

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

LEA Name: Breakthrough Montessori PCS

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LEA Type:

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Background and Purpose

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

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

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

¹Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

²These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

³Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:

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

Cleaning, Disinfecting, Sanitizing

The school will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Schools, and Homes](#).

The school will adhere to the following:

Responsibilities of Breakthrough staff

- Breakthrough will retain a contract with a janitorial company for regular cleaning, sanitizing, and disinfecting of the school's facilities.
- Breakthrough administration, in consultation with the school's janitorial company, will develop and implement a schedule for increased, routine cleaning, disinfection, and sanitization.
- For all cleaning, sanitizing, and disinfecting products, Breakthrough staff will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child.
- The school will implement safe and correct storage for cleaning and disinfection products.
- Breakthrough will only use non-contact thermometers to check the temperatures of Breakthrough staff and children. Breakthrough staff will thoroughly clean and disinfect these thermometers per manufacturer's instructions.
- All Breakthrough staff members are assigned a daily cleaning and disinfecting checklist relevant to their work environment (classroom, office, front desk, etc.)
- All Breakthrough staff members will receive their daily checklist, as well as training on how to complete the checklist, before the start of in-person learning.
 - Compliance with the daily cleaning and disinfecting checklist is henceforth considered an essential job responsibility for every employee.
 - All Breakthrough staff members will confirm completion of their daily checklist upon clocking out at the end of the work day.

- **Breakthrough Montessori will place signage in every classroom reminding staff of cleaning protocols.**
- **Breakthrough will implement a cleaning and disinfecting protocol for shared spaces and technology, including:**
 - **Door handles, faucets, and toilet handles in adult bathrooms**
 - **Refrigerators**
 - **Copiers**
- **All Breakthrough staff members will receive the cleaning and disinfecting protocol for shared space and technology, as well as training on how to complete the checklist, before the start of in-person learning.**
 - **Compliance with the disinfecting protocol for shared space and technology is henceforth considered an essential job responsibility for every employee.**
- **Staff must practice hand hygiene following the use of shared space and technology.**
- **All classroom materials will be cleaned between use by a staff member wearing gloves.**
- **Classroom materials that have been in children’s mouths or soiled by bodily secretions must be immediately set aside to be cleaned by a staff member wearing gloves.**
- **Cots will be cleaned between use by a staff member wearing gloves.**
- **Bedding provided by the family must be individually labeled and stored in the child’s cubby.**
- **Cots will be placed at least six feet apart while in use.**
- **Breakthrough students may not touch or use playground equipment during recess. Recess must take place on lawn or field space that is either on the school’s campus or is part of a public park. Recess may not take place on public play equipment.**
- **Students may only use the bathroom located in their classroom or assigned to their classroom. Student cohorts may not share, or commingle in, bathroom facilities.**
- **Adults may only use their assigned single occupancy bathroom. Adults must follow a disinfecting protocol after using the bathroom, including spraying the toilet handle, faucet handle, and door handle before exiting the bathroom.**
- **Children should not participate in disinfecting activities. Most disinfecting products are not safe for use by children, whose “hand-to-mouth” behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures.**
- **Breakthrough Montessori will maintain hand sanitizing stations at each entrance of both campuses.**
- **Each classroom will have hand sanitizer.**
- **Packages delivered to the school must be disinfected upon receipt. Packaging must be disposed of immediately.**
- **Breakthrough staff and students are not permitted to use the drinking fountain (installed only at the Takoma campus). Both Breakthrough campuses have water dispensers equipped with bottle sensors. All staff and students will use these dispensers for drinking water. The water dispensers will be cleaned, along with other high touch points, by the janitorial crew, as detailed below.**

Responsibilities of Janitorial Company

- **Janitorial staff will routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops, water dispensers).**
 - **Breakthrough has increased its janitorial budget to ensure that there are two daytime porters and a night crew. One day-porter is solely responsible for disinfecting high touch points while the other is responsible for daily janitorial duties, e.g. trash removal, mopping, etc.**
- **When using disinfectants, the manufacturers’ instructions must be followed, including duration of dwell time, use of personal protective equipment (if indicated), and proper ventilation.**
- **For all cleaning, sanitizing, and disinfecting products, the janitorial staff will follow the manufacturer’s instructions for concentration, application method, contact time, and drying time before use by a child. The janitorial staff will ensure safe storage of all cleaning products. The janitorial staff will clean dirty surfaces with detergent or soap and water before disinfection.**
- **Janitorial staff, as well as educators and other staff who may be cleaning and disinfecting spaces throughout the building, must adhere to PPE requirements.**
- **Janitorial staff will use EPA-approved disinfectants against SARS-CoV2 (COVID-19).**
- **Janitorial staff will only use products labeled as “safe for humans and the environment.”**
- **Once hybrid learning begins, the janitorial company will conduct electrostatic spraying on each campus twice a week (on Tuesday nights or Wednesdays and again on Friday nights or Saturdays). Electrostatic spraying takes place in between the use of the facility by separate groups of students with hybrid schedules.**

Spaces in which oral or nebulized medication has been administered will undergo routine cleaning and disinfection.

- **Students who receive nebulized treatments should be strongly encouraged to replace the nebulizer with oral inhalers whenever possible.**
- **If students cannot use or do not have access to an inhaler, Breakthrough will seek to provide nebulized treatments outside, weather permitting.**
- **Breakthrough will work with families to identify opportunities to transition the schedule for nebulized medication administration to before or after school, if medically appropriate.**

Schedule for cleaning

Item/area	Person Responsible	Frequency
High touch points (door handles, light switches, railings, faucets, water dispensers, sinks, toilet handles, toilet	Janitorial staff	Multiple times a day by day porter; nightly by night crew. One day porter is solely responsible for disinfecting high

seats)		touch points. This individual moves throughout the building constantly to ensure high touch points are cleaned multiple times a day.
Classroom materials	Classroom assistant	Multiple times a day; after each use by a child
Bathrooms	Janitorial Staff	Multiple times during the day by day porter; nightly by night crew
Kitchens	Janitorial Staff	Multiple times during the day by day porter; nightly by night crew
Common areas (hallways, lobby)	Janitorial Staff	Multiple times during the day by day porter; nightly by night crew
Shared technology	Breakthrough staff members	Multiple times during the day; Breakthrough staff clean shared technology after each use; day porter periodically cleans all high touchpoints (including shared technology) throughout the day.
	Janitorial staff	
Electrostatic spraying	Janitorial staff	Twice weekly: Tuesday night/Wednesday and Friday night/Saturday
Schedule	Staff/crew	
8:00am - 4:00pm	Day porters	
6:00-10:00pm	Night crew	

Wednesdays and weekends Electrostatic spraying

In addition to these routine cleaning requirements, the following protocols apply in circumstances in which a student or staff member becomes ill.

- **Student or staff member develops symptoms of COVID-19 throughout the school day but is not confirmed to have COVID-19:**
 - **Immediately rope off or close, clean and disinfect areas and equipment in which the ill individual has been in contact.**

- **Once the room is vacated at the end of the day, perform deep cleaning and disinfection of the full classroom, and any other spaces or equipment in which the ill individual was in contact. This includes the isolation room after use by an ill student or staff member.**
- **Staff supporting, accompanying or cleaning up after a sick student or staff member must adhere to PPE requirements.**

Cleaning and disinfecting following the identification of a COVID-19 case

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

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

- **Close off areas used by the person who was sick**
- **Open outside doors and windows to increase air circulation**
- **Wait up to 24 hours before disinfecting and cleaning to allow respiratory droplets to settle**
- **Clean and disinfect with electrostatic spray all areas used by the person who was sick.**

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

After the cleaning protocol has taken place, normal functions can resume.

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

The school will take the following measures in its use of space:

- **Breakthrough will install and maintain physical barriers at the reception desks of both campuses.**
- **Each campus has two entrances. Both entrances will be used during arrivals and departures. Only one cohort of students may enter the building from each entry point at a time (See “Entering and Exiting the School Building” for detailed schedule and protocol for arrival and dismissal).**
- **The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, outside spaces, and other shared spaces to avoid mixing groups.**
- **Breakthrough will place markers on the ground outside the school in six foot intervals to help students maintain social distancing while lining up to enter the facility.**

- **Within cohorts, students and staff will strive to maintain six feet of distance between one another.**
- **Students must have assigned work spaces that are placed six feet away from each other.**
- **Breakthrough administration will provide classrooms with all the necessary materials for students to work in a physically distanced manner.**
- **Breakthrough Montessori will place signage throughout the building reminding staff and students of social distancing protocols.**
- **No more than 12 individuals (staff and children) may be clustered together in one classroom.**
- **Students must not mix with other in-person groups.**
- **Students must remain in their cohort of no more than 12 individuals.**
- **Each cohort of 12 individuals must have its own designated bathroom. Cohorts may not share bathroom facilities.**
- **Each cohort of 12 individuals must enter and exit the school building on its own schedule. Cohorts may not commingle during arrivals or dismissal.**
- **Each cohort of 12 individuals must have a designated space for recess. Cohorts may not commingle during recess.**
- **Staff members may only interact with their assigned cohort(s). Staff may serve more than one cohort, provided the cohorts convene on different days.**
- **In certain circumstances, a thirteenth individual (who is also assigned to the cohort) may enter a classroom for a period of no more than 15 minutes. These circumstances include:**
 - **A child is displaying symptoms of illness and must be escorted out of the room.**
 - **A child requires emotional support and needs assistance to safely exit the classroom.**
 - **Classroom staff require assistance to deescalate a situation involving students.**
 - **A student has a bathroom accident or needs other individual physical support.**
 - **To return cleaned materials to the shelf.**
- **First responders, paramedics, firefighters, and any other individual responding to an emergency are exempt from this policy and may enter any classroom, regardless of the number of people in the room. In the event of an emergency, mitigating the immediate loss of life is more important than maintaining pandemic health protocols.**
- **Breakthrough reserves the right to temporarily assign a student to a campus other than the one where the student is formally enrolled in order ensure all students who opt for in-person learning can attend without surpassing the 12-person limit. In the event where one campus is overpopulated and the other campus is underpopulated, Breakthrough will take the following steps:**
 - **Invite families to volunteer to send their child(ren) to the other campus.**
 - **If no volunteers come forward, Breakthrough will select families through random lottery.**
 - **Students with IEPs, children of staff, and children with siblings at their current campus will be exempt from this lottery.**
 - **Qualifying families who are transferred to the other campus will be offered transportation**

assistance to offset any changes in transportation costs due to the move.

- Any campus transfers will be temporary. As soon as the student's campus of enrollment has capacity, the student will return to their original classroom.
- Communal-use spaces, chiefly the staff break room, will only be used by staff members on a staggered schedule. Staff members will clean communal-use space and technology according to protocol in between use and will maintain six feet of distancing at all times.
- All professional development and staff meetings will be conducted virtually to support social distancing.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility.
- If there are multiple symptomatic children, Breakthrough administrators may accompany a child to an outside space to wait for their families.
- Hallways will include occupant traffic floor direction marking on the flow, maintaining one-way traffic where possible. Where hallways must accommodate two-way traffic, there may only be one cohort of children passing through the hallway at a time. Extra time will be allowed during transitions to foster careful, supervised use of the hallways.

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

Reopening Buildings after Prolonged Closure

When Breakthrough Montessori reopens its facilities, the school will ensure building systems, such as ventilation and water systems and features (e.g., sink faucets, drinking fountains) are safe to use.

Ventilation

Prior to reopening, Breakthrough will engage with the HVAC vendor to ensure the systems operate properly and increase circulation of outdoor air as much as possible. Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security. Under no circumstances may fire-rated doors be propped or otherwise left open.

Breakthrough Montessori will ensure both campuses have MERV 13 or higher air filters installed.

Breakthrough Montessori will ensure each classroom has an InvisClean UV-C purifier.

Water System

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

- Flush hot and cold water through all points of use such as sinks, drinking fountains, and toilets.
 - Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
 - Care should be taken to minimize splashing and aerosol generation during flushing.
 - Additional water using devices, such as ice machines and drinking water dispensers, will be flushed in accordance with manufacturers' instructions.
4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.
- Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.*

SY 2020-21 School Operations

Physical (Social) Distancing

The safety of our teachers, staff, students, and their families is our number one priority when offering onsite learning. Individuals in the facility will strive to maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office (for more details, see the section entitled "Physical Changes to the Environment to Promote Social Distancing.")

Breakthrough Montessori abides by the following policy governing physical distancing:

- Breakthrough will install and maintain physical barriers at the reception desks of both campuses.
- Within cohorts, students and staff will strive to maintain six feet of distance between one another.
- Students must have assigned work spaces that are placed six feet away from each other.
- Breakthrough administration will provide classrooms with all the necessary materials for students to work in a physically distanced manner.
- Breakthrough strongly encourages families of napping students to pick their child up at 1:30pm. Children who remain onsite for nap will be organized head to toe on cots spaced six feet apart.
- Staff will instruct students on the importance of physical distancing.
- Families will also instruct their children on the importance of physical distancing.

- **In circumstances where a staff member finds it impossible to maintain six feet of distance, they will take the following precautions:**
 - **Wear both a non-medical face mask and a plastic face shield at all times**
 - **Ensure students are wearing either a face mask or a face shield. If the child is unable to wear a mask or shield due to health, psychological or developmental reasons, the staff member may use additional protective equipment, such as goggles.**
 - **Move six feet away from the child as soon as it is possible to do so.**
 - **Conduct hand hygiene immediately after touching a child.**
- **For the presentation of classroom lessons:**
 - **Primary guides may position themselves three feet away from a student for the delivery of lessons, provided that:**
 - **Only one student receives a lesson at a time**
 - **The student and guide must face the same direction and wear face coverings, unless the child is unable to wear a mask or shield due to medical, psychological, or developmental reasons.**
 - **Time spent in proximity must be minimized**
 - **According to the American Academy of Pediatrics: “Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic.”**
 - **Elementary guides may give lessons in a physically distanced manner**
 - **Students should be placed in predetermined locations at tables or on the rug.**
 - **For lessons that cannot be delivered using physical distancing, the following precautions must be followed:**
 - **The lesson must be given to a single student**
 - **The student and guide must remain three feet apart**
 - **The student and guide must face the same direction and wear face coverings unless the child is unable to wear a mask or shield due to medical, psychological, or developmental reasons.**
 - **Time spent in proximity must be minimized**

Classroom teams are allowed, and encouraged, to conduct parts of the work cycle outside. The American Academy of Pediatrics identifies time outside as an effective risk mitigation strategy, especially for primary aged children for whom physical distancing is most difficult. According to the AAP, “Outdoor transmission of the virus is known to be much lower than indoor transmission.” To avoid interacting with other cohorts, classroom teams may only use outside space that is assigned to their cohort on a schedule approved by Breakthrough administration.

Visitors

During all phases, the school will limit non-essential visitors.

