



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

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

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

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

Part I: Distance Learning Implementation Plan

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

Instructions for Public Charter LEAs

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

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

Instructional Continuity

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

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

Please see accompanying documents:

- “Elementary Closure Expectations” (submitted to PCSB on March 17, 2020)
- “Primary Closure Expectations (submitted to PCSB on March 17, 2020)
- “Breakthrough Montessori: Updated Instructional Plan” (submitted to PCSB on April 8, 2020)

Since March 24, Breakthrough as provided meaningful distance learning opportunities for all students while maintaining regular communication with families about their child’s development.

Breakthrough's distance learning program includes the following components:

1. A personalized work packet of Montessori lessons and materials that the child can use independently or with the help of a family member
2. A regular gathering of students with their teacher and assistant for 30-40 minutes via Zoom
3. Small group instruction for elementary students (1st and 2nd grades)
4. One-on-one meetings between students (all grades) and faculty members
5. Academic content and lessons delivered via Seesaw, RAZ Kids (reading) and Khan Academy (math)
6. Regular conferences for teachers, students and their parents

Personalized Work Packets: On March 17, each student received a personalized work packet with activities, materials and extension lessons. Teachers selected the activities based on each child's current work and progress in the classroom. Many of the materials come from the Montessori Print Shop and Montessori Services, websites that design paper versions of the materials children use in the classrooms. Students recognize many of these materials, which aids in the transition to distance learning. Elementary and kindergarten students also received a composition book for journaling, pencils and an eraser, as well as suggestions for level-appropriate journal activities. This initial work packet provides 6 weeks of activities (assuming 2-4 hours of engagement a day).

Online Class Gatherings: Community is a very important part of Montessori education. It is crucial that students stay connected with their teacher and classmates. Most weekdays, teachers host "circle time" via Zoom for 30 to 40 minutes. Teachers use the parent's e-mail address to convene gathering. Circle time includes lessons, stories, songs, and discussions.

Breakthrough Montessori conducted online class gatherings Monday through Friday from March 18- April 24. Beginning April 27, some classrooms opted to reduce the number of weekly all-class gatherings from 5 times a week to either 4 or 3 times a week in order to make room for more small group and one-on-one work.

Small Group Instruction: Students in our elementary program (1st and 2nd grade) meet once a week in small groups with their teacher for reading instruction.

One-on-one meetings: Teachers meet with students in kindergarten, 1st and 2nd grades between one, three and five times per week, depending upon their tier. Children have been tiered based on results from standardized assessment scores, specifically NWEA MAP. Children who scored in the 1st-24th percentile are tier 3, those who scored between the 25th to 49th percentile are tier 2 and those at the 50th percentile and above are tier 1. Tier 1 students meet with their teacher once per week, tier 2 meet their teacher/classroom assistants 3 times per week and tier 3 students meet with an adult from their classroom 5 days per week. Classroom staff keep a meeting record of what children are working on,

what they should work on next, and any additional support that is needed. Plans for each student are reviewed during weekly team meetings.

Online academic content:

Elementary (1st and 2nd grades):

- Teachers assign books via RAZ Kids to each student, as per their reading level. Students meet one-on-one with teachers weekly for a read aloud. During this time, students read to their teachers from the assigned books. Teacher uses this exercise as a method for determining when a student is ready for the next reading level.
- Students complete math assignments in Khan Academy. Results are reviewed by the teacher who then determines when a student is ready to move on.
- Students receive weekly assignments via Seesaw (at least 5 assignments a week). Students complete and upload assignments by Friday. Teacher reviews student work to determine the appropriate next assignment.

Primary (PK3, PK4 and kindergarten):

- Teachers assign books via RAZ Kids to each kindergarten level student, as per their reading level. Students meet one-on-one with teachers for a read aloud. During this time, students read to their teachers from the assigned books. Teacher uses this exercise as a method for determining when a student is ready for the next reading level. Other work is assigned from both work packets that were sent home and video lessons have been uploaded in Seesaw for children to view and continue at home. During one-on-one meetings, children show their work, and it is assessed by teachers during that time.
- Teachers meet with PK3 and PK4 children and parents every other week. Feedback from parents is the central data teachers use to assess PK learning.

