaving our Primary (PK3-K) program:

- Be familiar with the external parts of the five major classes of vertebrates
- Be familiar with and identify different leaf shapes by their scientific names
- Be familiar with the needs of plants
- Identify land and water forms
- Know the names of the continents and some countries (geography is included in our PK science curriculum)
- Be familiar with the life cycle of the butterfly
- Sort living and nonliving objects
- Sort objects by quality, such as objects that sink and objects that float
- Engage in simple experiments around and be familiar with properties such as magnetism, gravity, capillary action, states of matter, etc.
- Observe flora and fauna and share their observations verbally or in written form
- Have a rich sensorial vocabulary for observing and comparing color, weight, size, texture, smell, and taste.

For students leaving our Elementary (1st through 6th grade) program:

General:

- Be familiar with the process for the formation of the universe and of the earth.
- Understand and apply the scientific method in a developmentally appropriate manner.

Biology:

- Be familiar with the external and internal parts of the five major classes of vertebrates
- Sort animals of Kingdom Animalia by kingdom and phylum
- Be familiar with other kingdoms of living organisms and their characteristics
- Be familiar with the different eras since the start of life on earth (paleozoic, cenozoic, etc.) and some of the animals and plants from each.
- Be familiar with the systems of the human body, their function, and nomenclature.

Botany:

- Understand the needs of plants

- Understand the function of the vegetative and reproductive plant parts (leaf, root, stem, flower, fruit seed)
- Classify plants by the shape, size, and other characteristics of its vegetative and reproductive parts, including familiarity with the scientific terminology for each part (e.g. obovate leaf shape, toothed leaf margin, adventitious root, bilateral perianth)

Geography:

- Understand the relationship between the sun and the earth and the effects of that relationship (seasons, temperature patterns, time zones, etc.)
- Understand plate tectonics and the different ways mountains are formed
- Understand the movement of wind and its effect on earth
- Be familiar with the states of matter and their characteristics, as well as different ways of combining liquids, solids, and gases
- Be familiar with the layers of the earth, their names, characteristics, and relative size, including work with concepts such as plate tectonics and isostatic balance
- Be familiar with the relationship between the sun and the earth and its effects on our daily life, for example time zones, temperature zones, seasons, solstices and equinoxes.
- Be familiar with the movements of air and their effects, such as insulation, seasonal rain, ocean currents, and wind erosion
- Be familiar with the movements of water and their effects, such as the water cycle, sedimentation, and erosion
- Be familiar with the interdependent relationship between humans, animals, and plants on the earth, including economic geography work.
- Familiarity with different land and water forms and their nomenclature, as well as common examples of geographic features on different continents.

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after a reasonable number years - the number depends on student age of arrival and current level of proficiency - through our sheltered instruction program. To support students in their progress, we do the following:

- Annual ACCESS testing
- Setting annual language acquisition goals for EL students
- Professional development for staff in best practices for working with EL students
- Push in and pull out EL instruction for students who need it in order to achieve their language goals
- Extensive vocabulary and social language modeling (grace and courtesy, in Montessori pedagogy) work inside the classroom.

In addition, in the 2021-22 school year, we will determine if our EL students are entitled to compensatory EL instruction to account for any services that may have been missed during virtual and hybrid learning.

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

Monitoring progress will be similar to years past, as we incorporate a number of strategies to support the

ongoing progress monitoring of children's progress. We include, but do not limit our practice to:

- Academic coaching for teachers and assistants
 - Literacy specialist intervention
 - Observation in classrooms by teacher as well as literacy specialist and coaches
 - Weekly level meetings for lesson calibration
 - Weekly Child Study meetings to support children who are not progressing as intended
 - English Learner teacher
 - Montessori literacy professional development in summer and throughout the year
 - Orton Gillingham training for teachers, assistants and implementation throughout the year
 - Planned Montessori math professional development
 - Planned Montessori science professional development such as Lesson Study to help teachers refine their delivery of concept lessons.
-
- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