Essential Visitor: An essential visitor is defined as any individual whose presence inside the building is required to meet the educational, social-emotional, or physical health needs of the students and staff members. Examples include, but are not limited to:

- **Parent/authorized adult of an enrolled student who must enter the building in order to pick up a child demonstrating symptoms of illness.**
- **Special Education service providers with whom Breakthrough Montessori has a formal contract and who come to the school on a set schedule to provide services required by a student's IEP or to conduct evaluations of students who may require special education services.**
- **Mental health providers with whom Breakthrough Montessori has a formal contract and who come to the school on a set schedule to provide counseling services to students, as requested by Breakthrough administrators.**
- **Emergency and first responders that the school has called in response to an emergency.**
- **Janitorial and cleaning crews**
- **Facility maintenance professionals responding to urgent or essential facility needs.**
- **Child and Family Services Agency (CFSA)**
- **Meal service providers**
- **Breakthrough will allow parents and advocates of students with disabilities seeking to observe student receipt of services in and outside of the classroom setting. Schools may condition entrance into the school on compliance with applicable health and safety standards. Such individuals would count towards the 12 person limit in a classroom.**

Non-Essential Visitor: A non-essential visitor is defined as any individual whose presence inside the building is not required to meet the educational, social-emotional, or physical health needs of the students and staff members. Examples include, but are not limited to:

- **Parents, guardians and family members of enrolled students who are not picking up a child exhibiting symptoms of illness. The following activities will take place outside the front door of both campuses: pick-up, drop-off, submission of enrollment forms or other required documents. Questions and inquiries must be shared via email, text message or phone call. Conferences and conversations with a student's guide must take place via Zoom or phone call.**
- **Prospective parents**
- **Student teachers**
- **Volunteers**
- **Mail carriers or delivery services**
- **Consultants**

The administrators of Breakthrough reserve the right to grant or deny access to the interior of either building to visitors.

Before entering the building, essential visitors must complete the daily health questionnaire, and a school administrator must review it.

Essential visitors must comply with Breakthrough Montessori's policy governing face coverings and social/physical distancing. Any essential visitor who fails to comply with any of these or other Breakthrough policies must leave Breakthrough Montessori property immediately.

Until further notice, the following events will not take place at Breakthrough Montessori:

- **Classroom observations**
- **School tours**
- **Open house events**
- **Potlucks**
- **In-person meetings of the School Home Association or its committees**
- **In-person conferences**
- **Special Persons Day**
- **Lesson Share Day**
- **Classroom performances**
- **Field trips**
- **Family members are not allowed to join a child's birthday celebration in the classroom.**

Traveling to and from School

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

Each cohort of 12 individuals must enter and exit the school building on its own schedule. Cohorts may not commingle during arrivals or dismissal.

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

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

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

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

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

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

For transport vehicles (e.g., buses or car share from metro or specific bus stops) that are used by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet away from one another, wear masks, and use hand sanitizer upon entry and exit of the vehicle.

Entering and Exiting the School Building

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

Each campus (Takoma and Petworth) has two entrances. Thus, two classroom cohorts will be allowed to enter the building at a time (one cohort per entrance). Arrivals will be staggered in the following order:

- 8:00am: One classroom cohort enters each campus through the primary entrance. A second classroom cohort enters each campus through the secondary entrance.
- 8:20am: Two more classroom cohorts enter each campus, using separate entrances
- 8:40am: Two more classroom cohorts enter each campus, using separate entrances

Guides are in their respective classrooms prior to the arrival of the student cohort. Classroom assistants go to their classroom cohort’s assigned entryway to meet the students and escort them to the classroom, ensuring physical distancing protocols are followed while in the hallways.

Students will leave the building for recess in a similar manner:

- Staggered in 20 minute intervals
- Using the same door used during arrivals

Students will be dismissed at the end of the day in a similar manner:

- Staggered in 20 minute intervals
- Using the same door used during arrivals

Breakthrough will mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.

Arrival and Dismissal Schedule

Schedule	Activity	Campus	Classroom	Campus	Classroom
8-8:15am	Arrival	Takoma - Main Door	Primary 1	Petworth - Main Door	Primary 1
		Takoma - Side Door	Elementary 1	Petworth - Side Door	Elementary 1
8:20-8:35am	Arrival	Takoma - Main Door	Primary 2	Petworth - Main Door	Primary 2
		Takoma - Side Door	Elementary 2	Petworth -	Elementary 2

			Side Door	
		Takoma - Main Door Primary 3	Petworth - Main Door	Primary 3
8:40-8:55am	Arrival			
		Takoma - Side Door Elementary 3	Petworth - Side Door	N/A
		Takoma - Main Door Primary 1	Petworth - Main Door	Primary 1
11-11:15am	Depart for recess			
		Takoma - Side Door Elementary 1	Petworth - Side Door	Elementary 1
		Takoma - Main Door Primary 2	Petworth - Main Door	Primary 2
11:20-11:35am	Depart for recess			
		Takoma - Side Door Elementary 2	Petworth - Side Door	Elementary 2
		Takoma - Main Door Primary 3	Petworth - Main Door	Primary 3
11:40-11:55am	Depart for recess			
		Takoma - Side Door Elementary 3	Petworth - Side Door	N/A
		Takoma - Main Door Primary 1	Petworth - Main Door	Primary 1
1:30-1:45pm	Dismissal/ Aftercare			
		Takoma - Side Door Elementary 1	Petworth - Side Door	Elementary 1
		Takoma - Main Door Primary 2	Petworth - Main Door	Primary 2
1:50-2:05pm	Dismissal/ Aftercare			
		Takoma - Side Door Elementary 2	Petworth - Side Door	Elementary 2
		Takoma - Main Door Primary 3	Petworth - Main Door	Primary 3
2:10-2:25pm	Dismissal/ Aftercare			

Side Door

Daily Health Screening

Breakthrough Montessori Public Charter School requires a daily health screen for all students and adults entering the building.

Before arriving at either Breakthrough Montessori campus, parents/guardians must take their child's temperature. If the child's temperature is 100.4 degrees Fahrenheit or higher, the family must keep the child home.

Before arriving at either Breakthrough Montessori campus, parents/guardians, staff members, and essential visitors must complete the daily health questionnaire on behalf of their child(ren) or themselves. A separate daily health questionnaire must be submitted for each child in the family.

The questionnaire requires families, staff members, and essential visitors to identify if they or their child(ren) have experienced the following symptoms within the previous 24 hours:

1. **Fever (subjective or 100.4 degrees Fahrenheit and above)**
2. **Chills**
3. **Cough**
4. **Shortness of breath or difficulty breathing**
5. **Fatigue**
6. **Muscle or body aches**
7. **Headache**
8. **New loss of taste or smell**
9. **Sore throat**
10. **Congestion**
11. **Runny nose**
12. **Nausea**
13. **Vomiting**
14. **Diarrhea**

15. **Otherwise feeling unwell**

16. **Has been in close contact with a person who is positive for COVID-19**

17. **Has been in close contact with a person who is awaiting a COVID-19 test result**

If the student or staff member has experienced any of the above symptoms within the previous 24 hours, they may not enter the building.

Upon arriving at the campus, a Breakthrough Montessori staff member will verify the student, staff member, or essential visitor has submitted a complete health questionnaire.

Upon arriving at the campus, all students, staff, and essential visitors will take their temperature using a non-contact thermometer stationed at the entrance. A Breakthrough Montessori staff member will verify that the individual's temperature is below 100.4 degrees Fahrenheit. The staff member will read the non-contact thermometer while maintaining six feet of distance from the individual. Simultaneously, staff will visually inspect each person entering the building for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness. The staff member will clean the non-contact thermometer with an alcohol wipe between each individual screened.

Staff conducting the visual inspection will receive training from the Office of the State Superintendent of Education (OSSE).

If a staff member, student, or essential visitor has a temperature at or above 100.4 degrees Fahrenheit or presents any symptoms, they are not allowed to enter the building. Instead, they must go home and call a healthcare provider. If they are not immediately able to leave the school premises, the student, staff member or visitor must be isolated from other individuals and wear a face covering; any accompanying staff member(s) must follow PPE guidance per the "suspected or confirmed COVID-19" section. Such students, families, staff or visitors shall be instructed to call their healthcare provider to determine next steps.

Staff, students, and visitors may not return to Breakthrough Montessori until:

- 1. They have a negative COVID-19 test or**
- 2. They have been cleared by a medical provider to return or**
- 3. They have completed a two-week quarantine.**

If a staff member, student, or essential visitor has been in close contact with a person who is positive for COVID-19, then the individual may not enter Breakthrough Montessori's facilities until cleared by a healthcare provider, or have completed their two-week quarantine period without becoming symptomatic or diagnosed with COVID-19.

If a staff member, student, or essential visitor has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member may not enter Breakthrough Montessori's facilities

until the close contact tests negative. If the close contact tests positive, they must seek guidance from their healthcare provider or DC Health.

Individuals who have traveled to a high-risk state of country for non-essential activities are required to self-quarantine for 14 days, per Mayor's Order 2020-081, Requirement to Self-Quarantine After Non-Essential Travel During the COVID-19 Public Health Emergency. Travel to and from Maryland and Virginia is exempt from the Order.

Grouping

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

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, outside spaces, and other shared spaces to avoid mixing groups.
- When grouping students, Breakthrough will make determinations as to the grouping in consideration of students' individualized education programs (IEPs) and least restrictive environment. Breakthrough will consider the IEPs and 504 Plans of each student to determine how the school will implement the accommodations and modifications required in the IEP or 504 Plan necessary to implement service delivery within the health and safety guidelines. Service considerations may be conducted using the [OSSE Service Consideration Tool](#), modified to reflect questions related to service delivery in a hybrid service-delivery model.
- To the maximum extent appropriate, Breakthrough will maintain consistency of dedicated iade and behavior support staff when grouping students.
- To the maximum extent appropriate, Breakthrough will maintain a single set of related service providers designated to each student group, including for the delivery of services inside and outside of the general education setting.

Meals

- Breakthrough Montessori will work with a meal service provider (Heavenly Edibles LLC) to provide breakfast, snack, and lunch to students.
- Heavenly Edibles will deliver food to the campuses daily on a specific schedule. Food delivery will be scheduled between 10:00am and 11:00 am each morning to minimize the chance of meal service providers encountering students and staff in the hallways.
- Snacks and meals for students must be prepackaged, including silverware, napkins, and seasonings.
- Snacks and meals may not be self service.

- Snacks and meals must be served in the classroom.
- Classroom staff will collect meals and milk from the kitchen on a staggered schedule to avoid commingling.
- Staff distributing food must follow all PPE requirements, and as required per food safety regulation or requirements, including wearing gloves whenever handling food products and changing gloves and washing hands when changing activities.
- Classrooms will not use communal bowls or utensils.
- Hand hygiene must be practiced before and after snack and lunch.
- Students have to remove masks and face coverings during snack time and lunch time.
- In the classroom, children must sit at assigned tables/work spaces during lunch. Children must face away from one another during lunch.
- Tables and chairs must be cleaned and sanitized before and after the meal.
- Breakthrough will routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched such as door handles, refrigerator and milk cooler doors and handles, carts, and trays, and other objects used for meal service.
- Classroom teams are allowed to hold snack and lunch outside. The American Academy of Pediatrics identifies time outside as an effective risk mitigation strategy, especially for primary aged children for whom physical distancing is most difficult. According to the AAP, “Outdoor transmission of the virus is known to be much lower than indoor transmission.” To avoid interacting with other cohorts, classroom teams may only use outside space that is assigned to their cohort on a schedule approved by Breakthrough administration.
- If a classroom has snack or lunch outside, children must still strive to sit six feet apart from another and must avoid facing one another while eating.
- Students may not share food, utensils, cups or plates.
- Staff will wash hands before and after food distribution, waste collection, and after helping children to eat.
- Students and staff will minimize bare hand contact with any food products.
- Students may bring lunches from home. Breakthrough will keep each student’s belongings such as lunches separated from others’ and in individually labeled containers, cubbies, or areas. Breakthrough will communicate with families about cleaning items brought from home.
- Breakthrough will ensure adherence to students’ 504 Plans and Anaphylaxis Action Plans, including ensuring that students are not exposed to foods to which they are allergic.
- Breakthrough will follow all relevant federal and local food safety guidelines.
- During virtual learning, Breakthrough will continue to work with Heavenly Edibles to provide all families with the opportunity to collect a week’s worth of groceries (one bag per child in the family who is enrolled at Breakthrough) every Monday. Breakthrough will furthermore provide all families with information about other meal distribution sites throughout the District of Columbia.

Recess

- Each cohort of 12 individuals must have a designated space for recess. Cohorts may not commingle during recess.
- Breakthrough students may not touch or use playground equipment during recess. Recess must take place on lawn or field space that is either on the School's campus or is part of a public park. Recess may not take place on public play equipment.

Canceling, Eliminating Activities

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

- Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences)
- Revise the process for receiving mail and packages; only have necessary items delivered and combine orders so fewer deliveries are made.
- Essential visitors only (see Visitors policy)
 - Breakthrough will allow parents and advocates of students with disabilities seeking to observe student receipt of services in and outside of the classroom setting. Schools may condition entrance into the school on compliance with applicable health and safety standards. Such individuals would count towards the 12 person limit in a classroom.

Until further notice, the following events will not take place at Breakthrough Montessori:

- Classroom observations
- School tours
- Open house events
- Potlucks
- In-person meetings of the School Home Association or its committees
- In-person conferences
- Special Persons Day
- Lesson Share Day
- Classroom performances
- Field trips
- Family members are not allowed to join a child's birthday celebration in the classroom.

Preventing a Vaccine-avoidable Outbreak

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials.

To prevent a vaccine-preventable disease outbreak, Breakthrough will take the following steps:

- **Implement the Immunization Policy for In-Person Attendance in full.**
- **Ensure a procedure is in place for frequently reviewing immunization compliance, identifying and notifying non compliant families, and removing non compliant students from in person instruction after the 20-school day period.**
- **Provide families with a list of pediatric immunization locations and primary care centers in DC.**
- **Provide families with a review of immunization requirements, as well as all necessary health forms.**

As part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date. If a student is discovered to not have received their proper immunizations, Breakthrough will issue a warning letter stating they will have 20 school days to present the proper immunization documentation to the school (DC Official Code § 38–505). If the proper immunization documentation is not presented to Breakthrough within the 20-school day period, the student will be removed from school and will receive an “unexcused absence” each day they are out of school. Once the proper immunization documentation is presented to Breakthrough, the student will be allowed to return and the missed days will be changed to “excused absences.” If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team to support the student in getting an up-to-date screening.

Non-Medical Face Masks and Coverings

All staff and visitors (including contractors) must wear non-medical face coverings or face masks at all times while in the school building. The use of non-medical face masks and coverings is also required when outside the building when in close proximity to students and families. Staff members who work directly with children must wear a non-medical face mask and a plastic face shield.

