

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Mundo Verde Bilingual PCS

LEA Head of School Name: Kristin Scotchmer

LEA Type: Pre-K ; Elementary

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Background and Purpose

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

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

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

Support Across Learning Environments

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

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

a. Provisions for learning

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

- ☒ 1. Provision of 1:1 learning devices.
- ☒ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- ☒ 3. Other

1. Provision of 1:1 learning devices

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

1100

a2. Distribution Strategy:

The devices are:

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

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

☒

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

95%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

Any student that does not have internet access will be provided with a hot spot to ensure they are able to log in and learn from home. We have in-house IT support available for families if they need it.

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

If we are faced with transitioning large numbers of students to situational distance learning for more than 1-2 days, we will rely on virtual learning and distribute 1:1 learning devices. In this situation, all students enrolled in distance learning will receive a computer, charger, and hot spot (if needed) to ensure they are able to log in and learn from home. Firefly and ZOOM will be used to access materials and instruction with teachers if extended closures are required. We have in-house IT support available for families if they need it. We also hold IT hours on zoom, which allow parents with questions to log in, without an appointment. In the event that students need to take home devices, Mundo Verde would allow families to come in and pick up the devices during our normal business hours.

2. Distribution of Non-Digital Materials

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

If it is a small number of students or a closure that lasts less than 3 days, we will look to distribute learning materials that are not digital, including individually prepared paper packets, and manipulatives, as appropriate.

3. Other

Please describe, Other

As described above, we will determine the strategy for addressing **situational distance learning based on the duration of the closure and the volume of students that are affected. If large numbers and more than 2 days, we will distribute devices to all students as described above. If small numbers of students or is expected to last fewer than 3 days, we will distribute non-digital learning materials as possible and appropriate.**

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

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

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

Mundo Verde will communicate with families **during situational distance learning as well as** about safe reopening , student well-being, and accelerated learning is through our multiple channels of communication.

- Text messages
- Email
- Weekly Family Bulletin
- Teacher/ Class Communication, including virtual learning platform (two way engagement)
- Virtual Family Sessions (two way engagement with recordings available afterwards)
- School Website
- FamilyWebsite

In addition, we provide the following avenues for two way family engagement - held virtually as necessary, especially if we are in a situational learning situation:

- Office Hours
- Coffees with leadership
- State of the school
- Special information sessions as appropriate to the specific situation

Finally, we are phasing in use of ParentSquare, a platform that will allow for two way communications through a single platform - this includes Mass Notifications, Classroom Communications, and School Services. We are hopeful that this single system will be able to replace multiple platforms (blackboard emails/texts, infinite campus emails and portal, and parts of the web portal. We will begin migrating to this platform in phases to test various functions.

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

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

Mundo Verde's plan to alert students, educators and families of a move to situational distance learning will be done through the multiple channels of communication listed above, relying especially on text messages and our school website, and our new Parent Square platform, after it is phased in. In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline:

- Impacted families will receive a direct email and text message from the respective school Principal
- Families will be able to ask questions by emailing info@mundoverdepcs.org or by calling the front desk for either campus

c. Additional Considerations

i. Family training and support.

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

If needed, all students shifting to situational distance learning will receive a computer, charger, and hot spot (if needed) to ensure they are able to log in and learn from home. We have in-house IT support available for families if they need it. We also hold IT hours on zoom, which allow parents with questions to log in, without an appointment. We will also hold special question and information sessions, as appropriate to the specific situation.

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

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

All staff are trained on how to operate their technology (Mac books) and student technology (chromebooks) during the summer staff institute. Any additional staff who start after summer staff institute receive training during their on boarding. Additionally, all training videos and FAQ's are available to all staff to review at any time. For remote learning, staff are also trained to use Firefly and Google classroom learning platforms along with Swivl, which allows staff to teach in-person and distance learning simultaneously through use of a video camera that follows the teacher around the classroom.

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

Describe the LEA's expectations in the space below.

Mundo Verde students range in age from almost 3 years old to eleven years old in grades PreK3 through 5th grade. As a result, expectations for distance learning varies greatly depending on the age of the student. In general, we will take the following approach:

- Students in quarantine will be treated as excused absences. If the duration of the quarantine, lasts more than 2 days, students will have access to asynchronous materials but not virtual instruction.
- In the event the entire school transitions to situational distance learning, students will have access to asynchronous materials starting on day 2 of the transition. If extended closures are required, Firefly and ZOOM will be used to access materials and instruction with teachers.
- The length of time students are expected to participate in learning is greater the older the student.