We currently have 1 student enrolled in a non-public school. They are enrolled in Katherine Thomas School, per OSSE's placement process. We collaborate with Katherine Thomas regarding disruptions in student learning that occurred in school year 2020-21 in the following ways:

- Katherine Thomas sends us updates regarding their plans and the student's schedule
- We collaborate with Katherine Thomas around the student's IEP and any needed changes to services, holding MDT meetings together when needed.
- We monitor delivery of services to the student, and the development of the Comp Ed process.
- We will collaborate with KTS around the Comp Ed decision making process and attend the relevant meetings.

Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption.

- We stay in contact with the family to make sure that they are receiving the services that they need, and communicate with Katherine Thomas to resolve outstanding issues.
- We include the family in all Breakthrough communications so that they are up to date with any changes to the program at our school.
- We ensure that appropriate PWNs are delivered to the family so that all joint decisions are documented.
- We ensure that the family is receiving progress reports that reflect the student's progress and any effects of the disruption.

3.B: Employing Intentional Strategies for Accelerating Learning

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

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. Generally speaking, we plan to follow students very closely in their learning and will employ the following strategies to examine progress and growth in the 2021-2022 school year. We plan to analyze formative assessment data in the following ways:

- Weekly academic coaching meetings between the classroom guide (teacher) and academic coach
- Weekly observations by the academic coaches, literacy specialist and Director of Curriculum & Instruction

We will collect data from triannual summative assessments and go over the data in academic level meetings and individually with the academic coaches over the weeks following each assessment.

We will utilize our Child Study process to address and lag in learning by students in classrooms, which may lead to further data collection and tracking of skill building over time. This process is followed and advised by our academic coaches, SpEd team, social worker and Director of Curriculum & Instruction. Any children flagged during Child Study (our MTSS) or during data meetings will be discussed during weekly academic leadership meetings as well to create plans for their growth and support with both the classroom team and other support staff as necessary.

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

• **a. Adjusted Scheduling**

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

• **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

N/A

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

After-school programming: Breakthrough will provide an afterschool program that is aligned with the Montessori philosophy where children can continue to practice skills they are working on during the day.

Summer Programming - 2021: Breakthrough, in collaboration with Lee Montessori, is providing a 3 week summer program that focuses on the skills necessary for the child in the grade level they have most recently completed, with activities and lessons aligned to support growth toward the next grade level.

Summer Programming - 2022: Breakthrough will design a program next summer that will support children who do not have the skills to be successful in the grade to which they are entering, with lessons designed to meet their needs and skill deficits.

New Intervention program or support/New community partner support: Breakthrough will work with Reading Partners to dedicate more time to improving reading instruction with students identified as below grade level.

New hardware purchase: More Chromebooks have been purchased to aide elementary classrooms.

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Director of Curriculum and Instruction, with the support of our Primary Coach, Elementary Coach and Montessori Literacy Specialist.

We are identifying what would work well by looking at a variety of factors gathered through staff and family feedback as well as both formative and summative assessment data. Using information gleaned from school year 2020-21, we are planning on supporting teachers through new and additional literacy support, social emotional support and information on how to support our students with diverse needs.

For the return to school, Breakthrough Montessori does a yearly two week Summer Institute. We will utilize the following schedule for the first two weeks of the 2021-2022 school year:

Week 1	Monday 8/9	Tuesday 8/10	Wednesday 8/11	Thursday 8/12	Friday 8/13
Morning 8:00-12	Welcome and Mission Operations, Protocols & Procedures (new folks) Photos of all staff*	Class Time (PG, PMA, CA, EG, EA, MSS, FL, DA)	Breakouts for New to: TS GOLD Transparent Classroom How to use Google Drive	Christine Lowry* Montessori Literacy	CROSSROADS* ABAR Training
Afternoon 1-4:30	High Fidelity Montessori -Why are we here? Welcome Letters & 5 sentences for each class	PMA-Montessori Orientation & class time	SE Support for children experiencing crisis	Christine Lowry Literacy	CROSSROADS CONTINUED
Week 2	Monday 8/16	Tuesday 8/17	Wednesday 8/18	Thursday 8/19	Friday 8/20