This policy applies to:

- **All Breakthrough staff members**
- **Special Education service providers**
- **Mental health service providers**
- **Parents/guardians/authorized adults who enter Breakthrough facilities to pick up a child who exhibits symptoms of illness**
- **Parents/guardians of students with IEPs who enter Breakthrough facilities to observe the delivery of services**

- Meal service providers
- Facility maintenance professionals
- Janitorial and cleaning crew members
- Emergency and first responders called to the school to respond to an emergency
- Representatives of Child and Family Services Agency (CFSA)
- Any other adult determined to be an essential visitor
- Parents/guardians who approach the building for drop-off and pick-up (even if they do not enter the building).

In accordance with the Americans with Disabilities Act, Breakthrough will consider reasonable modifications to this face mask policy so that persons with disabilities can participate in, or benefit from, the activities and programs of Breakthrough Montessori Public Charter School.

If an adult has a contraindication to wearing a face covering, either medical or otherwise, then that individual should not participate in in-person school activities.

Students must also wear non-medical face coverings while in the school building, except in the event of a medical or developmental contraindication. If a student is unable to wear a mask throughout the day, mask breaks are acceptable at times in which physical (social) distance can be maintained (e.g., during snacks or meals). Families and educators should work with students to practice wearing a mask safely and consistently.

Instances when face coverings do not need to or should not be worn:

- By children younger than 2 years of age;
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- By children during naptime;
- When engaged in activities in which there is a risk of burn or injury from the use of a face mask
- When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings must continue to be worn;
- When actively drinking or eating a meal;
- When in an enclosed office that no one else is permitted to enter
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instructions.

Staff, students and visitors are required to wear one of the following types of face coverings. Whichever option a person selects, the covering must fully cover the nose and mouth at all times and fit snugly against the side of the face.

- **Cloth mask**
- **Disposable mask**
- **Bandana**

Adults who interact directly with children must wear a plastic face shield over the mask or face covering to provide additional protection.

Staff members are expected to come to school each day with their mask and face shield ready for use.

Breakthrough will provide two non-medical face masks or covering and one face shield to all staff members. Extra masks and shields will be available on campus if a staff member needs to change their mask or shield mid-day.

Breakthrough will provide up to one mask and face shield to any child who requests one. Extra masks and shields will be available on campus if a child needs to change their mask or shield mid-day.

Students must remove their mask, covering or shield while eating and napping. While eating and napping, students must remain six feet away from one another at all times.

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

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

As much as possible, school staff should prevent students from playing with their or others' face coverings and ensure they are removed and stored safely.

Breakthrough Montessori staff members may remove their face mask or covering in order to eat. Staff members may only remove their face masks to eat in designated areas of the facility.

Breakthrough Montessori will remove any adult from our building who fails to comply with this policy.

Breakthrough Montessori strongly encourages all members of our community to abide by the following guidelines for the care of a cloth mask:

- **Before putting on a cloth face covering, clean hands with alcohol-based hand rub or soap and water.**
- **Avoid touching the cloth face covering while using it; if you do, clean hands with alcohol-based hand rub or soap and water.**
- **Do not put your cloth face covering around your neck or up on your forehead.**
- **Remove your cloth face covering and replace with another if it becomes visibly dirty, wet, or difficult to breathe through.**
- **To remove the cloth face covering:**
 - **Handle it by the string ties or ear loops only. Untie the strings behind your head or stretch the ear loops, and remove. Avoid touching the dirty part (do not touch the front of the cloth face covering).**
 - **Fold outside corners together (so the outside part is folded into itself).**
 - **Place in a hamper or washing machine. You can include your cloth face covering in your regular laundry, using the warmest appropriate water setting and drying it using the highest heat setting.**
 - **Clean hands with alcohol-based hand rub or soap and water immediately after removing the face coverings.**

Hygiene

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

School-wide hygiene: Breakthrough will work with the janitorial services provider to ensure that the following environment will occur to maintain a healthy environment:

- **A health screen occurs for all people entering the school.**
- **Health screen materials (non-contact thermometers) are properly cleaned.**
- **Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.**
- **All student belongings will be separated and stored in each student's cubby.**
- **Increase air circulation only where safe and possible and ensure ventilation systems are operating properly. (See Reopening Building section on ventilation.)**
- **Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.**
- **Install no-touch fixtures where possible.**

- **Drinking fountains will not be used other than to refill individual bottles.**
- **Regular hand sanitizing will be enforced:**
 - **Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol.**
 - **Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations at entrances and exits.**
 - **Students will wash or sanitize their hands when both entering and exiting a classroom.**

High-risk Individuals

Breakthrough Montessori Public Charter School recommends that all students, staff, and essential visitors who are at high-risk for experiencing severe illness due to COVID-19 consult with a medical provider before attending work or school at Breakthrough Montessori in-person. “High-risk” includes, but is not limited to, people with:

- **Cancer**
- **COPD (Chronic Obstructive Pulmonary Disease)**
- **Serious heart conditions**
- **Immunocompromised state from a solid organ transplant**
- **Obesity (>30 Body Mass Index)**
- **Type 2 Diabetes Mellitus**
- **Chronic Kidney Disease**
- **Sickle cell disease**

A complete list of conditions that might place an individual at increased risk of severe illness from COVID-19 can be found [here](#). Any student, staff member, or essential visitor who has a medical condition not listed in the policy, but is still concerned about their safety, is recommended to consult with a medical provider.

Any student, staff member, or essential visitor who lives with, or cares for, an individual who is high-risk for experiencing severe illness due to COVID-19 is recommended to consult with a medical provider.

Staff members and essential visitors have the responsibility to self-identify as high-risk. Parents/guardians have the responsibility to identify their child or another family member as high-risk.

Administrators and representatives of Breakthrough Montessori Public Charter School will not ask any staff member, visitor, or family member questions about their personal health conditions. Any personal health information that staff members, essential visitors, children, or family members provide Breakthrough administrators will be kept confidential. Breakthrough does not require written clearance from high-risk individuals prior to participating in in-person activities at school.

Exclusion or Dismissal from Onsite Learning

The school will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria: Students and staff must stay home, or not be admitted if:

- **The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed in the Daily Health Screening section.**
- **The student, staff member or visitor has had close contact with an individual confirmed to have COVID-19.**
- **The student, staff member or visitor is awaiting COVID-19 test results.**
- **The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.**

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

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

If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:

- **They've been cleared by a health care provider,**
- **They've received a negative COVID-19 test,**
- **They have completed the quarantine period without becoming symptomatic or diagnosed with COVID-19.**

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

- **For students, the school is to immediately isolate the student from other students. The student must**

immediately put on a cloth or surgical face covering, if not wearing already.

- **Additionally, Breakthrough must:**
 - **Notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and instruct them to seek healthcare provider guidance.**
 - **Identify a staff member to accompany the isolated student to the isolation area and supervise the student while waiting pickup from the parent/guardian**
 - **The staff members briefly responding to the sick student in the classroom, accompanying the student to the isolation area and supervising the student in the isolation area must comply with PPE requirements.**
 - **Follow guidance for use of the isolation room.**
 - **Immediately follow cleaning and disinfecting procedures for any area(s) and material(s) with which the student was in contact.**
- **For staff, the school is to send the staff member home immediately or isolate until it is safe to go home, instruct the staff member to seek healthcare provider guidance, and follow cleaning and disinfecting procedures for any area(s), material(s), and equipment with which the staff member was in contact.**

If a school staff member must take a student's temperature at any point, they should use the non-contact thermometers installed at the entry to the building. They should use CDC guidelines for safely taking temperature, including the use of personal protective equipment (PPE).

Isolation Room:

Schools must identify a well-ventilated space to isolate sick individuals until they are able to leave the school grounds. The space should be in an area that is not frequently passed or used by other students or staff, not behind a barrier, and that is not the health suite. If safe and nice weather, Breakthrough will isolate sick individuals outdoors. When in the isolation area, the sick individual must always wear a non-medical (cloth) face covering or surgical mask, be within sight of the supervising staff member, and be physically separated from other individuals by at least 6 feet. To the extent feasible, isolate only one sick individual in the isolation suite at a time. The isolation area must be immediately cleaned and disinfected after the sick individual departs. Supervising staff must comply with PPE requirements.

Return Criteria

Table 1 below identifies the criteria that schools must use to allow the return of a student or staff member with: (1) COVID-19 symptoms; (2) positive COVID-19 test results; (3) negative COVID-19 test results or documentation from healthcare provider of alternate diagnosis; (4) close contact of individual with confirmed COVID-19; or (5) travel to a high-risk state or country as defined by DC Health.

Student or Staff Member Criteria to Return

With:

Note: Criteria below represent standard criteria to return to care. In all cases, individual guidance from DC Health or a healthcare provider would supersede.

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

If individual is tested:

- **If positive, see #2.**
- **If negative, see #3.**
- **Individuals must quarantine while awaiting test results.**

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

If individual does not complete test, must:

- **Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR**
- **Meet symptom-based criteria to return:**
 - o **At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND**
 - o **At least 10 days from symptoms first appeared, whichever is later**

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

If symptomatic, may return after:

2. Positive COVID-19 Test Result

- **At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND**
- **At least 10 days* after symptoms first appeared, whichever is later**

See DC Health's [Guidance for Persons Who Tested Positive for COVID-19](#) for more information

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

If asymptomatic, may return after:

- 10 days from positive test

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

<p>3. Negative COVID-19 Test Result After Symptoms of COVID- 19</p> <p><i>OR</i></p> <p>Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)</p>	<p>May return when:</p> <ul style="list-style-type: none"> • Meet standard criteria to return after illness <p>*Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does <i>not</i> shorten the duration of quarantine of at least 14 days.</p>
<p>4. Close Contact of Individual with Confirmed COVID-19</p> <p><i>See DC Health’s Guidance for Contacts of a Person Confirmed to have COVID-19 for more information</i></p>	<p>May return after:</p> <ul style="list-style-type: none"> • 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health <p>If the close contact is a household member:</p> <ul style="list-style-type: none"> • Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact. • If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual’s infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later). <p>Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.</p>
<p>5. Travel to High-Risk State or Country, as Defined by DC Health</p> <p><i>See DC Health’s</i></p>	<p>May return after:</p> <ul style="list-style-type: none"> • 14 days from return or arrival to the District of Columbia <p>Negative COVID-19 test during this period would not shorten quarantine</p>

<i>Guidance for Travel</i> for more information	period of 14 days.
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Implement Leave Policies for Staff

Breakthrough will honor its Paid Time Off (PTO) Policy, as well as all relevant local and federal laws governing time off, including DC Family and Medical Leave Act, DC Sick Leave Law, Declared Emergency Leave, the Families First Coronavirus Response Act (FFCRA).

Exposure Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Katherine Park as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19

Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (via this link: <https://dchealth.dc.gov/page/covid-19-reporting-requirements>). A confirmed case is an individual who has tested positive for COVID-19.

Step 2: Communication to Families and Staff

Breakthrough will protect the privacy of individuals when alerting families and staff to a COVID-19 case. Communication is to be completed per DC Health directive and will include:

- Notification to those staff and families of students in close contact with the individual, including the requirement to quarantine for 14 days;
 - Note: DC Health will identify close contacts based on its case investigation. It is not the responsibility of the school to define those that must quarantine.
- Notification to the entire school that there was a COVID-19 positive case, those impacted have been told to quarantine, steps that will be taken (e.g., cleaning and disinfection);
- Education about COVID-19, including the signs and symptoms at coronavirus.dc.gov;
- Referral to the Guidance for Contacts of a Person Confirmed to have COVID-19, available at coronavirus.dc.gov; and
- Information on options for COVID-19 testing in the District of Columbia, available at coronavirus.dc.gov/testing.

DC Health will instruct schools on dismissals and other safety precautions in the event a known COVID- 19 individual came in close contact with others at school.

Breakthrough Montessori will communicate this information with staff and families via e-mail, text message and, when necessary, phone calls.

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

In the event of a confirmed COVID-19 case in a student or staff member, Breakthrough will immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection, and sanitization guidance from the CDC, linked [here](#):

- **If seven days or fewer have passed since the person who is sick used the facility, follow these steps:**
 - **Close off areas used by the person who is sick.**
 - **Note: If it is during the day when the COVID-19 case is confirmed AND the COVID-19 positive individual was appropriately excluded from in-person activities while awaiting test results, it is acceptable to close, clean, and disinfect spaces used by the positive individual after the children and staff in those spaces leave for the day.**
 - **Open outside doors and windows to increase air circulation in the areas.**
 - **Wait 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.**
 - **Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.**
- **If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.**
- **Staff conducting cleaning must adhere to PPE requirements**

Student and Staff Schedule

See Instruction Plan for schedules.

Distributing Educational Materials

All materials will be sanitized prior to assigning to a student. For students who are unable to travel to school, the materials will be dropped off at the student's residence. The student and family will sign an agreement to take care of the materials and follow school behavior policy (see Tech Policy for more details).

Oversight of Before and After Activities

Breakthrough will not offer before and aftercare at the beginning of the 2020-21 school year. Breakthrough will introduce before and aftercare at its discretion. Before and aftercare, if introduced, will be led by Breakthrough Montessori staff members, and students will be groups with the same students they were grouped with during the school day (to the fullest extent possible). Breakthrough will not engage vendors or contractors for the delivery of before and/or aftercare services until further notice.

Providing Personal Protective Equipment (PPE)

- **Breakthrough will provide every staff member with two (2) reusable, cloth face masks and one (1) plastic face shield. Every staff member is responsible for bringing their masks and shield to work each day, ready for use.**
- **Breakthrough will store extra cloth face masks and plastic face shields for staff members who need to change their face covering throughout the day.**
- **Breakthrough still stock disposable masks, gloves, goggles, and aprons.**
- **Upon request, each child will be provided with either a face mask or a face shield.**
- **Breakthrough will store extra child-sized face masks and plastic face shields for students who need to change their face covering throughout the day.**

School staff must adhere to the guidance below at a minimum. These guidelines do not replace professional judgment, which must always be used to ensure the safest environment for staff and students.

Note: Staff and children must practice good hand hygiene throughout all of the scenarios and maintain physical distance of six feet to the maximum extent feasible.

Wearing gloves is not a substitute for good hand hygiene. Gloves must be changed between children and care activities, and hand hygiene must be performed between glove changes. If skin comes into contact with any secretions or bodily fluids, it must be immediately washed. Contaminated clothing must be immediately removed and changed.

WORKING WITH STUDENTS WHO ARE NOT KNOWN/SUSPECTED TO HAVE COVID-19

Lower Risk: 6 feet of physical distance cannot always be maintained. Close contact with secretions or bodily fluids is not anticipated.

- **Non-medical (cloth) face covering**

Medium Risk: Staff are in close/direct contact with less than 6 feet of physical distance. Close contact with secretions or bodily fluids is possible or anticipated.