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

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

Mundo Verde will track and record student attendance daily in accordance with OSSE's 2022-23 school year attendance guidance. During situational distance learning, attendance will be counted based on task submission or evidence of engagement in synchronous learning.

We also plan to work to re-engage students who continued to be less engaged in the 2021-22 school year and conduct individualized outreach to students and their families to re-engage them in learning for the 2022-23 school year

Student and Staff Well-Being

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

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

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

2022-23 Health and Safety Plans

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

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

<https://bit.ly/MundoVerdeCovidPolicies>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

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

a. Adjusted Scheduling

i. Adjusted class/block/bell schedules ; ii. After-school programming ; v. Summer programming

b. Instructional Changes

High-impact tutoring ; New curriculum purchase ; New intervention program or support ; New professional development for staff -accelerated learning

c. Staffing and Related Support

Additional staffing ; New hardware purchase ; New software purchase

d. Any Other, Please Describe

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

Each of the strategies we have chosen will support us in meeting the individualized needs of students

- Adjusted scheduling -- will support the implementation of personalized learning plans and time dedicated to the specific goals articulated for each student
- Instructional changes - will support teachers in understanding the needs of students and the targeted interventions appropriate for them, as well as ensure we have the resources (Benchmark curriculum, intervention personnel) necessary to support the implementation of personalized learning
- Staffing and related support - additional staffing will ensure we have sufficient individuals to support adjusted scheduling and instructional changes. Hardware and software will ensure we have the materials necessary for this implementation.

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

Identify:

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

Mundo Verde will take the following steps to **ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.** Students with disabilities will be assessed upon return to school using the same universal screeners and assessments that are administered to students without disabilities. The assessments and screeners used are relative to the academic areas of reading, written language, and mathematics, and to the area of social/emotional/behavioral functioning. In addition, students with disabilities will be assessed on their progress toward the goals in the areas of concern on their IEPs using the criteria of mastery indicated. Their 4th quarter SY22 IEP progress reports will also be reviewed to assess the nature and extent of interrupted instruction. Based on all available data to include assessment and screening data and information on the 4th quarter SY22 IEP Progress Reports, periodic IEP meetings will be scheduled for students that have regressed or made little to no progress to review relevant data and the current IEP to make revisions, as deemed appropriate by the IEP team.

Two specific barriers we may face in meeting these requirements are 1) delays in evaluations which we have faced all of SY21-22 and expect to continue into SY22-23; and 2) the summer vacancy in our Student Services team, specifically our Director of Student Services. We have strong candidates and hope to fill the position soon, but the position has been empty since late June.

ii. The LEA's plan to address those barriers

for 1) identifying other vendors for the evaluations, and training our own staff to do the evaluations that they might be able to do directly. 2) our Chief School Officer has experience with special education compliance and services, and is serving as the acting Director and covering decisions that would normally be made by that position.

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

Each student is assigned a IEP case manager and that individual is responsible for regular personal communication with the student's family. In addition, changes to the program will be communicated in writing by the Director of Student Services or in the school's weekly Family Bulletin.

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

Mundo Verde will ensure IEP teams make individualized decisions for students with disabilities who are eligible for special education services in the following ways:

- Needs will be determined based upon the LEA Assessment Calendar, using the MAP Assessment, Teaching Strategies GOLD Reports, RaZ-Kids/F&P Reading Assessment, and Writing On-Demand Assessment, in addition to the SY21 4th quarter IEP Progress Reports.
- Students have been identified during SY22 for review during SY23 to determine their specific needs for service revisions.
- All students in the LEA will have the opportunity to receive high-dosage tutoring and personalized learning, regardless of disability.
- The IEP team will determine the least restrictive educational environment in which recovery services in continuous education plans will be implemented for students with disabilities. We will maintain the availability of an LRE continuum in both in-person and distance learning settings consistent with that described on the IEP. As appropriate, and with family agreement, appropriate modifications will be made through PWN.

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

The same process described above will be used to communicate regarding compensatory services-- each student is assigned a IEP case manager and that individual is responsible for regular personal communication with the student's family. In addition, changes to the program will be communicated in writing by the Director of Student Services or in the school's weekly Family Bulletin.

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

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

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

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

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

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

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

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

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

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

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

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

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

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

- ☐ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights

organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

- ☒ The LEA has taken comments of the above-named groups into account in the revision of the CEP.
- ☒ The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.
- ☒ The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- ☐ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
 - An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- ☒ Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

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