Morning 8-11	Class Time (PG, PMA, CA, EG, EA, MSS, FL, DA)	Class Time (PG, PMA, EG, EA, FL, CA) Safety Care (MSS & DA)	Class Time (PG, PMA, EG, EA, FL, CA) Safety Care (MSS & DA)	Class Time (PG, PMA, EG, EA, FL, CA) Safety Care (MSS & DA)	Daily Routines/Big 13 (all) -systems checklist Children in Crisis (all)
11-12	New Child Visits	New Child Visits	New Child Visits		
1-2	New Child Visits	New Child Visits	New Child Visits		DAs and assistants visit Sensory suite from 1-1:30
Afternoon 2-4:30	Special Education (all) -Child Study to IEP's -Protocols & Practices -Nautilus Approach	Class Time (PG, EG, FL) Safety Care (MSS & DA) Breakout training for assistants with coaches (PA, EA, CA)	Scheduling (all) -general -Mondays Getting Good Data w/ Ashley (relate to Equity work)	Setting the School Culture (all) Our Stance on -Equity -Professionalism -Work Ethic & participation -Respect for Children -Creating a Community	Class Touch-ups (all) Room Tours (all) Visits to Sensory Suite (all)

Note: Any down time throughout Summer Institute will be spent in classrooms.

Below, please find our year-long PD calendar, which includes both Monday afternoons and day long PD sessions:

Activity	Child Study	Lesson Study / Equity	Other PD
Date	1:30 - 2:15	2:15-3:30	3:30 - 4:30

8/23	Child Study PD w/ Coaches	Haggerty PD	
8/30	What's Going Well?	iReady PD for Newbies & Returning folks	
9/13	Lesson Study PD w/ Coaches	What Needs Support?	Curriculum Alignment
9/20	Child Study Fishbowl	Equity	Curriculum Alignment
9/27	First Child Study	Isolation of Difficulty	PAST PD w/ Assistants
10/4	Child Study	iReady Data Dive	
10/8	Full Day Literacy PD		
10/18	Child Study	Lesson Study	Word Problems
10/25	Child Study	Equity	Word Problems cont.
11/1	Progress Monitoring	Lesson Study	
11/8	Child Study	Transfer of Skills from Montessori to Assessment	
11/15	Child Study	Lesson Study	
11/22	Child Study	Equity	
11/29	Child Study	Lesson Study	
12/6	Progress Monitoring	Other	
12/13	Child Study	Lesson Study	
12/20	Child Study	Equity	
1/3	Child Study	Lesson Study	

1/10	Child Study	Other	
1/18	Full Day PD TBD		
1/24	Progress Monitoring	Lesson Study	
1/21	Child Study	Equity	
2/7	Child Study	Lesson Study	
2/14	Child Study	iReady Data Dive	
2/28	Child Study	Lesson Study	
3/7	Progress Monitoring	Equity	
3/10	Full Day PD TBD		
3/14	Child Study	Lesson Study	
3/21	Child Study	Other	
3/28	Child Study	Lesson Study	
4/4	Child Study	Equity	
4/18	Progress Monitoring	Lesson Study	
4/25	Child Study	Other	
5/2	Child Study	Lesson Study	
5/9		Equity	
5/16		Lesson Study	

5/23		Other
6/6	Progress Monitoring	iReady Data Dive
6/13	Transition Mtgs & Feedback Sessions	

Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year. As the year continues, we will observe in classrooms often and use information that comes from assessments, attendance, our discipline program and general staff feedback in order to further develop our response.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress.

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year.