- **Non-medical (cloth) face covering**
- **If potential for bodily fluids to be splashed or sprayed (e.g., student who is spitting, coughing; while providing a nebulized medication), instead use surgical mask and eye protection (face shield or goggles)**
- **Coverall**
- **Gloves must be used per existing procedures (e.g., when diapering, administering medication)**

Higher Risk: School nurses who are engaged in aerosol-generating procedures must follow additional guidance for Healthcare Providers per DC Health.

WORKING WITH STUDENTS WHO ARE KNOWN OR SUSPECTED TO HAVE COVID-19

Staff working with any child who is known to have COVID-19 or who is exhibiting symptoms of COVID-19 must take additional steps.

While responding briefly to a sick student, or while escorting a sick student to the isolation room:

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

While supervising a sick student in the isolation room, staff must always wear:

- **Surgical mask**
- **Eye protection (face shield or goggles)**
- **Coverall (e.g., long sleeve button-down shirt)**
- **Gloves**
- **Note: The student in the isolation room must also wear a non-medical (cloth) face or surgical mask.**
- **The sick student and any staff accompanying or supervising them to/in the isolation room must safely remove and store their cloth face covering, or dispose of their surgical mask, after use.**

PPE FOR STAFF IN SPECIAL SITUATIONS

Janitorial Staff

- **Non-medical (cloth) face covering**
- **Gown/coverall**
- **Gloves**
- **Other PPE may be needed based on cleaning/disinfectant products being used and whether there is a risk of splash. For more information, visit the CDC's website [here](#).**

Classroom educators and staff who are cleaning and disinfecting areas or equipment utilized by a sick individual must follow Janitorial Staff guidelines above. Classroom educators and staff doing routine cleaning (e.g., of high-touch surfaces) must wear non-medical (cloth) face covering and gloves.

Foodservice Staff

- **Non-medical (cloth) face covering**
- **Gloves (when handling food products)**
- **Additional PPE may be required per food preparation regulation and requirements**

Instructional Delivery Plan

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

This plan describes how Breakthrough Montessori Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunities as in a traditional school year through synchronous and asynchronous

remote and onsite learning opportunities.

The plan provides students, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk, per the city’s definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional wellbeing.

This plan may change throughout the school year based on factors, such as family and staff responses to surveys and DC’s reopening guidance.

School Schedule Options

Hybrid (A/B Groups)

Students with a hybrid schedule attend school in-person for two days per week, and attend school remotely with both synchronous and asynchronous activities for three days per week. Some asynchronous activities will be completed using a computer while others will be completed offline.

Onsite (I Group)

Students in Group I have a full-time onsite schedule. This group is reserved for students with particular needs that merit full-time onsite instruction (children with IEPs and children of staff)

Distance Learning (V Group)

Students in Group V have a full-time virtual schedule. This group is for students whose families have opted for full-time virtual learning. They engage in synchronous and asynchronous activities five days a week. Some asynchronous activities will be completed using a computer while others will be completed offline.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A	Onsite	Onsite	Virtual	Virtual	Virtual
B	Virtual	Virtual	Virtual	Onsite	Onsite
I	Onsite	Onsite	Virtual	Onsite	Onsite

V	Virtual	Virtual	Virtual	Virtual	Virtual
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If more than 80 percent of our student body elects to participate in hybrid learning, Breakthrough will not be able to accommodate all children while maintaining cohorts of no more than 12 individuals. In this event, Breakthrough will move from an A/B/I/V model to a C/D/E/F/I/V model:

Group	Monday	Tuesday	Wednesday	Thursday	Friday
C	Onsite	Virtual	Virtual	Virtual	Virtual
D	Virtual	Onsite	Virtual	Virtual	Virtual
E	Virtual	Virtual	Virtual	Onsite	Virtual
F	Virtual	Virtual	Virtual	Virtual	Onsite
I	Onsite	Onsite	Virtual	Onsite	Onsite
V	Virtual	Virtual	Virtual	Virtual	Virtual

Instruction

Curriculum

Breakthrough Montessori remains fully committed to the implementation of a high quality, high-fidelity Montessori curriculum during onsite and remote learning. As in any other school year, Breakthrough upholds the following non-negotiable standards for fully implemented Montessori classrooms to ensure that the implementation of our program is consistent with the Montessori mission and philosophy:

- Each classroom is led by one Montessori teacher, trained at the appropriate age level.
- Each classroom features a mixed, three-year age groups (3-6 year-olds or 6-9 year-olds)
- Each classroom has an appropriate number of children to ensure social development.
- Each class is driven by uninterrupted work periods in the morning and the afternoon.
- Each classroom has a complete set of Montessori materials.

During the 2020-21 school year, Breakthrough Montessori will adhere to international standards of fully implemented Montessori practice. In addition, the Montessori Scope & Sequence has been aligned with the

Common Core States Standards, and we will continue to rely on these alignments to ensure that the curriculum at Breakthrough Montessori is consistent with Common Core requirements.

Learning standards for our primary classrooms (PK3-K) include standards for the following areas of study:

- **Language (oral language, writing, reading)**
- **Mathematics**
- **Practical Life**
- **Sensorial**
- **Cultural Studies (includes science and social studies)**

Learning standards for elementary classrooms include standards for the following subject areas:

- **Language arts (including phonics, spelling, grammar, sentence analysis, creative and expository writing, and literature)**
- **Mathematics (arithmetic, algebra, and geometry)**
- **Science (natural sciences, physical sciences, and environmental sciences)**
- **Social sciences (history, civics, economics, anthropology, sociology, and geography)**
- **Aesthetic development (musica, drama, and visual arts)**

Personnel

A number of school staff members will interact with students to ensure their full engagement in, and benefit from, the Montessori curriculum for onsite and remote learning. These individuals are:

Guide: The guide is a Montessori trained lead teacher. They are each responsible for a group of mixed-age students who, together, will be considered a class. This adult will be the teacher of record for attendance and will also be the primary contact for families. Refer to our attendance policy for how attendance will be determined, including the touchpoints that will be used.

Guides are responsible for delivering Montessori instruction and moving each child through the lessons called for in the Montessori Scope and Sequence. Guides furthermore promote classroom community and culture. They are responsible for tracking each student's individual progress and growth. In the virtual learning posture, guides have live (synchronous) interaction with each student four days a week (Monday, Tuesday, Thursday and Friday). This interaction includes a classroom meeting as well as grade-level lessons. When hybrid learning begins, the guide will see some of the class onsite (the number depending on city guidance) and some remotely. When onsite, guides deliver lessons to students one-on-one or in small groups, using Montessori materials.

Assistant: Each primary classroom (PK3-K) has two assistants. Each elementary classroom (grades 1-3) has one assistant. In the virtual classroom, the role of the assistant is to provide the necessary pre-teaching, post-teaching, and follow-up so students are prepared to access the lessons and content presented by the Montessori guide. Assistants also provide students with the opportunities to practice their skills and demonstrate mastery. Assistants may deliver some lessons using a scripted lesson plan. In particular, assistants provide direct instruction in reading foundations. These lessons are anchored by a specific topic reading instruction, such as blending boards, phonics, vowel teams, silent E, or reading a clock. In the in-person classroom, the role of the assistant is to help students remain engaged and focused on their work; to ensure materials are cleaned and sanitized after each use; and to help respond to social, emotional, and behavior needs in the classroom as they arise.

While the guide's time is divided equally among the students, the assistant's time is divided equitably. Students may have more or less time in a one-on-one or small group setting with the classroom assistant, depending on the support and scaffolding they need to be successful with grade-level content and lessons.

Montessori Support Specialists: Montessori support specialists are special education teachers who also have a background in, and understanding of, the Montessori pedagogy. They work with students who have IEPs or students with other identified needs to ensure they can successfully access the Montessori curriculum in the least restrictive environment possible.

Dedicated Aide/Registered Behavior Tech: These individuals work one-on-one with identified students to support their learning needs.

Student support and instructional team members: This group of school staff includes the social worker, reading specialist, the Director of Curriculum and Instruction, the Director of Student Support, and other staff members not typically tied to one specific classroom. During virtual learning, these individuals assist all classrooms through partnership and collaboration with the lead guides. They moreover assume responsibility for students showing severe or persistent signs of disengagement, help trouble-shoot engagement issues, and triage support for the student as needed. Once hybrid learning begins, these individuals will have specific case loads of students with whom they may interact face-to-face in order to provide additional academic, social-emotional support. Moreover, individuals on this team will be assigned one classroom. They may be called to support that classroom as back-up in the event that either the guide or assistant is absent or the guide and assistant needs additional help responding to a specific need that arises in the classroom.

Instructional Methods

In order to deliver the Montessori curriculum in an remote or hybrid scenario, Breakthrough Montessori will employ the following instructional methods:

Synchronous learning with Montessori guide: During synchronous learning with the Montessori guide, children receive Montessori lessons that introduce new content or skill or encourage a child down a path of inquiry on a certain topic. Synchronous learning with the Montessori guide, coupled with asynchronous learning without classroom staff (described below), form the bedrock of Montessori education. Children

receive moments of focused attention with the guide - either one-on-one or in small groups - followed by time to explore and work independently or with their peers. When remote, synchronous instruction from the Montessori guide is conducted via Zoom where students and the guide are interacting directly with one another. Learning may take place via direct instruction from the guide or with students working on projects, monitored by the guide. Onsite, this instruction takes place when the guide and students are occupying the same room and involves the use of Montessori materials. During synchronous learning, students may ask questions and the guide may also ask questions of the students to engage in real time student learning.

Asynchronous learning with Montessori guide: This instruction requires the guide to prepare learning that can be accessed anytime, anywhere. It involves pre-recorded lessons in which the Montessori guide provides instruction. These videos are accessed by students via Seesaw, a platform that Breakthrough uses for distance learning. Asynchronous learning with the Montessori guide only takes place in the remote setting.

Synchronous learning with classroom assistants: In a Montessori school, the classroom assistant plays an important role in supporting children and maintaining a classroom environment that is conducive to learning. When remote, classroom assistants provide synchronous instruction to students via Zoom where students and classroom assistants interact directly with one another. Instruction is given through a scripted lesson plan that allows the assistant to provide the student with the necessary information and skills to be able to access the grade-level content and lessons provided by the Montessori guide. This method gives the students an opportunity to practice their skills with real time feedback. When in-person, this instruction takes place in the classroom with the assistant and the students occupying the same physical space.

Synchronous learning with support staff and special education staff: Some students, depending on need, also receive synchronous learning with a reading specialist, social worker, special education teacher (Montessori Support Specialist), or special education provider. When remote, this instruction is provided via Zoom so the student and adult can interact in real time. When in person, this instruction may take place within the child's classroom or as a pull-out service conducted in a separate space in the school.

Asynchronous learning without classroom staff: While much focus, understandably, is placed on synchronous learning with a teacher - as the principle method by which students gain exposure to new content and skills - equally important to the Montessori method is time dedicated to the independent work, exploration, and inquiry of the child. Thus, in both remote and in-person learning, children engage in learning through independent or small group work with peers, absent the intervention of a classroom adult.

During onsite learning, students work with materials and content that respond to their precise learning level and developmental needs. When onsite, the beginning of the school day is an integral part of the curriculum consisting of a 3-hour work period. During this period, children choose from hundreds of discrete Montessori materials in the classroom and may work with them for any length of time. The only restrictions to choice are that a child must have already been introduced to the material they wish to use by the guide in the form of the lesson, and the materials must not already be in use by another child. The child has the freedom to repeat use of the materials before putting them away when finished. The process of choosing work with various materials is repeated with many different materials throughout the work period but moments of reflection are welcomed and encouraged as well.

During distance learning, this dynamic understandably changes. Yet, we strive to maintain the ethos of

student independence, self-paced learning, and student-centered education. During distance learning, this work is assigned to students by the guide through Seesaw, Raz Kids, or Khan Academy. The guide expects the work to be completed by a certain time each day or week. To ensure that the work is completed each day and students are engaging and progressing, assignments will be collected in Seesaw daily and will be used to measure attendance (See attendance policy for further details).

Asynchronous work may also be assigned to the student and their families through the quarterly curriculum guide. Finally, the work may correspond to an independent or small group project that the student pursues during “Big Work Wednesdays.” During Big Work Wednesdays, students conduct self-guided research (in an age appropriate manner) on a particular topic they have selected, in consultation with their guide. The guide provides structure and timeline to help guide the research, with presentations of the finished projects scheduled periodically. During onsite learning, asynchronous work is done as students engage independently with Montessori materials they have selected to use, which correspond to the Montessori lessons they have received.

Community Building

Central to the Montessori philosophy is the role of community. The careful nurturing of a classroom community is a necessary ingredient for the healthy development of our students. Below are the methods of community building that Breakthrough will employ during the 2020-21 school year.

Community-building led by the Montessori guide: When onsite, the guide fosters community in the classroom by establishing and modeling classroom norms for behavior, by providing “Grace and Courtesy” lessons to students that help children develop a sense of community identity and responsibility towards one another; and through implementation of the Montessori philosophy of “care of self; care of the environment; and care for one another.” During remote learning, this work must continue. Daily classroom morning meetings via Zoom are an important time where guides work to intentionally foster community culture.

Community-building enabled by the Montessori guide: Especially in elementary classrooms, guides - both onsite and remotely - build classroom community by encouraging and enabling group projects, partner work, and other opportunities for students to connect with one another.

Community-building without a Montessori guide: When onsite, children have unstructured time for socializing (such as recess) that helps them deepen friendship and affinity for the classroom community. When remote, Breakthrough encourages families to help their children connect on Zoom with other students for purely social purposes. Breakthrough administration work with the School Home Association (SHA) to offer non-school organized opportunities for community building and socializing among students.

Platforms used for Distance Learning

Breakthrough Montessori uses the following platforms to deliver instruction and ensure learning in the remote setting:

- **Zoom:** A cloud-based, peer-to-peer software platform that provides videotelephony and online chat services and is used for teleconferencing, telecommuting, distance education, and social relations. Breakthrough Montessori uses Zoom for synchronous learning activities. Zoom is used by all students PK3-3rd grade.
- **Seesaw:** A digital portfolio where guides upload content (videos, prompts, assignments, instructions, etc.); students respond to content through discussion; and students submit their work for their guide's review. Seesaw is used by all students PK3-3rd grade.
- **Raz Kids:** A website that provides comprehensive leveled reading resources for students. Raz Kids is used by students K-3rd grade. Students in PK4 who develop reading skills may also access Raz Kids.
- **Khan Academy:** A website that provides lessons via videos. Breakthrough uses Khan Academy for the delivery of math content as well as opportunities for students to practice math skills. Khan Academy is used by students 1-3rd grades.
- **Clever:** A single sign-on that allows students to access all of the platforms listed above with only one username and password.

Student Safety on Zoom

See Technology Plan for more details.

Materials

In addition to the digital platforms described above, Breakthrough Montessori will use physical materials to ensure rigor across onsite and remote settings. As discussed in the section on instructional methods, Montessori materials are essential to the classroom, and manipulation of these materials satisfies the young child's developmental need to learn by doing. Montessori materials inherently develop independence, concentration, and control of movement while instilling a love of work and a joy of learning.