Family-Guide Conferences: Communication between teachers and families is more important than ever. Elementary teachers host conferences with students and their parents once every other week. Primary teachers host conferences with kindergarten students and their parents every week, as well as conferences with PK3 and PK4 students every other week. During these conferences, teachers and families discuss the child's work, ask questions and plan next steps.

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

Prior to the closure, Breakthrough circulated a family needs survey via e-mail, text message and print copies. The survey assessed which families need to borrow a laptop and charger, as well as which families need access to Internet.

On Tuesday, March 17, Breakthrough's Takoma campus remained open from 7:30am to 6:00pm for families to pick up the following: 1) their child's personalized work packet, 2) Chromebook and charger, 3) grocery support. Families that need access to Internet also signed up for Internet Essentials. Any work packets that were not picked up by 6pm on March 17 were mailed to families on March 18. Additional Chromebooks and tablets have been delivered to students' homes, as needed.

A second survey was distributed via email and text message on April 22, 2020 to gauge, among other things, any changes in a family's access to computers and Internet. On April 27, 2020, both campuses were open from 10am-4pm for families to pick-up tablets, school supplies and other resources.

Administration communicates with families through newsletters once or twice a week. Teachers circulate newsletters to their classroom every week. We also use text messages as needed. All teachers host online conferences for parents (every week for families with kindergarten students; every other week for PK3, PK4 and elementary students). Special Education staff check in with Special Education students and their families every other week.

Once every two weeks, we provide FARM eligible families with groceries, school supplies, and cleaning supplies. Families can also pickup tablets & hotspots at this time, if needed. We have also set up an emergency relief fund to support families that experience economic hardship due to lost wages, medical bills or the need to find alternative childcare. We have provided all families with a FARM application in the event that their circumstances change during the closure, and they become eligible for FARM status.

Finally, we have worked with our IT support company, DNS, to offer families webinars on how to use Chromebooks and Zoom. Webinars are offered weekly in English (every Tuesday) and Spanish (every Thursday).

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

Breakthrough helps families sign up for Internet Essentials and has also distributed T-Mobile tablets with embedded hotspots.

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

We convened a professional development day on Monday, March 16. During this time, we trained all faculty and staff in our contingency plan and instructional model. Each staff member was given resources to be able to access and lead discussions via Zoom.

Each lead teacher has a weekly coaching meeting with the Director of Curriculum and Instruction where they review the teacher's distance learning progress, answer questions, set goals and identify next steps.

All staff members gather on Zoom each Monday from 2-4pm to receive additional support, guidance and professional development. Among the topics discussed during these weekly meetings are:

- Protecting student safety on Zoom
- Safe and appropriate use of Zoom features
- Best practices for online instruction
- Best practices for online enrichment through music and story telling
- Tracking student progress in reading and math during the closure

Families receive regular communications that include instructions for using Zoom, as well as instructions for using print materials. Instructions come from both the administration and the faculty. Regular phone calls to families, especially families of tier 3 students, also help the school quickly detect any challenges a family is experiencing in accessing the distance-learning curriculum. We also encourage families to join weekly webinars led by DNS (our IT support company) to receive additional help navigating Google and Zoom. DNS offers these webinars weekly in English and Spanish.

Monitoring Student Participation & Progress

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

Many activities and assignments come from the Montessori curriculum. Teachers record themselves giving lessons from the Montessori curriculum with Montessori materials. Videos are uploaded to Seesaw where a guide can assign the lesson to specific children. Teachers deliver Montessori lessons in language, math, science, history and other disciplines. Reading material is provided via RAZ Kids. Teachers group children by reading level, assign reading materials, and promote students to the next reading level when read-alouds with the children demonstrate mastery of the text. In addition, elementary students receive materials to continue with the American Reading Company curriculum. They received paper copies of worksheets and digital copies of supplementary books. Math material is provided via Kahn Academy.