1. We were able to give many older children opportunities to support whole classroom support and learning by assisting teachers in managing classroom community events. This helped children stay engaged and supportive of others during academic learning.
2. We also were able to begin utilizing assistants as direct instructors for early literacy supports. With this, we were able to support many more children in the learning of foundational literacy skills.
3. We were able to begin group sessions for social emotional support with our social worker as well. The students who participated were able to connect with other children around challenges they had.

We plan to continue all of these practices in the coming school year to support progress.

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

N/A

3.C: Special Populations

Students with Disabilities

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

plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

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

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

Breakthrough will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit:

- All students, including students with disabilities, will take the iReady assessment in September
- Special educators will assess students’ progress towards their IEP goals in order to plan instruction
- 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
- All PK3 and PK4 students will be assessed using the Ages and Stages Questionnaire to assess any possible need for further intervention or evaluation.
- For students in K and above, classroom teachers will assess their literacy and math levels, including phonological awareness, phoneme-grapheme knowledge, reading fluency, and knowledge of grade-level math standards.

Additionally, Breakthrough will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities:

- The multidisciplinary team will hold individual meetings with students’ families to determine compensatory education needs, and then implement the compensatory education plan for students who qualify.
- After the assessments outlined above are complete, the MDT will review each student’s IEP to ensure that the IEP reflects any accelerated learning goals and interventions that each student might need.
- The MDT will ensure that each student receives appropriate accommodations and modifications to be able to access the LEA-wide recovery plan.

Element	LEA
How the need for accelerated	<ul style="list-style-type: none"> • Student progress will be evaluated using progress reports,

<p>learning for students with disabilities will be evaluated</p>	<p>provider notes, specialized instruction notes, iReady and NWEA MAP scores, and 2020-21 school year Synchronous Assessment results</p> <ul style="list-style-type: none"> • Factors such as student attendance during virtual and hybrid learning and missed instruction due to other factors will be taken into account. • Students’ progress towards their annual IEP goals will be evaluated and, if possible, compared to the progress made in previous years. • The MDT will make individual determinations about the need for accelerated learning
<p>How appropriate services will be determined or designed for students with disabilities</p>	<ul style="list-style-type: none"> • Specific areas of focus will be determined through data analysis, parent input, service provider input, teacher input, and student input. • Services will be designed for each student in accordance with their needs. • Staff members with specific expertise such as our reading specialist and social worker, as well as related service providers, will participate in the determination process. • Those services may include joining our RtI groups for reading or social emotional learning, programs such as TouchMath or Orton Gillingham, work with our Reading Partners staff, additional specialized instruction hours, or additional consultation hours. • Appropriate accommodations and modifications will be made in alignment with the student’s IEP in order to ensure the student has access to and can make progress with accelerated learning services.
<p>How accelerated learning will be scheduled and delivered to students with disabilities</p>	<ul style="list-style-type: none"> • Accelerated learning needs will be determined by the MDT team as outlined above • Accelerated learning opportunities will be built into our general schedule of services for students with disabilities • Some accelerated learning services may be delivered during our before care and aftercare program • Accelerated learning services will be delivered by special education teachers, interventionists, and our social worker.
<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<p>Instructional approaches for accelerated learning will be communicated to families in one or more of the following ways:</p> <ul style="list-style-type: none"> • IEP amendment • Prior Written Notice • MDT meeting • Progress reports

Breakthrough will ensure equitable access to educational opportunities across learning environments 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 it has collected to make sure that accelerated learning services are prescribed in an equitable instead of equal manner.

Breakthrough will also work with Katherine Thomas School to assure that the same process and opportunities are available to our student who has been placed in a nonpublic school.

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 as outlined above, and assuring student access to those accommodations. Such accommodations might include extended time, greater frequency or duration of instruction, highlighters, physical reading aids, etc.

Breakthrough will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by making individualized learning decisions based on each student's individual needs. Breakthrough does not intend to make any placement changes based on factors related to the COVID-19 pandemic. Our accelerated learning interventions and accommodations are designed to take place in the general education environment, and we will only offer services as pull-out or in a more restrictive environment if student data shows that the student is not successful with the instruction in a general education environment with reasonable accommodations and modifications.