While Breakthrough cannot provide each family with a complete set of Montessori materials for use during remote learning, we can provide a list of common household items that can be used in such a way that reflects how the child would work with classroom materials while onsite. Families will receive a curriculum guide that identifies the grade-level topics and contents introduced to students each week, accompanied by a supply list. Families will prepare the supplies each week that correspond to the child's lessons for that week. Breakthrough Montessori will purchase supplies on behalf of families who require assistance in preparing their child work space at home. For an example curriculum guide and supply list, see the Family Engagement Policy.

Professional Development

From August 10-21, 2020, all Breakthrough Montessori staff will receive training on Seesaw, Clever, Zoom, Khan Academy and Raz Kids. This training is provided by the Breakthrough Montessori administration. The training will focus on using the platforms for the following:

- Plan content for each student

- **Deliver content (either synchronous or asynchronous)**
- **Assign work, activities, and assignments**
- **Receive and review completed work or evidence of completed work (such as a photo or a video)**
- **Track a student’s progress through the Montessori Scope and Sequence**
- **Track attendance**

In addition, Breakthrough conducts professional development with Montessori guides for two hours every Monday afternoon (from 2-4pm). This time may be used for the following:

- **Child Study: analyzing the needs of specific children and how staff members can support their development**
- **Lesson Study: reviewing lessons from the Montessori curriculum to ensure they are delivered with consistency and fidelity across all classrooms**
- **Level meetings for faculty: elementary faculty gather and primary faculty gather to discuss challenges and lessons learned during remote or hybrid learning**
- **Anti-racist, anti-bias education**
- **Positive discipline**
- **Orton Gillingham and other interventions to support literacy**
- **Assessing student learning, troubleshooting IT issues, engagement, and building community when remote.**

When onsite, classroom assistants lead the afternoon work cycle on Monday afternoons so guides can participate in professional development. When remote, classroom assistants provide synchronous learning opportunities for students. Children also have asynchronous content to work with during this time.

There may be additional opportunities for professional development on Wednesdays, as well as non-instructional days throughout the school year dedicated to professional development. Staff will also support one another and collaborate on Wednesdays.

Each day, guides and classroom assistants will have access to IT support, the social worker, the reading specialist, support staff and administrators to troubleshoot issues that occur both onsite and remote.

Timely Intervention

Breakthrough will track attendance daily (See attendance policy for more information). The school will follow-up with a family after each absence if the school was not notified of the absence beforehand. Guides

will track daily and weekly assignment completion. When needed, a member of the instructional and student support teams will contact a family to determine if a student is disengaging and why. They will triage issues and refer other specialists to support a student or family, such as IT support, counseling, and learning.

Continuous Improvement

Breakthrough Montessori will conduct externally-validated formative assessments, as well as school-designed formative assessments (see Assessment Policy for more information).

There are five assessment periods for school-designed assessments (start of school and at the end of each quarter) and three periods for externally-validated formative assessments (fall, winter, spring).

Following each assessment period, the school will engage in a data analysis of student performance. The instructional leadership will guide a faculty analysis of student performance on assessment disaggregated by schedule type (remote vs. hybrid) while also considering other variables (e.g. housing instability, special education status). The purpose of this effort is to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Further professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Once a month, students who have shown the least engagement whether by attendance or work product will be evaluated by the student support and instructional teams. The teams will determine the potential cause of disengagement, from equipment to WiFi issues, to mental health difficulties, to content.

Weekly and Daily Schedules for Remote and Hybrid Learning

Breakthrough Montessori will provide 180 instructional days in the 2020-21 school year. The schedule will be based on a quarter system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned quarter start date except when there is an emergency reason to move from hybrid to remote learning.

Breakthrough is requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day.

During remote learning, formal instruction begins at 9am and ends at 3:30pm. During hybrid learning, in-

person instruction begins at 8am and ends at 1:30pm; remote instruction ends at 3:30pm. Under both models, the work day for staff begins at 8:00am and ends at 4:30pm.

Breakthrough Montessori will provide remote instruction to all students from August 24 to October 23, 2020. Below are model schedules and activities for remote instruction.

Daily Primary Remote Learning Schedule:

Time	Virtual Learning Activity	Ks	PK4	PK3
8 - 9 a.m.	Breakfast and movement	Breakfast and movement activities		
9 - 9:30	Group meeting (20 min)	Group meeting (9 - 9:20)		
9:30 - 12:00	Work cycle	Lesson from 9:30 - 9:50	Lesson from 10:15 - 10:35	Lesson from 11:00 - 11:20 (to start in week 3 - individual meetings in week 1 and week 2)
12 - 1:30	Lunch and Recess	Lunch and Recess		
1:30 - 2		Group reading instruction - 4x/week	Work cycle plus 20 minute language lesson 2x/week	
2 - 2:30		Fri: meeting for families about upcoming week		Work cycle
2:30 - 3	Work cycle / nap		Fri: meeting for families about upcoming week	
3 - 3:30			Work cycle (reading lesson may also be 3-3:20)	Fri: meeting for families about upcoming week
3:30 - 4	Office hours for families			

Sample Family Schedule (Primary)

8-9am Breakfast and movement

9-9:20am Class circle time

9:20-9:30am Break / movement

Work Cycle, including:

- Practical life work

9:30-12pm • Read aloud

- Seesaw follow up

- Group Lesson

12-1:30pm Recess and lunch

Nap (younger students) or work cycle, including:

- Reading instruction group for Ks

- Read aloud

1:30-3:30pm

- Other activities listed above

- Reading lesson for Pk4s

- Seesaw follow up

Sample Primary Work Cycle (Kindergarten student)

9:30-9:50am Group lesson with guide

9:50-10am Snack

10-10:20am Math work with stamp game (lesson assigned on Seesaw)

10:20-10:50am Art activity

10:50-11:15am Writing sentences with the moveable alphabet (lesson received earlier in the week)

Assessment and Promotion Policy

11:15-11:30am **Silent reading or reading to an adult, some discussion**

11:30-12pm **Preparing lunch for the family**

Sample Primary Work Cycle (PK3 student)

9:30-9:50am **Sorting laundry by color**

9:50-10am **Snack**

10-10:10am **“I spy” sound game**

10:10-10:20am **Counting objects / “bring me” game (e.g. bring me 2 pencils)**

10:20-10:50am **Art activity**

10:50-11am **Break / movement**

11-11:20am **Group lesson with guide**

11:20-11:40am **Read aloud and discussion**

11:40-12pm **Helping to set the table for lunch (embed counting needed silverware)**

Daily Elementary Remote Learning Schedule:

Time	Virtual Learning Activity	3rd years	2nd years	1st years
8 - 9 a.m.	Breakfast and movement	Breakfast and movement activities		
9 - 9:30	Group meeting (20 min)	Group meeting (9 - 9:20)		
9:30 - 12:00	Work cycle	Lesson from 9:30 - 9:55	Lesson from 10:15 - 10:40	Lesson from 11:00 - 11:25

A. Assessment

Possible 1:1 or small group meeting with assistant Possible 1:1 or small group meeting with assistant Possible 1:1 or small group meeting with assistant

12 - 1:30 Lunch and Recess Lunch and Recess

1:30 - 3:30 Work Cycle Work cycle, including: 30 minute reading group 1x/week, 1:1 conference with guide every other week, possible 1:1 or small group meetings with assistant

3:30 - 4 Office hours for families

Sample Family Schedule (Elementary):

8-9:00am Breakfast and movement

9-9:20am Classroom meeting

Work cycle, including small group lesson and the following activities (student choice, assigned in Seesaw or lesson follow up):

- Math work
- Handwriting
- Reading comprehension
- Lesson follow up
- Seesaw follow up
- Language work
- Reading mechanics
- Midday movement breaks
- Snack
- Art Activity

9:20-12pm

12-1:30pm Recess and lunch

1:30-3:30pm Work cycle, including:
 • Reading groups

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

- **1:1 conferences**
- **Other activities listed above**
- **1:10 or small group work with assistant**

Sample Elementary Work Cycle

9:30-9:40am	Set up work journal for the day
9:40-10am	Choose research topic and write questions, start finding books
10-10:15am	Snack
10:15-10:45am	Group lesson with guide
10:45-11:15am	Follow up work from lesson
11:15-11:45	Math work choice: telling time to five minutes
11:45-12pm	Silent Reading

During distance learning, the student’s school day begins at 9am and ends at 3:30pm for both primary and elementary students. During this period (5 ½ hours), students engage in the following instructional methods:

- **Synchronous learning (with Montessori guide, classroom assistant or other school staff member): Elementary students receive between 45 minutes and 2 hours 15 minutes of synchronous instruction on Mondays, Tuesdays, Thursdays, and Fridays. Primary students receive between 40 minutes and 1 hour 30 minutes of synchronous instruction on Mondays, Tuesdays, Thursdays, and Fridays.**
- **Asynchronous learning (with or without a Montessori guide, classroom assistant or other school staff member): Students in elementary will have between 1 hour 45 minutes and 3 hours 15 minutes for asynchronous learning. Students in primary will have between 2 hours 30 minutes and 3 hours 20 minutes for asynchronous learning.**
- **Students in both primary and elementary will have 1 hour 30 minutes for lunch and recess each day.**

Breakthrough Montessori hopes to transition to hybrid learning in the second quarter of the 2020-21 school year, public health guidance permitting. In early October 2020, families will indicate if they would like to engage in full-time remote learning or hybrid learning for the second quarter of the school. Breakthrough will accommodate all families at the beginning of the quarter. At any point during the quarter, families may switch from hybrid learning to full-time remote learning. Families that select full-time remote learning at the beginning of the quarter will have the opportunity to switch to hybrid, in-person learning before the start of the following quarter.

Weekly schedule for hybrid learning:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-11:00	Work Cycle	Work Cycle		Work Cycle	Work Cycle
11:00-12:30	Lunch and Recess	Lunch and Recess		Lunch and Recess	Lunch and Recess
12:30-1:30	Work Cycle	Work Cycle	Planning for staff	Work Cycle	Work Cycle
			Distance learning for students		
1:30-3:30	Students dismissed / aftercare Professional development for staff	Students dismissed / aftercare Distance learning		Students dismissed / aftercare Distance learning	Students dismissed / aftercare Distance learning

Arrivals, lunch, and dismissal are staggered by 20 minutes to allow cohorts to safely enter the building. Please refer to the section on entering and exiting the building in the School Recovery Operations Plan.

including:

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

NWEA-MAP

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

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

Assessment Integrity

Breakthrough Montessori has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. All families will sign testing integrity agreements that include the parameters in which families, classmates, and others may help students on assessments, and how the Internet and other resources may be used during assessments. The second part is a change in school assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be conducted with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet,

books and/or other resources. Students may also be asked to identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

Formative Assessments

For the 2020-21 school year, Breakthrough Montessori will conduct externally-validated assessments, as well as school-designed assessments.

School-designed assessments for all students (PK3-3rd grade) will take place during four assessment weeks throughout the year. These weeks will be:

- October 26-30, 2020
- January 25-29, 2021
- March 29-April 2, 2021
- June 7-11, 2021

During these weeks, learning (rather remote or in-person) will continue; students will not experience a change in their schedule. Classroom staff will use regularly-scheduled times for synchronous learning to assess student growth and achievement through activities and tasks that the student will complete in real time under the supervision of the guide or the classroom assistant. Guides will also assign assessment tasks for students to complete independently and submit via Seesaw. Guides will record the student’s performance on these assessments using an internal assessment rubric.

Moreover, Breakthrough Montessori will conduct the externally-validated assessments the school has committed to using under its performance management framework. The assessments are as follows:

Grade	Assessment	Frequency	How assessment will be administered
K	NWEA MAP	Fall Window: 9/21-10/23/2020	Remote: student conducts assessment online within an assessment pod of up to 9 other students with a remote proctor; family supervises. In-person: student conducts assessment onsite, school administration proctors
		Winter Window: 1/25-2/25/2021	
		Spring Window: 5/3-5/28/2021	
1st grade	NWEA MAP	Fall Window: 9/21-10/23/2020	See above
		Winter Window:	

1/25-2/25/2021

Spring Window:
5/3-5/28/2021

Fall Window:
9/21-10/23/2020

2nd grade NWEA MAP Winter Window: 1/25-2/25/2021 See above

Spring Window:
5/3-5/28/2021

Fall Window:
9/21-10/23/2020

3rd grade NWEA MAP Winter Window: 1/25-2/25/2021 See above

Spring Window:
5/3-5/28/2021

3rd grade PARCC Spring Window: Remote: student conducts assessment online (if offered); family supervises.

In-person: student conducts assessment onsite (if offered), school administration proctors

NWEA MAP, the externally-validated formative assessment administered to most of Breakthrough’s students (K-2nd grade), is fully capable of supporting remote learning. Breakthrough will begin NWEA MAP testing in late September in order to have ample time for family outreach. Through weekly family education seminars, newsletters, and meetings, we will share the value of MAP Growth assessments, what to expect from the remote testing experience, and how to prepare the student’s device for the assessment. We will use resources provided by NWEA in the [Family Toolkit](#) in addition to our own strategies and communications. Beginning our testing cycle in late September also provides time to ensure every student has a device and is able to successfully connect to the internet. Finally, Breakthrough will use the month of September to train school staff to proctor the NWEA MAP assessment remotely. Proctors are the primary point of contact for the student during the test, are responsible for ensuring that any technical hurdles are overcome, and ensure students are set up for a successful test-taking session. Students will take the NWEA MAP assessment in assessment pods of up to 9 students, under the supervision of one remote proctor.

Breakthrough recognizes that the data collected from these assessments will contain a considerable amount of noise. Breakthrough will take this noise into consideration when analyzing the results of the assessment.

For PK3 and PK4 students, Breakthrough will conduct the Ages & Stages Questionnaire early in the school year as a universal screener. In addition, PK3 and PK4 students participate in school designed assessments that include the following:

- **Reading:** alphabetic principle (letter sounds), phonemic awareness (ability to blend and segment verbally), reading ability (ability to read CVC words, blends, sentences)
- **Math:** Ability to count aloud, identification of numerals, 1:1 correspondence, concept of addition, mathematical thinking (ability to solve simple one step word problems)

Subsequent supports and interventions

The student's score on the assessments administered by classroom staff will determine the child's tier for the coming quarter. A student's tier determines the level of support and intervention they receive from classroom staff. Tier 1 students have no student support lessons in addition to their general education curriculum. Tier 2 students have 2 student support lessons per week. Tier 3 students have 3 student support lessons per week.