Teachers assign work to students on an individual basis to ensure work corresponds to their students' needs, whether the student is general education, ELL or Special Education.

Paper materials and lessons provided to primary students cover the following skills:

Language: letter sounds; pattern recognition; decoding; grammar (verb, noun, homonym, compound words, antonym, synonym, masculine and feminine nouns); phonograms; blends; digraphs; hard, soft and silent letters, and reading and writing tasks to accommodate various levels of fluency and understanding.

Sensorial: geometric shapes and solids, triangles, polygons, angles

Math: addition, multiplication, subtraction, division, fractions, counting, small numbers, large numbers

Practical life: cooking (recipes), movement, self-care, and care of environment activities

Materials provided to elementary students cover the following skills:

Language: reading, writing, compound words, suffix, prefix, antonym, synonym, homophone, homonym, homograph, word families, grammar, punctuation, reading skills, sight words, and reading comprehension activities.

Math: 4-digit addition, subtraction, multiplication, and division, counting money, telling time, calendar activities, reading 2- to 4- digit numbers

Science: science experiments and research

Practical Life: cooking (recipes)

Teachers assess student progress and learning in the following ways:

- Reviewing student work uploaded into Seesaw each week
- Reviewing student math work completed in Kahn Academy
- Listening to students read from RAZ Kids and American Reading Company texts
- Students' response to one-on-one lessons and small group lessons
- Conferences with the students' parents/guardians

6. Please elaborate on how you are assessing student participation in distance learning.

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

Teachers have regularly-scheduled touch points with all students and families in their classroom:

- Regular classroom meeting (3-5x/week)
- For elementary students: weekly reading group meeting
- Daily call for Tier 3 students
- Call 3x/week for Tier 2 students
- Call 1x/week for Tier 1 students
- Meet weekly with families of kindergarten students
- Meet every other week with families of students PK-PK4 as well as 1-2nd grade students

Teachers and administration collaborate to ensure all students engage with distance learning:

- Teachers take attendance in class meetings and submit attendance to administration every day.
- Administrators follow up with families that demonstrate a pattern of disengagement in daily class activities.
- Administrators contact families by phone, text and email.
- During the first week of distance learning (March 24), administrators reached out to families repeatedly until all students engaged in distance learning or the reason for the lack of engagement was identified and a plan was put in place to address the challenge.
- Staff member who is fluent in the families' home language makes the calls.
- To date, the main reason a family has failed to engage with distance learning is a lack of technology (computer, internet or both). We have passed out 40 Chromebooks and 10 tablets. A secondary reason a family has failed to engage with distance learning is the parent's need to continue working outside the home, leaving the student with no support for getting online and participating.
- To date, we have been in contact with the families of all 225 students of Breakthrough. We have identified a roster of 5 students who have not engaged in any online learning activities. We stay in touch with these families by phone, and are working to address the families' challenges.
- Breakthrough is currently providing interpretation to families in the following languages: Spanish, Amharic and American Sign Language

7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that

students are making academic progress through distance learning and how you are providing that information back to students and families.

Teachers assess student progress and learning in the following ways:

- Reviewing student work uploaded into Seesaw each week
- Reviewing student math work completed in Kahn Academy
- Listening to students read from RAZ Kids and American Reading Company texts
- Students' response to one-on-one lessons and small group lessons

Families receive feedback on their student's progress through regular conferences (scheduled either weekly or every other week).

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:

- a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?
- 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.

9. Please elaborate on the following areas of support for students/families with disabilities:

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

Materials

In addition to the general education resources, Special Education and 504 students also receive:

1. An individualized snapshot of the student's IEP goals and present levels of performance

2. An individualized, printed document with specific guidance for at least 10 activities that the parents can do to support students' IEP goals, including suggestions for frequency for each activity.
3. A supplemental packet of work related to their IEP goals.

Conferences

In addition, 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.

Access to the General Education Curriculum

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.

