

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

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

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

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

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

- a. Mundo Verde can accommodate all students in person for five days a week in our current physical space with the understanding that we will implement spatial distancing only where possible. This and other measures needed to accommodate all students is outlined in detail in our health and safety plan.

Mundo Verde is requesting a waiver for us to return to our pre-COVID schedule that affords weekly half-day professional development to instructional staff. In line with the guidance that a school may request a waiver for one half instructional day of at least three hours, one time per week for the purposes of advancing student achievement, we plan to shorten Wednesdays to 4.5 hours (8:30 am to 1 pm). The remaining hours are spread across the remaining four instructional days of a week with a longer school day of 7 hours (8:30 am to 3:30 pm). Our average daily hours in the school day = 6.5 hours. Our overall school year has a minimum 1170 hours in the year, well above the 1080 requirement.

- a. Mundo Verde can accommodate all students in person five days per week with its current staffing levels, and is securing additional staff to add support to the school day for safety protocols, additional classroom support, substitutes and the extended day program. Additionally, we have developed schedules and are hiring staff to ensure that staffing levels will effectively support recovery instruction, meet the needs of students with disabilities, , and vulnerable or students who are disengaged.

We have planned for and will hire staff to ensure the social and emotional needs of students and staff are well supported. For example, we have recently hired an Intervention Coordinator who will manage the Response to Intervention (RTI) and the English Language Learners (ELL) programs and administer all aspects of those programs. This work is currently led by our Director of Student Services, Inclusion Manager and Inclusion Coordinator.

We are prepared to deploy on-site substitutes as well as substitutes from outside agencies to assist in the classroom should the need arise.

In addition to working with private vendors like Delta-T to find qualified staff, current positions open are being posted on our school website under the Jobs section.

c. Mundo Verde's operational plan for providing time-limited distance learning in specific situations is as follows.

In the event a cohort must quarantine due to COVID-19, students will participate in virtual learning. For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- Dissemination of materials
- Quarantine of individuals will be treated as excused absences.
- Students will have access to asynchronous materials via online learning platform Firefly but not virtual instruction.

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 can ask questions by emailing info@mundoverdepcs.org or by calling the front desk for either campus

Key to a smooth year is uninterrupted learning through dissemination of materials. If the closure is COVID / public health- related, we will ensure that

- Materials can be found online using our online learning platform Firefly. All families have access to this platform.
- Distribution of hardcopy materials continues via contactless pick up at the respective campus as required.
- Uninterrupted instruction through remote learning: Chromebooks will be assigned to individual students K-5th to be used in the classroom during the regular school day.
- In the event of a quarantine or closure, chromebooks will be distributed to students as they are dismissed from school or available for pick up the next day. Devices will not travel back and forth to school regularly.
- Firefly and ZOOM will be available to access materials and instruction with teachers if extended closures are required.

Regular school closures, i.e. inclement weather, will be a day off for students, no synchronous or asynchronous learning. Make-up Options: We have designated four days in the SY21-22 calendar as make up days for inclement weather.

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

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

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

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

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

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

Assuming we have fewer than 20 students in total requiring virtual learning, we will implement the following approach (at this time, we have 1 student eligible / requiring virtual learning). For students in Kinder - 5th grade, we plan to contract with Friendship K-12 for learning in English. For students in PreK and for Spanish learning, we plan to dedicate a staff member to support asynchronous and synchronous virtual learning.

The program will offer the core academic content for students in English and Spanish. We will choose materials grounded in the common core standards for English and Spanish language arts and math. We will tailor instruction depending on the students' needs and learning styles based on data and evidence collected in data analysis and instructional planning meetings. The schedule will mirror the content of the students attending on-site learning with age appropriate modifications for synchronous and asynchronous learning.

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

Students who qualify for virtual learning with the medical exemption will be checked out with a school issued chromebook prior to the first day of school at their respective campus.

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

Most materials will be online. In the event of printed packets or materials, Mundo Verde will continue to coordinate periodic pick up of materials at the student's respective campus. Students with additional needs should contact our wrap around services.

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

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Student and Staff Well-Being

2.A: Whole Child Supports

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

a-Mundo Verde Bilingual Public Charter School's plan for supporting students social-emotional, mental, and behavioral health needs during continuous learning and school recovery is centered on our whole child model. As part of Mundo Verde's model, social emotional learning is integrated throughout the day and is aligned to social and academic learning targets. This approach is enhanced through daily CREW activities informed both by the school's habits of community stewardship and CASEL standards for social emotional learning. The principles of Responsive Classroom are implemented across learning environments throughout both schools in the Network. Additionally, the school's approach to establishing a culture and climate for learning are grounded in restorative practices, emphasizing the teaching of desired behavior and addressing undesired behavior through high expectations for teaching expected behavior and high supports like collaborative problem solving and restorative circles. Families and staff have been shared on opportunities to deepen awareness of wellness and mental health complete with referral links for referring students through our family bulletin and staff bulletin.

b-To screen and refer students for mental and behavioral health needs, we will implement two universal screeners: DESSA and Ages & Stages.