Results from computer adaptive assessments (NWEA MAP and PARCC) will further inform supports and interventions that are provided students, which include:

- **Orton Gillingham Method for Reading:** a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals
- **American Reading Company Independent Reading Level Assessment Framework (IRLA):** a developmental reading taxonomy built upon Common Core State Standards
- **Waseca Reading method:** a method complementary to Orton Gillingham which provides a systematic and sequential presentation of the phonetic elements used in the English language
- **Individual or small group work with the Montessori literacy specialist**
- **Increased support from classroom assistants in the form of one-on-one meetings and/or small group meetings**
- **Reading and/or math foundations lessons with classroom assistants**

B. Promotion and Graduation

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

Breakthrough Montessori has made slight adjustments to its promotion policy, in light of remote learning. These changes are described below and are included in the 2020-21 Family Handbook so that all families are aware.

Montessori classrooms are mixed-age environments where children are not restricted to content and lessons for their grade/age-group alone. Children remain in their classroom community for three years (primary classroom for grades PK3, PK4 and K; lower elementary classroom for grades 1, 2 and 3). Unlike other school environments, promotion in a Montessori environment does not happen for every student at the end of each school year. Rather, promotion happens at the end of the three-year cycle when a student is ready to move from primary to lower elementary and (eventually) to upper elementary. When a child does not move into the

subsequent classroom, but rather remains in their current classroom for a fourth year, they participate in “The Gift of the Fourth Year.”

At Breakthrough Montessori, under normal operating procedures, this is a decision that is made collaboratively between the school and parents - without the agreement of both parties, the decision cannot move forward. This is a decision that is most often made within the last year of the three year cycle, but may, in rare cases, happen earlier if it is most developmentally appropriate for the student.

During remote and hybrid learning, Breakthrough will continue to collaborate with parents when determining whether or not the Gift of the Fourth Year is necessary for a student. However, under circumstances of chronic absenteeism and severe disengagement from distance learning (discussed below), Breakthrough Montessori reserves the right to grant a student a fourth year in their classroom without agreement from the parents.

Evaluative Measures: Several measures are used to evaluate children’s readiness for the next three year cycle, or the next level. Our main areas of assessment will be children’s social emotional development. Because Montessori is a pedagogy of child-led, individually paced learning, children can learn at their level in any grade or environment. However, children who are not emotionally or socially ready may benefit from extra time at the previous level. Some of the measures we use to evaluate children’s social and emotional level are:

- Montessori Transition Checklist for students moving from primary to elementary
- Ages and Stages Questionnaire (for students younger than 5)
- Normalization or Adaptation Checklists
- Progress Reports
- Parent and teacher input
- Student input (for students in Elementary)
- During distance learning, we will also use virtual assessment results, attendance, and engagement with the distance learning platforms.

The school reserves the right to consider the Gift of a Fourth Year for a student of compulsory education age who is marked absent for 25% or more of the instructional days in a quarter (see the attendance policy for more information of when a student is marked present or absent). In this case, if the school does not have sufficient data on the student’s social-emotional growth due to chronic absenteeism and disengagement from distance learning, the school may err on the side of caution and keep the child in their current classroom for a fourth year. In these circumstances, a Gift of the Fourth Year may be beneficial so that the student, when they do reconnect with school either through onsite or remote instruction, reconnects with the last guide with whom they had a relationship. In the event that the school’s efforts to contact/engage the family are unsuccessful, the school reserves the right to grant a Gift of the Fourth Year to a student without agreement from the family.

Some of the factors that we weigh when considering the Gift of the Fourth Year are the following:

8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation

- Is the student able to choose and complete work independently?
- Is the student friends with children of his/her own age group, or mostly friends with younger children?
- Is the student able to independently problem-solve and resolve conflicts with peers within the classroom environment?
- Has the student mastered enough of the core concepts of the previous level to be successful at the next level?

Considerations:

- For a child to be considered, they must have gone through the Child Study process, showing that the school has made reasonable efforts to remediate the issue(s).
- When a request for retention or promotion is made, the first step is a meeting with the family and the Director of Curriculum and Instruction. If the request is coming from the school, the family will be informed no later than February of the academic year of the proposed retention. Our goal is to work with families to make the best decision for students, which is a process that takes time. A final decision must be made by the team on or before May 30, 2021.

requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school’s charter that you plan to waive for SY 2020-21, describe those waived requirements.

N/A

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

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

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

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

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

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

Breakthrough Montessori commits to meeting its goals and academic achievement expectations as set form in its charter. Attendance for remote learners is of paramount importance for Breakthrough Montessori. This

policy reflects how remote attendance will be captured.

Breakthrough requests a waiver from OSSE for six-hours of “seat time” per instructional day.

Breakthrough Montessori Public Charter School selects the following option:

- “Option B: For those without LMS, the LEA must make one-on-one contact with a student daily through a medium defined by LEA policy AND a student must provide evidence of education engagement consistent with LEA policy.”

Touchpoints

Below is a complete list of acceptable methods for making one-on-one contact with a student to authenticate a student’s presence. Specific examples of these touchpoints are offered in the section below on Grade Span Considerations.

- Phone conversations between the student and instructional staff to discuss content
- Virtual meetings one-on-one with instructional staff to discuss content
- Participation in synchronous learning opportunities through Zoom
- Completed assignments submitted via Seesaw after viewing a pre-recorded video
- Completed assignments or work product uploaded to Seesaw
- Photos of completed assignments, activities or projects uploaded to Seesaw
- Ongoing assignments uploaded to Seesaw that indicate progress
- Photos of ongoing assignments uploaded to Seesaw that indicate progress
- Videos of activities uploaded to Seesaw
- Videos or photos of students engaged in activities indicated in the curriculum guide, uploaded to Seesaw
- Videos of photos of students engaged in activities that align with the Montessori Scope and Sequence, uploaded to Seesaw.

Grade Span Considerations

PK3 and PK4: Breakthrough Montessori will record daily attendance for all PK3 and PK4 students. Students in PK3 and PK4 have opportunities for synchronous learning with their guide every Monday, Tuesday, Thursday and Friday. They have opportunities for asynchronous learning every day Monday through Friday. Engagement of PK3 students in synchronous learning with guide, as well as completion of tasks following

asynchronous learning, constitutes a touchpoint for the purpose of attendance. However, PK students may also use other touchpoints described above. For example, the families of PK students may choose to upload the following to Seesaw on a daily basis:

- A photo or a video of the student engaged in an activity that aligns with the Montessori Scope and Sequence for Practical Life, such as: washing their hands; preparing a snack; washing dishes; washing a table; rolling or unrolling their work rug; watering household plants; folding laundry; spooning; pouring.
- A photo or a video of the student engaged in an activity that aligns with the Montessori Scope and Sequence for Sensorial, such as: exploring the textures of different textiles; organizing objects by size, shape or color.
- A photo or video of the student engaged in an activity that aligns with the Montessori Scope and Sequence for Language, such as: tracing letters while pronouncing the letter sound
- A photo or video of the student engaged in an activity that aligns with the Montessori Scope and Sequence for Mathematics, such as: visualizing different quantities with manipulatives
- A photo or video of the student reading with a parent/guardian or childcare provider
- A photo or video of the student on a nature walk with a parent/guardian or childcare provider
- A photo or video of the student practicing a skill listed in the weekly curriculum guide for their age group.

The photo/video evidence provided by PK families can be captured by a parent/guardian of the enrolled student or by a child care provider who works with the student in their home environment or elsewhere. In recognition that families cannot be expected to obtain Montessori materials for the home, photo/video evidence of student work can include the use of non-Montessori materials, found in the home, that have a parallel purpose as the classroom materials.

Kindergarten-3rd grade: Breakthrough Montessori will record daily attendance for all students who participate in compulsory education. Students in K-3rd grade have two or three synchronous learning opportunities with their guide on Monday, Tuesday, Thursday and Friday. They may also have one or two synchronous learning opportunities with their classroom assistant Monday, Tuesday, Thursday, and Friday. They have asynchronous content and assignments every day Monday through Friday. For students in K-3rd grade, one touchpoint described above is required to satisfy the daily attendance requirement.

Attendance Monitoring and Reporting

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

- Guides responsible for daily attendance for students onsite will follow existing protocols.
- Guides responsible for remote learning students without an LMS (Learning Management System) will follow protocols using touchpoints discussed above.

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

- **The school will maintain one database where all classroom staff record student attendance. The database is designed to include every synchronous learning opportunity that has been assigned to the student. This includes synchronous learning with the guide; synchronous learning with classroom assistant(s); synchronous service delivery with special education staff and service provides; meetings with the literacy specialist, social worker, or other members of the instructional or student support teams. 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 operations associates.**
- **Seesaw is then reviewed by operations associates to determine if students who were absent from synchronous learning uploaded evidence of asynchronous learning.**
- **The operations marks students with no synchronous or asynchronous touchpoints recorded as absent in eSchoolPlus and marks all other students as present.**

Breakthrough Montessori will take the following actions to address absences:

- **The operations associates call the families of every student who was absent the day before without providing notice or rationale. The operations associates will determine reason for absence and determine what’s needed to ensure future attendance.**
- **After five unexcused absences, the Director of Curriculum and Instruction 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.**
- **After the total number of absences in one quarter reaches 25% of instructional days in that quarter, the Director of Curriculum and Instruction contacts the family by email and phone to communicate that the school may reserve the right to consider a Gift of the Fourth Year (if applicable for that student).**

	Onsite	Remote synchronous	Remote asynchronous
Present - Full	Student attends school for 80% or more of the school day OR student attends school onsite for less than 80% of school day and completes remote learning for the remainder of the school day	Student presence is confirmed through one or more of the following touchpoints: Phone conversations or virtual meetings one-on-one with instructional staff to discuss content; Direct “face-to-face” online contact through class Zoom; Completed assignments submitted via Seesaw after viewing a pre-recorded video; Completed assignments or work product uploaded to Seesaw; Photos of completed assignments, activities or projects uploaded to Seesaw; Videos of activities uploaded to Seesaw; Saves/uploads student work,	Student presence is confirmed through one or more of the following touchpoints: Completed assignments submitted via Seesaw after viewing a pre-recorded video; Completed assignments or work product uploaded to Seesaw; Photos of completed assignments, activities or projects uploaded to Seesaw; Videos of activities uploaded to Seesaw; Saves/uploads

showing some progress; Responds to documented contact(s) from guide, classroom assistant, special educator, or member of the instructional or student support teams; Parent/guardian responds to survey

student work, showing some progress; Parent/guardian responds to survey

Present - Partial	Student attends school for less than 80% of the school day and is not captured in remote touchpoints when physically absent	N/A	N/A
Absent - Excused	Student is not onsite during the school day and is not captured in remote touchpoints. 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	Student is not captured in any of the remote 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 and is not captured in remote touchpoints. No justification is given for the student's absence; or justification is given and it 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 is given and it does not align with policy on excused absences	Student is not captured in any of the remote touchpoints. No justification is given for the student's absence; or justification is given and it does not align with policy on excused absences

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

Collecting and Reporting System

The school will record attendance in eSchoolPlus. Breakthrough's internal database of all synchronous learning touchpoints will be maintained as evidence of the attendance determination recorded in eSchoolPlus. Seesaw will further be maintained as a repository of all student asynchronous work submission as further evidence of the attendance determination recorded in eSchoolPlus.

The school will log all contacts with the student and family using a shared database. For students who are marked “absent,” the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification. This information could be furnished to OSSE in the event of an attendance audit.

Whole Student Support

A. Student Support

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

Student Support

According to the American Academy of Pediatricians, “Remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities.” Below are several interventions for students’ social-emotional and mental health needs during continuous learning and school recovery.

- Breakthrough Montessori will organize onsite support for special education and at-risk students. This onsite support will ensure children receive breakfast, lunch and snack; have access to high-speed internet and a functional device; receive the necessary support to engage with online learning activities; and have an in-person touchpoint with a Breakthrough staff member who can detect signs of abuse; depression; trauma; or behavior, social-emotional, or academic challenges.
- Guides will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Guides will work with the social worker and the student support team to implement a weekly social-emotional curriculum.
- Guides will conference with families and, if necessary, refer students to the student support team for students displaying needs.
- School administration will model social-emotional and wellness checks during professional development that can be used in the classroom and to support the social-emotional and wellness needs of school staff.
- The student support team will create tele-health options for students to receive scheduled sessions with a psychologist.
- The student support team will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.

Addressing Learning Loss

Breakthrough will use the data collected during assessment periods (see Assessment Policy for more details) to identify students who have experienced elevated learning loss. Breakthrough will use the following interventions to support students experiencing learning loss:

- **Orton Gillingham Method for Reading:** a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals
- **American Reading Company Independent Reading Level Assessment Framework (IRLA):** a developmental reading taxonomy built upon Common Core State Standards
- **Waseca Reading method:** a method complementary to Orton Gillingham which provides a systematic and sequential presentation of the phonetic elements used in the English language
- **Individual or small group work with the Montessori literacy specialist**
- **Increased support from classroom assistants in the form of one-on-one meetings and/or small group meetings**
- **Reading and/or math foundations lessons with classroom assistants**

B. Behavior

12. Describe the LEA’s policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

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

Expectations for Student Behavior

Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their guides, assistants, classmates, staff, and physical and virtual environments with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.

Communication and Student Engagement

- **Students must communicate respectfully with their classmates, guide, and assistants while in class meetings, small group lessons, small groups, or when posting to the discussion board in Seesaw.**

- **Students must follow all classroom and school expectations for using audio and video during classroom meeting times.**
- **Students must mute their microphones when they are not speaking and while others are speaking.**
- **Students must refrain from sharing inappropriate pictures or images during classroom meetings or on discussion boards.**
- **Students must follow the same rules for whole group class meetings while in small group meetings.**
- **Students must report to classroom meetings on time and remain in classroom meetings until being dismissed by the guide or staff member.**
- **Students must not post any private information about themselves or others such as addresses, phone numbers or passwords on public chat or discussion boards.**
- **Students must refrain from any form of cyberbullying - harassing, threatening or abusing others within the school community while online.**
- **Students must report all instances of cyberbullying to school staff immediately.**
- **Given the age of Breakthrough's students, parents/guardians must supervise most students while they engage in distance learning. Thus, it is equally important that families understand these expectations, ensure their child is respecting them, and commit to respecting them as well.**
- **Students must keep their username and passwords in a safe place and must not share them with other students.**
- **When logging into Zoom or other platforms used by Breakthrough Montessori, they should use their school-identified first name only (rather than first name and last name).**

Logging into the LMS

- **Students must log into the different platforms using their own login information**
- **Students must log into the platforms daily for classroom meetings, announcements or to submit assignments.**
- **Students must complete work on time following the guidelines requested by the guide for submission. Students should contact their guide if they need additional time to complete assignments.**

Student Work

- **Students must submit their own work and provide citations for work created by others.**
- **Students must communicate immediately with their guide (via email) or a school administrator (via the Remind text message system) if they have questions or require any technical support.**

Special Populations

Taking Care of Physical Equipment

- **Students must treat all school and personal electronic devices with care.**
- **Students must keep food and drinks away from the equipment.**
- **Students must keep devices out of extremely cold or hot areas.**
- **Students must hold and carry computers properly.**
- **Students must report any damage to school equipment as soon as possible.**

Monitoring of Student Behavior

- **Guides and instructional leadership will regularly review discussion boards in Seesaw to make sure comments are appropriate.**
- **Administrators will pop-in frequently to observe classroom meetings.**
- **Guides will provide ongoing reminders for students about classroom expectations within a virtual setting.**
- **Administrators will provide ongoing reminders for families about classroom expectations in a virtual setting.**
- **Administrators will regularly remind families of expectations for taking care of personal/school-issued equipment.**
- **Guides, instructional and support staff, and administrators will be responsible for supporting students and families with navigating the learning platforms and will be available to provide students with technical support.**
- **School staff will continue to track student participation and engagement with the learning platforms according to the policies outlined in the family handbook.**
- **Student growth and achievement, as well as attendance, will be reported to families as per the Family Handbook.**
- **Guides will communicate concerns with families by phone or email.**

Communication with Families

- **School staff will share a copy of the Whole Student Support policy with families, as part of the Family Handbook, for their review prior to the beginning of the school year.**
- **Families will receive newsletters from school administration at least three times a month.**
- **Families will also be reminded of important events, updates, or deadlines via text message.**
- **Guides will communicate with families on a regular basis about student progress and/or engagement by email or phone.**

13. Describe the LEA's plan to serve students with disabilities, including:

- Guides will send weekly emails to their classroom community.
- Guides will provide office hours from 3:30-4:00pm every Tuesday, Thursday, and Friday, during which time families can check-in and ask questions.
- Primary guides will host family meetings every Friday to prepare parents/guardians for the coming week.
- Elementary guides will have conferences with students and their families every other week.
- Guides will provide written quarterly progress reports for each student in their classroom.
- School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.
- Each family will have one point of contact to whom they can direct all questions. This individual will either answer questions or connect the family with the staff member who can answer their questions, alleviating the family of the responsibility of determining to whom they should address their questions. For many families, this point of contact will be their child's guide. For families with multiple children in different classrooms, this point of contact may be a different school staff member (such as a member of the instructional team) who can track the family's needs across the school community.