Delivery of Specialized Instruction and Related Services

Specialized instruction and related services will be provided (as applicable/helpful) via zoom. Related service providers are meeting with families to deliver consult services as needed, and inviting families to tele-health meetings as helpful/needed.

Documentation

We are documenting hours owed, attempted, and delivered, both in SEDS and using internal tracking systems. Upon our return to school, 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. We are finalizing our budget with the knowledge that compensatory services should be planned for upon our return.

Timelines

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 school re-opens.

Family Engagement

For family members with disabilities, we are currently providing ASL interpretation. If needed, we are prepared to provide alternate (audio) instructional materials, captioning, and other accommodations.

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

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities, including making an individualized determination as to whether or not compensatory education services are needed; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

The LEA assures to the statements above.

Student Grades

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

A key tenet of the Montessori philosophy is giving children the opportunity to move from being one of the youngest children in the environment who is still learning from their older peers, to being among the oldest, most capable students who can help their younger peers to learn and grow. This is a key experience that children need before being ready to move on to the next level, and for some students, it may take longer than the average three years. This is called the “gift of the fourth year.”

At Breakthrough Montessori, the decision to retain children for a “gift of the fourth year” is made collaboratively between the school and parents. This is a decision that is most often made within the last year of the 3-year cycle, but may, in rare cases, happen earlier if it is most developmentally appropriate for the student.

Evaluative Measures

Several measures are used to evaluate children’s readiness for the next 3-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)
- **Due to the extended school closure during SY19-20, Breakthrough Montessori will also consider student engagement in distance learning when considering the possibility of retaining a student for SY20-21. Specifically, Breakthrough reserves the right to retain a student that has missed 40% or more of their regularly scheduled one-on-one meetings with their teacher during the distance learning period.**

The concept of mastery

Mastery is an important concept in the Montessori environment, and one of the key experiences that define students' experiences at each level. Mastery, in Montessori terms, is a deep concrete and conceptual understanding of an area or idea that allows a child not only to explain that idea to others, but to apply and build off of their knowledge and to make connections to other concepts. Mastery can be used in reference to academic concepts, but also the social and executive functioning skills that are fostered by the Montessori environment, such as impulse control, self-discipline, conflict resolution, and communication.

As students spend time in their classroom, their mastery of various concepts increases, and with it their self-confidence and ability to be a leader in the classroom. We don't expect all students to have mastery of all areas within the 3-year cycle, but we do want all students to have the full experience of being one of the oldest, most informed, most capable, most responsible students in the classroom. Some of the factors that we consider are the following:

- 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? (We rarely make decisions to retain based on academic performance, but this is considered)
- **Due to the extended school closure during SY19-20, Breakthrough Montessori will also consider student engagement in distance learning when considering the possibility of retaining a student for SY20-21. Specifically, Breakthrough reserves the right to retain a student that has missed 40% or more of their regularly scheduled one-on-one meetings with their teacher during the distance learning period.**

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. 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 30th

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

An updated version of the Family Handbook—including attendance, grading and promotion policies – will be circulated to all families via email on Monday, May 4. The updated Family Handbook is also on our website.

13. For LEAs with high schools: Describe the policy used to award credits required for graduation.

Not applicable

Supporting Students After the Emergency

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

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

After ending the SY19-20 school year on May 29, 2020, Breakthrough will launch a summer learning program to support students who we have identified as at elevated risk for learning loss. These students include tier 3 students (who scored between 1-24th percentile on NWEA MAP), Special Education students, and ELL students.

Summer learning will include the following components:

- Content from the Montessori curriculum delivered via videos uploaded to Seesaw
- Reading content delivered through RAZ Kids
- Math content delivered through Kahn Academy
- One-on-one meetings with faculty and Special Education Service Providers
- Small group meetings with faculty, where appropriate

For the SY20-21 school year, we plan to address learning loss from SY19-20 with the following strategies:

- Reduced class sizes: We plan to add an additional elementary classroom so that each class can serve 22 students rather than 27. Reducing elementary class sizes will maximize the personalized attention each student receives from the classroom team.
- Prescriptive reading interventions: Breakthrough already uses Orton-Gillingham Method and the American Reading Company curriculum to support students who are not reading at grade level. Moving into SY20-21, Breakthrough administration will systematize Orton-Gillingham, American Reading Company, and Montessori reading lessons across classrooms to ensure all students are receiving enhanced reading instruction and practice.
- Expanded Student Support team: Breakthrough plans to hire a social worker and reading specialist so that we can more effectively meet any challenges (behavioral, social, emotional and academic) that students present after the closure.