Breakthrough will continue to support parent training for students receiving related services through distance learning by providing individual and group parent sessions for parents of students with disabilities. Breakthrough provides individual counseling for families going through the eligibility and IEP process. Breakthrough also provides group parent education on topics such as supporting reading and math at home, as well as sessions led by our Occupational Therapist, Counselor, Social Worker, and Speech Therapist about supporting children at home and at school.

Breakthrough will take the following steps to ensure that family members with disabilities can access content to support their students' learning:

- Breakthrough provides information in multiple formats - written and auditory.
- Breakthrough provides multiple options for meetings - in person, virtual, and by phone.
- Breakthrough offers materials specifically designed materials for parents to work with their children on important skills
- Though speaking another language is not included in this question, Breakthrough also provides materials translated into parents' languages, such as ASL, Spanish, and Amharic.

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

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

N/A

English Learners

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

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

Screening:

- English learners who have not previously been screened will be assessed within the first month of school to determine level of English proficiency using the pre-IPT or WIDA screener.
- Students who receive a passing screener score in their PK or K year, indicating that they are not currently being identified as an English learner, will be screened once again in spring of Kindergarten or fall of Grade 1 using the WIDA screener. This will allow us to assess their English language skills across all four-domains.
- Students who have previously been screened and tested out in their PK or K year, for whom we have concerns about their English proficiency, will be rescreened using the WIDA screener.
- Any students who were determined to be Provisional English Learners, either at our LEA or other LEAs, will be rescreened using the WIDA screener within their first month of return to in-person instruction.
- Students who are medically fragile and, therefore, not attending school in person, will be engaged in a one-on-one virtual screening using the Pre-IPT remote version (PK3 - K) or the OSSE guidance for

determining Provisional English Learner status (1st grade and above).

Parent Notification:

- Within 30 days of stage 5 enrollment at the start of the 2021-2022 school year (or within two weeks of placement if not identified at the beginning of the school year), families of identified ELL students will be notified via letter using OSSE's sample parent notification letter as the template.
- The letter to notify parents will include all of the required information as outlined by OSSE including: reason the child was identified and placed in ELL program; students level of English proficiency and how it was assessed; status of the child's academic achievement; the methods of instruction used in the program that the child will be participating and the method of instruction used in other programs that support the student; how the program will meet educational strengths or their student and their needs; how the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and/or graduation; the specific exit requirements for the program; how the program will meet the objectives of the students IEP (if applicable); the rights of the parents; and the ability to consent or waive their rights to participate in the program.
- Identification of EL students, issuance of parent notification and the parents' consent or waiver of EL services will be documented and tracked in individual students files.

Learning / Accelerated Learning:

- Based on screener and ACCESS results, language proficiency goals will be set for each student by their instructional team
- Based on assessment results, in-class performance, and progress monitoring, the instructional team will determine if any changes in service hours or accommodations need to be made in order to ensure student progress.
- Once students' needs are understood, the student will receive English language instruction through meetings with either our school based EL instructor or a contracted individual trained to deliver appropriate content for EL students.
- Students in virtual learning will receive EL instruction and/or lesson accommodations as needed and in alignment with best practices. Any direct service will be scheduled in conjunction with our distance learning teacher in order to create a schedule that works well for the child and family, given their age and needs.
- Continued monitoring of language acquisition will occur per our plan as described in question 10.
- Additional PD will be provided to in-person teachers as well as our distance learning teacher, to increase their knowledge of best practices for EL students and their ability to appropriately serve EL students within their classrooms.

Effective Use of Funds in the 2021-22 School Year

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

N/A

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

N/A

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

N/A

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

N/A

SY 2021-22 Continuous Learning Plan Assurance Statement

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

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

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

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

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

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

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

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

The LEA attests to the following statement regarding technology:

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

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

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

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

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