Modifications to Distance Learning

School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the learning platforms by email or phone. Parents/guardians will be notified of any changes in their home language.

If students do not follow expectations for communicating respectfully with school staff or other students:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Guides may temporarily adjust students' audio, video or chat privileges during synchronous meetings.
- Guides may temporarily limit students' ability to post content on Seesaw chat or discussion boards.
- If these interventions are not successful in changing student behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction. All content, material, and lessons that would be delivered via synchronous instruction will be offered in an asynchronous format (pre-recorded videos). During this period, phone calls may be used as an alternative to Zoom for students to ask questions and gain clarification.

If students use the learning platforms inappropriately, such as share their username/passwords, intentionally misuse the platform or log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.

- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction. All content, material, and lessons that would be delivered via synchronous instruction will be offered in an asynchronous format (pre-recorded videos). During this period, phone calls may be used as an alternative to Zoom for students to ask questions and gain clarification.

If students engage in cyberbully or display/share inappropriate images on the learning platforms:

- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction. All content, material, and lessons that would be delivered via synchronous instruction will be offered in an asynchronous format (pre-recorded videos). During this period, phone calls may be used as an alternative to Zoom for students to ask questions and gain clarification.

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

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

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

During remote and hybrid learning, Breakthrough Montessori will continue to provide special education services to the greatest extent possible and provide accommodations and support needed to make the distance learning program accessible. Breakthrough Montessori will, in good faith, employ equity and flexibility to ensure that services are delivered to the greatest extent possible.

How Breakthrough will maintain IDEA timelines in collaboration with families and document delivered services:

Special education timelines for IEPs and eligibility processes will be maintained as per OSSE and Dept of Ed guidance. Meetings will be held through Zoom, and paperwork will be signed electronically. For new referrals

/ pending evaluations that cannot be completed due to social distancing restrictions, we will resume the referral/evaluation process when it is safe to do so. When feasible and when it has been determined that a virtual platform will provide valid results, Breakthrough will perform evaluations virtually.

If the school determines that it is safe to conduct in person evaluations and the parent is not comfortable with in-person contact, the parent decision will be documented in a PWN. The school will attempt to make an eligibility decision with existing data, and if there is insufficient data that will also be documented with a PWN. In this scenario, evaluation will take place within 60 days of parent consent for in-person evaluation.

Where appropriate, Breakthrough will consider including distance learning plans in a student IEPs. These plans could then be triggered and implemented during an extended school closure. If plans for distance learning are not documented directly in the IEP, Breakthrough Montessori will provide alternative documentation to the parents notifying them of the services that will be implemented during distance learning.

Breakthrough has, and will continue to, document hours owed, attempted, and delivered, both in SEDS and using internal tracking systems. Compensatory education decisions will be made for students who continue to receive virtual services once live services resume.

Steps taken to ensure family members with disability can access content to support their students' learning:

Breakthrough provides simultaneous ASL interpretation for all synchronous learning opportunities and recorded ASL interpretation for all asynchronous learning content in classrooms where a child's parent/guardian identifies as Deaf or hard of hearing. ASL interpretation will also be provided for all family meetings, family education seminars, parent-teacher conferences, or other meetings where important information about distance learning is provided to families.

If needed, we are prepared to provide alternate (audio) instructional materials, captioning, and other accommodations.

Breakthrough provides translation of written materials into Spanish and Amharic. If needed, materials can be presented in an audio or video format to meet parent needs.

Breakthrough also provides technical assistance and support to families, as well as parent education opportunities, as outlined below.

The manner in which LEA deliver related services for students in distance learning

All special education teachers have access to the online profile of the students that they serve, and all lessons

that are assigned to those students. They can embed modifications or accommodations in the lessons as needed, and also assign their own lessons/content to the students. Special education teachers also pop in to students' large and small group Zoom meetings to make sure that they are able to participate and access the content.

Related service providers have access to the school curriculum, so that they can align their content and service delivery not only to the students' IEP goals, but also to the general education curriculum.

In addition to the general education resources, Special Education and 504 families also receive an individualized snapshot of the student's IEP/504 goals and present levels of performance, as well as recommendations about accommodations and supports for the home setting.

Specialized instruction and related services will be provided via Zoom. When citywide health guidance and school readiness make it feasible, in-person services may be provided for students for whom the following is true:

1. The student showed significant regression during the spring distance learning, or inability to access content through virtual learning
2. Families give consent for in-person delivery of services.

Related service providers are meeting with families to deliver consult services as needed, and inviting families to tele-health meetings as helpful/needed. When appropriate, additional consult hours will be added to the student's IEP to provide for additional support for parent-guided skills practice and follow up to delivered services.

The manner in which the LEA will support parent training for students receiving related services through distance learning

Special Education teachers will conference with families of Special Education and 504 (when applicable) students at least once every two weeks to talk about current work and questions they may have; what the student can do next; what further resources the family needs for the student to continue to work.

Breakthrough Montessori will provide weekly family education seminars. These seminars, while open to the entire school community, will focus on a variety of topics, including specialized sessions with the occupational therapist, speech therapist, physical therapist, and counselors. The Special Education Coordinator will conduct individualized outreach to families of IEP and 504 students to encourage them to attend the family education seminars most relevant to the needs of their children.

The manner in which Breakthrough will deliver recovery services to students with disabilities during the 2020-21 school year and how we will communicate those services to families.

Services that cannot be provided during distance learning will be addressed through an IEP team meeting when school resumes.

Upon our return to in-person schooling, we will hold MDT meetings for all students with IEPs to determine whether compensatory hours are warranted, and make a plan for delivery of the compensatory services delivered.

Breakthrough recognizes its responsibility for recovery planning for any student with an IEP whose enrollment at Breakthrough began with the 2020-21 school year. Breakthrough further recognizes its responsibility for any compensatory education resulting from services missed in the spring/summer of the 2019-20 school year for any student with an IEP enrolled at Breakthrough during that time but enrolled elsewhere for the 2020-21 school year. Breakthrough will work together with other LEAs to share data and make these determinations.

The steps Breakthrough will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact on learning loss on their receipt of educational benefit.

Throughout the school year, all Breakthrough students will be assessed by standardized assessments such as the NWEA MAP and PARCC, as well as school based assessments that include social emotional and executive functioning skills. Our students with IEPs will receive more frequent assessment as outlined in their IEPs, and that data will be analyzed to determine progress, both towards their goals and towards the standards of the general education curriculum.

Upon the return to in-person schooling, the IEP team will use this data to determine if further assessment is needed in order to determine the nature and severity of any learning loss, and whether additional services or supports are needed to provide students with a free and appropriate public education. If further assessment is warranted, it will be conducted as per the eligibility timeline.

The steps LEA will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.

Our student support team will follow up with families experiencing homelessness to address family physical needs, such as access to transportation, grocery gift cards, etc. When feasible and safe, the LEA will invite those students to participate in limited in-person learning opportunities so as to receive meals, instruction and services in the school building. If students are missing services due to inconsistent attendance, the LEA will make efforts to schedule services at a time that is convenient for the students in question. The LEA will continue to track missed and delivered services and make decisions about compensatory services upon the return to in-person school. In the event that a homeless student enrolls in a different school or school district, the LEA will reach out to the new school (with parent/guardian permission) to provide data about present levels, services delivered and to participate in any compensatory education decisions as needed.

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

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

A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments.

- All ELL services are provided by Zoom sessions as they are provided during the school year.
- Each student already receives individualized content weekly through our online learning platform, so our ELL students are receiving equivalent individualized content aligned to their level of proficiency, targeting grade-level content in all four domains.
- Staff members regularly contact non-English speaking family members in their home language to ensure their children understand how and when to connect to their online classroom, as well as expectations regarding assignments. Currently, we communicate with families in Spanish, Amharic and American Sign Language (ASL). In one classroom, ASL interpretation is provided during the Zoom sessions.

The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance EL students English proficiency.

The LEA will set language goals for each child based on their previous year's ACCESS scores, or their pre-IPT level. Those goals will be in the four domains of reading, writing, listening, and speaking, and then necessary interventions, accommodations and supports will be prescribed in order to assist students in reaching those goals.

The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level.

For students who receive EL services, they will continue to receive those services by Zoom during virtual and in person for hybrid learning. Their EL service provider will structure activities to work towards their goals as outlined in the four domains of reading, writing, listening and speaking. These goals will be further practiced during general education instruction, whether synchronous or asynchronous, with the support of any needed accommodations or modifications.

The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

EL teachers have access to the online profile of the students that they serve, and all lessons that are assigned to those students. They can embed modifications or accommodations in the lessons as needed, and also assign their own lessons/content to the students. EL teachers may also pop in to students' large and small group Zoom meetings to make sure that they are able to participate and access the content.

Professional development is provided to teachers and assistants in the area of providing EL instruction, so that they can structure their lessons to be accessible to all students.

Technology Policy

15. Describe the LEA's policy for technology use during distance learning, including:

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

Breakthrough is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations. This policy applies to all students at Breakthrough Montessori, regardless of grade level.

Pre-COVID-19 students' use of school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Breakthrough Montessori is committed to equitable access to technology resources necessary for learning for all students. Parents/guardians must sign and submit Breakthrough's Chromebook Borrowing Agreement and Policy for Use.

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

Equipment, Software, and Training Expectation and Supports for Students and Staff

Per DC PCSB requirement, Breakthrough Montessori will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

AN = As needed

E = Everyone

	Students (PK)	Students (K-3rd)	Staff (Guides, Instructional, Support, Operations)	Staff (assistants, dedicated aides, RBT)
MacBook Air			E	
Chromebook	AN	AN		E
Hotspot	AN	AN	AN	AN
Tablet	AN			
Smartphone			AN	

All students and staff will have access to the following platforms using school-created and maintained log-in and passwords.

AN = As needed

E = Everyone

	Students (PK)	Students (K-3rd)	Staff
Seesaw	E	E	E
Zoom	E	E	E
Clever	E	E	E
RAZ Kids		E	E
Khan Academy		E	E
Email	AN (for those with a Breakthrough-issued	AN (for those with a Breakthrough-issued	E

For every piece of equipment and software, Breakthrough will provide training for staff and families on proper use and care. Training will also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly.

Training for staff members will take place during the period of August 10-21, 2020. Additional training and professional development will be provided periodically throughout the year on Monday afternoons and Wednesdays.

Training for family members will begin during the week of August 24 and will continue on a weekly basis during the entire school year.

Review and Assessment

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs (first survey was circulated to families in late July). Survey data includes the family's internet availability and speed; the availability of devices used in their homes to support virtual learning.

We will keep extra equipment onsite for students and staff to borrow.

All Breakthrough owned-and-operated Chromebooks will include GoGuardian for safety purposes.

Breakthrough will use the following programs for virtual learning:

- Seesaw
- Khan Academy
- Raz Kids
- Zoom
- Clever

Breakthrough will ensure all relevant software is installed on Breakthrough owned-and-operated Chromebooks before assigning them to students.

Family Engagement Policy

Breakthrough will provide training to families that have elected to use their own device on how to download these programs.

We will survey families and staff on their training needs for equipment use and software use and build a schedule based on need. All training will be provided remotely. If family or staff need help setting up equipment, accommodations will be made to offer onsite training, following CDC social distancing guidance.

Support Provided for Students without Access to Internet or Devices

Families at Breakthrough Montessori PCS may be provided technology for use outside of school. Equipment and resource access are based upon the family's needs as determined by administration staff, operations staff, and school technology specialists. The equipment is on loan and is property of Breakthrough Montessori PCS and must be returned when asked.

Based on the needs assessment, students without internet access and/or devices will be provided access via Comcast Internet Essentials or a mobile hotspot and an age-appropriate device.

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

Replacing/Repairing Equipment

Breakthrough Montessori is responsible for general maintenance and tech support on all school-owned equipment, but families are expected to follow standards of care when lent equipment. Families are also expected to notify school staff if they discover damage to tech equipment.

Breakthrough Montessori will have replacement equipment for families and staff on an as-needed basis.

Families and staff will coordinate with Breakthrough administrators to identify and day and time to return broken equipment onsite. In the event that a family is unable to come to the school, a Breakthrough administrator can pick the broken device up from their home, while practicing appropriate safety measures.

When families receive a replacement or loaner device, they will sign a new Chromebook Borrowing Agreement and Policy for Use that includes the serial number of the new device.

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:

Chromebooks returned to the school by families and staff will be reviewed by DNS, the company contracted by Breakthrough Montessori to provide IT services. DNS professionals will identify and record the source of the malfunction, as well as the state of the repair.

Families will not be financially penalized for lost, stolen or malfunctioning devices. In the first instance of a lost, stolen or malfunctioning device, families will receive a replacement device to use at home under the same arrangement as previous. In the event that the family loses or damages a second device, Breakthrough may consider inviting the student(s) onsite to conduct virtual learning from a Breakthrough-owned Chromebook under the supervision of Breakthrough staff to ensure proper use of the equipment.