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

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA)
- DIBELS/Acadience Reading

- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP
- Reading Inventory (RI)
- Renaissance Learning’s STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify)
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)

We will conduct the DRA and NWEA MAP in September 2020 in order to create a baseline of data for each student’s performance in reading and math and to identify growth goals for the SY20-21 school year.

16. What steps will the LEA take to review policies, processes, and systems to improve the implementation of distance learning in the future?

We have circulated one survey to family and staff to collect feedback. Breakthrough is working with TNTP to collect additional feedback throughout the spring, summer, and fall. This survey tool will help Breakthrough leadership examine policies, processes, and systems moving forward.

NWEA MAP data collected at the beginning of SY20-21 will further indicate how successful our distance learning program was, allowing us to make additional changes so that we are prepared for any future short- or long-term school closures.

Part II: School Calendar Waiver

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

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

OPTION 1:

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

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

OPTION 2:

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

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: _____
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of when Distance Learning was provided at less than 6 hours per day: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____

OPTION 3:

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

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

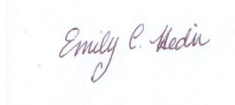
- Number of Instructional Days in 2019-20 school year Calendar: 182
- Number of Instructional Days Completed Before March 16, 2020: 123
- Number of Days of Distance Learning Provided: 47
- Number of Days Requested to be Waived from 6 hours of learning: 1
- Number of Days Requested to be Waived from providing instruction: 12
 - Indicate which calendar days being requested for waiver on which instruction was not provided: June 1-16, 2020

Breakthrough designed its distance learning program to reflect the normal school day's 7-hours of instructional time. The amount of time in our distance learning program that students spend one-on-one with their teacher, in small groups, in large groups, and working independently reflects the amount of time they would spend in these activities while in the school building. For many children, especially tier 3 children, we anticipate that the amount of direct instructional time with their teacher actually *increased* during distance learning. The only day during our distance learning period that did not meet our criteria for the 7-hour instructional day in Friday, May 8. This will be a half-day for students and teachers.

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

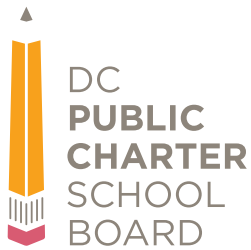
LEA Name: Breakthrough Montessori Public Charter School

LEA Leader Name: Emily Hedin

A handwritten signature in cursive script that reads "Emily C. Hedin". The signature is written in dark ink on a light-colored background.

LEA Leader Signature:

Date: May 1, 2020



DC Public Charter School Instructional Contingency Plan

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

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

Please see accompanying documents “Elementary Closure Expectations” and “Primary Closure Expectations.”

From March 24-31, we will provide meaningful distance learning opportunities for all students while maintaining regular communication with families about their child’s development.

Breakthrough's distance learning program has 3 main components:

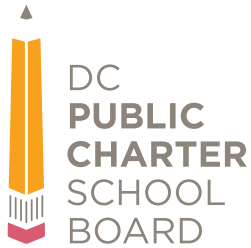
1. A personalized work packet of Montessori lessons and materials that the child can use independently or with the help of a family member.
2. A daily gathering of students with their teacher and assistant for 30-40 minutes via Google Hangout
3. Regular conferences for teachers, students and their parents

If distance learning extends past April 15, we will include the following components:

1. Small group instruction for elementary students
2. Virtual learning for elementary students through platforms such as Khan Academy, Newsela, and RAZ-kids.

Personalized Work Packets: Each student will receive a personalized work packet with activities, materials and extension lessons. Teachers selected the activities based on each child's current work and progress in the classroom. Many of the materials come from the Montessori Print Shop and Montessori Services, websites that design paper versions of the materials children use in the classrooms. Students will recognize many of these materials, which will aid in the transition to distance learning. The work packet will include instructions from the teacher about the sequence, timing and frequency of different activities. Elementary and kindergarten students will also receive a composition book for journaling, pencils and an eraser, as well as suggestions for level-appropriate journal activities. This initial work packet provides 6 weeks of activities (assuming 2-4 hours of engagement a day).

Online Class Gatherings: Community is a very important part of Montessori education. It is crucial that students stay connected with their teacher and classmates. Each weekday, teachers will host "circle



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time" via Google Hangouts for 30 to 40 minutes. Teachers will use the parent's e-mail address to convene the hangout (gmail not required). Circle time includes stories, songs and discussions.

In addition, elementary teachers will host small reading groups via Google Hangout.

Family-Guide Conferences via Google Hangouts: Communication between teachers and families is more important than ever. Elementary teachers will host conferences with students and their parents once every other week. Primary teachers will host conferences with kindergarten students and their parents every week, as well as conferences with PK3 and PK4 students every other week. During these conferences, teachers and families can discuss the child's work, ask questions and plan next steps.

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

Prior to the closure, Breakthrough circulated a family needs survey via e-mail, text message and print copies. The survey assessed which families need to borrow a laptop and charger, as well as which families need access to Internet.

On Tuesday, March 17, Breakthrough's Takoma campus is open from 7:30am to 6:00pm for families to pick up the following: 1) their child's personalized work packet, 2) Chromebook and charger, 3) grocery support. Families that need access to Internet can also sign up for Internet Essentials at this time. Breakthrough is also purchasing T-Mobile hotspots for family and staff who need access to Internet (in the event that Comcast is backlogged with applications for Internet Essentials). Any work packets that are not picked up by 6pm on March 17 will be mailed to families on March 18. In the event that the closure extends beyond 6 weeks, we will e-mail or mail additional materials to students.

Administration will circulate newsletters twice a week during the closure. Teachers will circulate newsletters to their classroom every week. We will also use text messages as needed. All teachers will convene daily circle time for 30-40 minutes for students. All teachers will host online conferences for parents (every week for families with kindergarten students; every other week for PK3, PK4 and elementary students). Special Education staff will check in with Special Education students and their families every other week. The executive director will call all families who qualify for FARM weekly to identify any needs that are unmet and provide support where necessary. We have provided all families with a FARM application in the event that their circumstances change during the closure, and they become eligible for FARM. We are also looking into setting up an emergency relief fund to support families that experience economic hardship due to lost wages, medical bills or the need to find alternative childcare.



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

Breakthrough is helping families sign up for Internet Essentials and also purchasing mobile hotspots.

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

All activities and assignments come from the Montessori curriculum. Teachers assign work to students on an individual basis to ensure work corresponds to their students' needs, whether the student is general education, ELL or Special Education.

Materials provided to primary students cover the following skills:

Language: letter sounds; pattern recognition; decoding; grammar (verb, noun, homonym, compound words, antonym, synonym, masculine and feminine nouns); phonograms; blends; digraphs; hard, soft and silent letters, and reading and writing tasks to accommodate various levels of fluency and understanding.

Sensorial: geometric shapes and solids, triangles, polygons, angles

Math: addition, multiplication, subtraction, division, fractions, counting, small numbers, large numbers

Practical life: cooking (recipes), movement, self care, and care of environment activities

Materials provided to elementary students cover the following skills:

Language: reading, writing, compound words, suffix, prefix, antonym, synonym, homophone, homonym, homograph, word families, grammar, punctuation, reading skills, sight words, and reading comprehension activities.

Math: 4-digit addition, subtraction, multiplication, and division, counting money, telling time, calendar activities, reading 2- to 4- digit numbers

Science: science experiments and research

Practical Life: cooking (recipes)

In addition, elementary students will receive materials to continue with the American Reading Company curriculum. They will receive paper copies of worksheets and digital copies of supplementary books.