Expectations for student access to Internet and safeguarding personally identifiable information

In compliance with the Children’s Internet Protection Act (CIPA), Breakthrough Montessori filters internet content accessed using the school network. This filtering extends to home use on Chromebooks via GoGuardian monitoring. All activity is monitored. Devices issued to students by Breakthrough will have pre-installed software (GoGuardian) that prevents students from accessing prohibited sites and allows school personnel to remotely log into the device, update its software, or disable the device entirely.

Parental supervision is strongly advised while the school equipment is being used at home.

Student login information (username and passwords) will be recorded by the school. A family or staff member that forgets their login information or is locked out of software, must contact a Breakthrough Montessori administrator to address the issue.

Remote Learning Limitations on School-Provided Devices

School equipment and internet access should only be used for educational purposes.

Families are prohibited from using school technology for any unauthorized or unlawful purpose. This includes unlawful internet use. Families will be accountable for content accessed and downloaded at home and brought into the school network. Inappropriate, unauthorized, and illegal use of the internet or school network services and applications may result in the cancellation of privileges and appropriate disciplinary action taken.

The activities listed below are not permitted:

- Damaging or modifying computers, computer systems, or computer networks
- Sending, viewing or displaying offensive messages or pictures (including, but not limited to,

pornographic, obscene, or sexually explicit material, sexual comments, and jokes or images that would violate school policies)

- Using obscene language
- Bullying, harassing, insulting or attacking others.
- Employing the network for commercial purposes, financial gain, or fraud
- Violating copyright laws or trying to pass off material copied from the Internet as your own
- Using others' passwords or disclosing your password to an unauthorized person
- Using provided internet access or CCPCS network to share personal information about yourself or someone else, such as name, phone number, address or photo, without permission from a staff member and parent/guardian
- Misrepresentation of Breakthrough Montessori PCS
- Uploading, downloading, or copying software without the authorization of a staff member

Breakthrough Montessori reserves the right to limit or restrict, without notice, any individual's use of these systems, and to inspect, copy, remove or delete any content that represents unauthorized use of this technology.

Breakthrough Montessori, by virtue of distributing the Chromebooks to students for the purpose of distance learning, can not be held responsible and disclaims any liability in connection with the misuse of the devices by a student or other family member while in possession of the devices.

Student Safety

As Breakthrough Montessori pursues our distance learning program, we are utilizing new technologies and platforms to connect with students and families and to distribute curriculum content. Student safety remains a priority as we move the learning environment from the physical classroom to the virtual one.

All Breakthrough staff members follow this policy while using online platforms, especially Zoom. We strongly encourage families to follow this policy as well.

1. Do not share the Zoom meeting links, meeting IDs or recordings on any public channel, i.e. websites, social media. Breakthrough staff may share this information only with current students, students' parents and legal guardians, or other staff members at Breakthrough Montessori.
2. Breakthrough advises families to not set up Zoom accounts for children. Breakthrough encourages students to join Zoom meetings by clicking on the link provided for each meeting or entering the meeting ID.
3. Students should not provide their full name as it will appear on their screens. First names and last

initial will suffice.

4. The waiting room feature has been enabled on all classroom Zoom accounts. This allows staff members to only permit invited participants into the Zoom meeting. Do not modify this setting without approval from administrators.
 5. While file-sharing, chat, screen sharing, and annotation may be appropriate during one-on-one meetings or in small group meetings, they should remain disabled for large group meetings.
 6. If a staff member would like to record a lesson shared via Zoom with students present, they should record in “speaker view” with participant cameras turned off. Furthermore, recordings should be saved directly to the staff member’s Breakthrough-issued computer and not in the Zoom cloud (the video can later be uploaded to Seesaw or other Breakthrough-approved platforms).
 7. Do not take and/or distribute photos of your screen, especially if students’ images appear on the screen.
 8. By vigilantly following this policy, we can protect our children, families, and staff from Zoombombing (the unwanted intrusion into a video conference call by an individual, which causes disruption). Nonetheless, if you detect or suspect that an uninvited individual has joined the Zoom call, immediately end the call for all participants and contact an administrator. Breakthrough encourages parents to supervise their children’s use of Zoom and to immediately close the meeting or computer screen if you detect or suspect Zoombombing.
- How often families can anticipate hearing from the school, and through which methods of communication;
 - How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
 - How you will communicate about unanticipated facility closures and the health/safety of the school community;
 - How you will share expectations and training for family participation in their student’s learning, including trainings for technology;
 - How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
 - How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

This policy will describe how Breakthrough Montessori will partner and communicate with families about continuous learning and school operations.

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

General School-wide Communication

Website

Breakthrough Montessori's website is www.breakthroughmontessori.org. It serves as the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, calendar, forms and Family Handbook). This information is available to families 24 hours, 7 days a week.

Contact information: current and prospective families can find all information on how to contact school administration.

Family Resources: Families will be able to find the Family Handbook, school enrollment and registration details, the school calendar, and additional materials to support families. The school's website is the source for the most up-to-date, authoritative Family Handbook. The version of the Family Handbook available on the Breakthrough Montessori website supersedes any other version or copy that families or staff members may have in their files.

Food Programs: In accordance with OSSE guidelines, all required information about Breakthrough's food program will be available to families on a monthly basis.

Operating Status: The school's operating status (open, closed, weather delay, etc.) will be communicated on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety reason, families will be advised via a banner on the homepage.

Social Media

Breakthrough Montessori has a social media presence on Facebook. This page is used to build broad awareness of Breakthrough Montessori and engage the broader DC community.

Direct to Families

Breakthrough relies regularly on e-mail as a tool for sharing important information. The school sends monthly newsletters, calendar e-mails, and letters about school plans and progress directly to families. All written communications are published in English and Spanish. Breakthrough is prepared to offer professional translation of these resources into other languages, as needs are identified. Breakthrough can also provide families with physical copies of these communications, upon request.

Breakthrough uses a text message system called Remind (www.remind.com) to alert families to school delays and closings, as well as remind families about upcoming events or important dates.

Breakthrough also communicates directly with families via Transparent Classroom, an online record-keeping

platform designed by Montessorians for Montessori schools. It allows teachers to record lessons, make notes, and track progress for each student. It also allows families to get a taste of classroom life through photos and descriptions. Transparent Classroom is available to teachers, assistants, administrative team members, parents, and family members.

Families will receive direct communication from the school (either from administration or their child's guide) at least twice weekly.

Family Engagement in Continuous Learning

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

Building Community

During virtual learning, a concerted effort must be made to help students with new teachers get to know their classroom team. From August 18-20, Breakthrough will host virtual welcome visits. During welcome visits, students have individual meetings with their teachers, and teachers have the opportunity to learn about the student's interests and personality. During the first two weeks of the school year (August 24-September 4), students in PK3 will have a second one-on-one meeting with their guide before joining for small group PK lessons.

Every Tuesday, Thursday and Friday, Breakthrough teachers host virtual office hours from 3:30-4pm. During office hours any family (new and returning) can meet with their child's teacher to build the relationship and maintain open lines of communication.

The theme for the month of September is "Our Community Values." During the entire month, classroom teams will use morning classroom meeting time to build community, reiterate the values of Breakthrough, and establish classroom norms and agreements. This month will also focus on the individuality of each student. A variety of classroom activities will invite students to share about themselves (i.e. the meaning/origin of their name; their family's heritage and culture; their traditions). The goal of this month is to help all students develop a strong sense of self, a positive attitude toward the diversity of their classroom, and a feeling of camaraderie and community within their virtual classroom.

Family Education

Starting in August and continuing on a weekly basis, Breakthrough will provide virtual and in-person training to support families in navigating the continuous learning plan of Breakthrough Montessori. These family education seminars will include, but are not limited to:

- Troubleshooting your device at home
- Accessing the Breakthrough Montessori’s distance learning platform and materials
- Navigating the learning management system

Family education seminars will be recorded and posted to Breakthrough’s website for families who are not able to join for the live presentation and Q&A. Language interpretation will be provided for all family education seminars.

Sample Family Education Schedule:

Quarter	Week of	Primary	Elementary	Schoolwide
Q0	8/17	Curriculum, Home Environment Setup, Suggested Work Schedule	Curriculum, Home Environment Setup, Work Schedule	Intro to Clever and Seesaw
Q1	8/24	Fostering Independence: Montessori Primary Child and Practical Life	Fostering Independence: Montessori Elementary Child and Big Work	Intro to RAZ kids
Q1	8/31	Emotional Support during the Pandemic	Emotional support during the Pandemic	Intro to Khan Academy
Q1	9/7	Supporting Work Choice at Home	Supporting Follow Up Work at Home	
Q1	9/14	Literacy in the Primary Classroom	Literacy in the Elementary Classroom	

Families will also be provided a quarterly curriculum guide, which identifies topics and concepts students will cover each week.

Snapshot from Primary Curriculum Guide

Quarter	Week of Subject	Year 1 (PK3)	Year 2 (PK4)	Year 3 (K)
Q1	8/24	Introductions, Orientation, Assessment, Asynchronous Work		
		Practical Life	"Excuse me", how to form a line, rolling a rug around rugs, spooning	Rolling a rug, walking around rugs, spooning Washing a table
		Sensorial	Sorting by colors	Sorting by colors (color box 2)
		Math	Counting aloud to 5	Number rods: counting fixed quantities to 10 Counting aloud to 100, cards and counters
Q1	9/7	Language	Nursery rhymes	Sound game: initial sounds, nursery rhymes Sound game: initial sounds
		Cultural / Science	Nature walks (or nature pictures)	Nature walks (or nature pictures) Nature walks (or nature pictures)
		Group Skills	Getting adult's attention	Getting adult's attention Getting adult's attention
		Equity	Our classroom community	

Snapshot from Elementary Curriculum Guide:

Quarter	Week of	Subject	First years	Second years	Third years
Q1	8/24	Introductions, Orientation, Assessment, Asynchronous Work			
Q1	9/7	Math/Geometry	Geometric Solid Names	Parts of a line	Parts of a straight line and an angle
		Reading / Grammar	Phonological awareness: counting words in a sentence	Noun: key lesson	Sentence analysis (subject/predicate)
		Reading Comprehension	Parts of a book	Fiction vs. nonfiction	Main idea of a paragraph

Writing / Word Study	Letters: c, o, a - letter name, letter sound, writing the letter; verbal segmentation of CVC words (pound and tap)	Initial capital and final period.	Capitalization rules for proper nouns
Cultural / Science	Great Story of the Creation of the Universe	Great Story of the Creation of the Universe	Great Story of the Creation of the Universe
Big Work	Classroom book: write about yourself and share a picture	Classroom book: write about yourself and share a picture	Classroom book: write about yourself and share a picture
Equity	Community and Identity		

In addition to the Curriculum Guide, families will receive a supply list so they know what materials their student needs each week for their lessons and activities. Breakthrough Montessori will provide materials and supplies to families, as needed.

Sample Primary Supply List:

Item	How many?	Details	Possible source
Rug	1	Approximately 2 feet x 3 feet, neutral color	Your home, Ikea, Amazon
Scissors	1	Child size	
Pencils (PK4 and K only)	1 - 5	Tri-write pencils are ideal	Available at Amazon
Colored pencils	Set of 8+		
Pencil sharpener	1		
Colored markers	Set of 8+		
Eraser	1		

Glue stick	1		
Sand tray	1	Tray filled with sand, grits, flour, or other substance to use for writing	Can order from Amazon or Montessori Services (expensive - the one we have in the classroom), or a regular cafeteria tray or plate with some small grain will work
Chalkboard and chalk	1 each	Chalkboard should be child sized. Chalk can be white and/or colored.	From Amazon or Dollar Tree
Embroidery frame (PK3 & PK4 only)	1	Approximately 12 inches in diameter	From Amazon , Michaels , Walmart

Sample Elementary Supply List:

Item	How many?	Details	Possible source
Rug	1	Approximately 2 feet x 3 feet, neutral color	Your home, Ikea , Amazon
Scissors and glue stick	1 each	Child size	
Pencils and pencil box	1-5	Regular pencils, colored pencils, eraser, and pencil sharpener	
Ruler	1	Preferably with cm and in. Yardstick or meter stick would be helpful as well	
Teaching clock	1	Minute and hour hands can move together or independently	One with gears at Amazon
Writing Journal	1	Journal with lined paper, spaces for drawing for younger students	Early writer: space for a picture Middle writer: full-page Advanced writer: wide ruled composition book
Work Journal	1	Wide rule composition notebook	Available at Amazon or any school supply source

Math Journal	1	Graph paper notebook with squares your child can write in	1 inch squares .5 inch squares
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Continual Improvement

Breakthrough will collect student/family input early and repeatedly about continuous learning. Within the first month of school, Breakthrough will circulate a family survey to gauge families' understanding of the distance learning program, as well as their satisfaction with their students' experiences. The survey will be circulated via e-mail, text, and paper copies on grocery distribution days. Families may also complete the survey via phone. Results from the surveys will be reviewed by the faculty during a Monday staff meeting and feedback incorporated accordingly.

At the conclusion of learning intervals, and at the time of progress reports and report cards, Breakthrough Montessori will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Feedback for Students and Families

Just as Breakthrough plans to collect feedback from families, Breakthrough teachers will provide families with routine feedback on their student's work and progress.

- Families receive a curriculum guide that details the skills and concepts that teachers will introduce to students each week. Students complete follow-up work after receiving new content, both online and offline. Guides provide feedback on each assignment submitted through Seesaw.
- On Fridays, teachers hold meetings with classroom parents to review the curriculum guide for the coming week, answer any questions families might have, and help prepare them to support their child's learning.
- Teachers host office hours three times a week (Tuesday, Thursday and Friday). Families can make appointments to discuss their child's work and progress. Guides will also use these office hours to reach out to families if students are not progressing as hoped.
- Elementary students have weekly conferences with their teachers to review progress and set goals.
- At the end of each quarter, families receive a written, narrative progress report that details their student's progress in all areas of the curriculum.
- Parent/teacher conferences are held in the fall and in the spring.

Family Resources

Breakthrough Montessori will provide the following resources to families:

- Chromebooks for any family that requests one
- Assistance procuring internet through Comcast Internet Essentials
- Optional onsite support with virtual learning for families of children with an IEP or families identified as at-risk (all health, safety, and cleaning protocols articulated in the School Operations section of this plan will be in place).
- School supplies and materials for any family that requests them
- Meals and grocery support for all families who qualify for free and reduced price meals (FARM)
- Age-appropriate books for any family that requests them
- Child-sized cloth face masks for any family that requests one

Virtual training and family education seminars will be recorded and available to our families through our website. Any printed resources, guides, and other training materials will be circulated via email and available for families via the website.

Coronavirus Prevention Communication

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

Reporting

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

Trainings

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

- How to safely return to school: a training detailing all in-school processes for students, families and staff

- **Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic**

Signage and Resources

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

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

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

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

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Breakthrough Montessori Public Charter School

LEA Leader Name: Emily Hedin

Date: 10-05-2020 10:09 AM