Teachers will assess student progress and learning during weekly or biweekly conferences with students and families and provide additional resources and lessons as necessary.



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

We convened a professional development day on Monday, March 16. During this time, we trained all faculty and staff in our contingency plan and instructional model. Each staff member was given resources to be able to access and lead discussions via Google Hangouts. Each lead teacher will have a weekly coaching meeting with the Director of Curriculum and Instruction where they will review the teacher's distance learning progress, answer questions, set goals and identify next steps.

Families will receive regular communications that include instructions for using Google Hangouts, as well as instructions for using print materials. Instructions will come from both the administration and the faculty. Weekly phone calls, especially to at-risk families, will also help the administration quickly detect any challenges a family is experiencing in accessing the distance-learning curriculum.

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

Please see accompanying document "MSS Expectations during Closure."

In addition to the abovementioned general education resources, Special Education and 504 students also receive:

- 1) An individualized snapshot of the student's IEP goals and present levels of performance
- 2) An individualized, printed document with specific guidance for at least 10 activities that the parents can do to support students' IEP goals, including suggestions for frequency for each activity.
- 3) A supplemental packet of work related to their IEP goals.

In addition, 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. Special education service providers will also communicate with families via Google or Zoom to provide related services (as applicable) and guidance to families.

Special education timelines for IEPs and eligibility processes will be maintained through Zoom meetings. New and upcoming referrals to Special Education will be completed to the best of our ability using testing at 3rd party locations, given the developing social distancing restrictions.

Instructional Contingency Plan Update

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

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

Please see the accompanying document “Breakthrough Montessori Virtual Learning Contingency Plan.”

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

Elementary (1st and 2nd grades)

- Teachers meet with first and second grade students between one, three and five times per week, depending upon their tier. Children have been tiered based on results from standardized assessment scores, specifically the MAP. Children who scored in the 1st-24th percentile are tier 3, those who scored between the 25th to 49th percentile are tier 2 and those at the 50th percentile and above are tier 1. Tier 1 students meet with their teacher once per week, tier 2 meet their teacher/classroom assistants 3 times per week and tier 3 students meet with an adult from their class 5 days per week. Classroom staff keep a meeting record of what children are working on, what they should work on next, and any additional support that is needed. Plans for each student are reviewed during weekly team meetings.
- Teachers assign books via RAZ Kids to each student, as per their reading level. Students meet one-on-one with teachers weekly for a read aloud. During this time, students read to their teachers from the assigned books. Teacher uses this exercise as a method for determining when a student is ready for the next reading level.
- Students complete math assignments in Khan Academy. Results are reviewed by the teacher who then determines when a student is ready to move on.
- Students receive weekly assignments via Seesaw (at least 5 assignments a week). Students complete and upload assignments by Friday. Teacher reviews student work to determine the appropriate next assignment.

Primary (PK3-K)

- Teachers meet with kindergarten students between one, three and five times per week, depending upon their tier. Children have been tiered based on results from standardized assessment scores, specifically the MAP. Children who scored in the 1st-24th percentile are tier 3, those who scored between the 25th to 49th percentile are tier 2 and those at the 50th percentile and above are tier 1. Tier 1 students meet with their teacher once per week, tier 2 meet their teacher/classroom assistants 3 times per week and tier 3 students meet with an adult from their class 5 days per week.
- Teachers assign books via RAZ Kids to each kindergarten level student, as per their reading level. Students meet one-on-one with teachers for a read aloud. During this time, students read to their teachers from the assigned books. Teacher uses this exercise as a method for determining when a student is ready for the next reading level. Other work is assigned from both work packets that were sent home and video lessons have been uploaded in Seesaw for children to view and continue at home. During one-on-one meetings, children show their work and it is assessed by teachers during that time.
- Teachers meet with PK3 and PK4 children and parents every other week. Feedback from parents is the central data teachers use to assess PK learning.

Tiered approach to communication with children and families

- In order to mitigate the risk of widening the achievement gap, Breakthrough Montessori has designed a tiered system for student outreach and support. Students in grades K-2nd were assigned a tier based on their January 2020 scores on the NWEA MAP assessment. Tier 1 students scored in the 50th-99th percentile; Tier 2 students scored in the 25th to 49th percentile; Tier 3 students scored below the 25th percentile. Faculty members have video meetings with Tier 3 students every day, Tier 2 students three times a week, and with Tier 1 students once a week. This approach helps us closely track progress among students who need the most support while also allowing us to strengthen the teacher-family relationship.

3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.

- Teachers have regularly-scheduled touch points with all students and families in their classroom:
 - Daily classroom meeting
 - For elementary students: weekly reading group meeting
 - Daily call for Tier 3 students
 - Call 3x/week for Tier 2 students

- Call 1x/week for Tier 1 students
- Meet weekly with families of students K-2nd grade
- Meet every other week with families of students PK-PK4
- Teachers take attendance in class meetings and submit attendance to administration every day.
- Administrators follow up with families that demonstrate a pattern of disengagement in daily class activities.
- Administrators contact families by phone, text and email.
- Breakthrough is currently providing interpretation to families in the following languages: Spanish, Amharic and American Sign Language

Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

- Teachers take attendance in class meetings and submit attendance to administration every day.
- During the first week of distance learning (March 24), administrators reached out to families repeatedly until all students engaged in distance learning or the reason for the lack of engagement was identified and a plan was put in place to address the challenge.
- Administrators continue to call and text parents repeatedly until we are able to contact the family.
- Staff member who is fluent in the families' home language makes the calls.
- To date, the main reason a family has failed to engage with distance learning is a lack of technology (computer, internet or both). We have passed out 40 Chromebooks, and we are waiting on the delivery of 30 more to ensure all families have access. A secondary reason a family has failed to engage with distance learning is the parent's need to continue working outside the home, leaving the student with no support for getting online and participating.
- To date, we have been in contact with the families of all 225 students of Breakthrough. We have identified a roster of students who have not engaged in any online learning activities to date. We stay in touch with these families by phone, and we are waiting for the delivery of more devices to distribute in order to address these families' connectivity challenges..

4) Please elaborate on the following areas of support for students/families with disabilities:

- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.

- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
- What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.

Materials

In addition to the general education resources, Special Education and 504 students also receive:

1. An individualized snapshot of the student's IEP goals and present levels of performance
2. An individualized, printed document with specific guidance for at least 10 activities that the parents can do to support students' IEP goals, including suggestions for frequency for each activity.
3. A supplemental packet of work related to their IEP goals.

Conferences

In addition, 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.

Access to the General Education Curriculum

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.

Delivery of Specialized Instruction and Related Services

Specialized instruction and related services will be provided (as applicable/helpful) via zoom. Related service providers are meeting with families to deliver consult services as needed, and inviting families to tele-health meetings as helpful/needed.

Documentation

We are documenting hours owed, attempted, and delivered, both in SEDS and using internal tracking systems. Upon our return to school, 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. We are finalizing

our budget with the knowledge that compensatory services should be planned for upon our return.

Timelines

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 school re-opens.

Family Engagement

For family members with disabilities, we are currently providing ASL interpretation. If needed, we are prepared to provide alternate (audio) instructional materials, captioning, and other accommodations.

- 5) Please elaborate on the following areas of support for students/families with limited English proficiency:
 - How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.
 - 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.
- 6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about

make-up instructional time, what is your projected timeline for making decisions about this issue?

- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

- Breakthrough has not yet finalized a plan for summer school. We will complete our recovery plan, which will include our approach to offering in-person opportunities to make up for missed learning, within two weeks of the following:
 - The Mayor's official announcement of a school closure beyond April 24, as well as
 - The release of OSSE's guidance regarding the 180 day rule
- While Breakthrough has begun to identify the skeletal structure of a plan to recuperate learning and student progress, we need to know when school will resume as well as the required days/hours of SY20-21 in order to fully flesh out a coherent recovery plan.