- All students K-5th grade will continue to be screened at the Beginning of Year (BOY) using the brief, 10-question DESSA screening instrument. The results will be analyzed by the school social worker and a team

of other mental health professionals to identify students in need of support and/or the more comprehensive DESSA assessment. The DESSA long form will be administered later in the 2021-22 school year for students flagged for higher needs through the short form. The short form DESSA will be administered at the end of the year in order to measure progress along social emotional learning needs for all other students allowing for a direct referral to out-of-school time activities that can support student well-being.

- The Ages & Stages Questionnaire will continue to be administered to all children in grades PK3, PK4, and kindergarten as an early screener to identify disabilities and special needs. The results in the section dealing with social/emotional/behavioral development will be used to inform decisions related to referral for Response to Intervention (RTI) or evaluation for special education. Regular grade-level data meetings will continue to take place at both campuses. Staff will receive training during pre-service professional development in August about these universal screeners and how/when to make referrals for RTI or evaluation for special education. Information will continue to appear in the weekly staff bulletin, the weekly family bulletin, and the website related to making referrals will continue to appear in the weekly staff bulletin, the weekly family bulletin, the website, and discussed in data meetings and grade level meetings.

c-To provide direct mental and behavioral health services for students in need, Mundo Verde will provide a number of supports and services. As appropriate, the SST process (pre-referral) students will be provided FAIR behavior plans to help collect data on student needs and effective strategies. [FAIR: F is for understanding the function of the behavior, A is for accommodations, I is for interaction strategies, and R is for responses.]

As appropriate, Functional Behavioral Assessments (FBAs) are conducted to learn the underlying functions of students' challenging behaviors. These assessments inform the development of Behavior Intervention Plans (BIPs). Data collection instruments such as Frequency Data and Antecedent/Behavior/Consequence (ABC) Data are developed to correspond to the BIP. Staff are trained on the functions of student's behavior, the identified target behaviors, proactive and reactive strategies, and data collection. Data are reviewed regularly to inform the need for revision of BIPs and to ascertain student progress toward identified behavioral goals. Board Certified Behavior Analysts (BCBAs) have been contracted to support students with the most challenging behaviors through Applied Behavior Analysis (ABA) therapy. Parent training/coaching has been and will continue to be offered during remote learning and as in-person learning opportunities expand during school recovery to ensure optimal student behavior and engagement during online and in-person sessions.

Mundo Verde's school social worker will provide on-line and in-person counseling to students referred by parents and/or school staff throughout continuous learning and school recovery. Mundo Verde's clinicians will provide on-line and in-person counseling to students referred by parents and/or school staff throughout continuous learning and school recovery. Mundo Verde continues its partnership with the D.C. Department of Behavioral Health (DBH) and will have a bilingual clinician provided by that agency continue to work two days a week to counsel individual students and to deliver grade-specific behavioral health curricula. Mundo Verde also has a partnership with AprilMay, through DBH. The AprilMay clinician will continue to work full-time to provide remote and in-person counseling services. Additionally, Mundo Verde will continue its partnership with the MedStar Georgetown WISE Program to provide consultation to teachers and families in an effort to better support students' social/emotional/behavioral needs. Mundo Verde will continue to provide Applied Behavioral Analysis (ABA) to meet the unique needs of students with autism spectrum disorders, as determined by the IEP team. In order to support teacher practice and success, the school partners with Restorative DC to provide critical adult development on polyvagal theory, and trauma informed approaches to learning. The school also offers extra-curricular or after school opportunities for children to engage in wellness, social belonging focused expressive arts such as movement and gardening.

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

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

Mundo Verde has updated its discipline policy to reflect recommendations and requirements related to COVID health and safety. The school has updated its policies to reflect updated legal guidance on removal, and restraint. Please see below some of the core elements.

Discipline and Behavior

At Mundo Verde PCS, we hold the following beliefs about student behavior:

- Behavior is communication
- Behavior has a function
- Behavior occurs in patterns
- The only behavior teachers can control is their own
- Behavior can be changed
- Misbehavior is a symptom of an underlying cause

Addressing Behavior through Collaborative Problem Solving

Thanks to research in neurosciences, we now know a lot more about how kids express social, emotional, and behavioral challenges that they have not yet gained the language or experience to resolve in a productive way. We now know that challenging behavior – whether it’s screaming, swearing, hitting, kicking, destroying property, or withdrawing – is set in motion by lagging cognitive skills, especially in the domains of flexibility, frustration tolerance, and problem solving. In young learners, their behavior may indicate a need for guidance to help them acquire an understanding of the consequences of their actions, their feelings, and those of others. We now know that challenging behavior isn’t the result of “bad parenting,” but is instead best understood as a form of developmental delay. And we now know that traditional discipline – with its heavy emphasis on consequences – doesn’t teach kids in crisis the skills they lack, and can actually set the stage for a challenging child’s worst moments. For children exhibiting challenging behaviors, teachers and families should work together to develop strategies to address undesired behaviors.

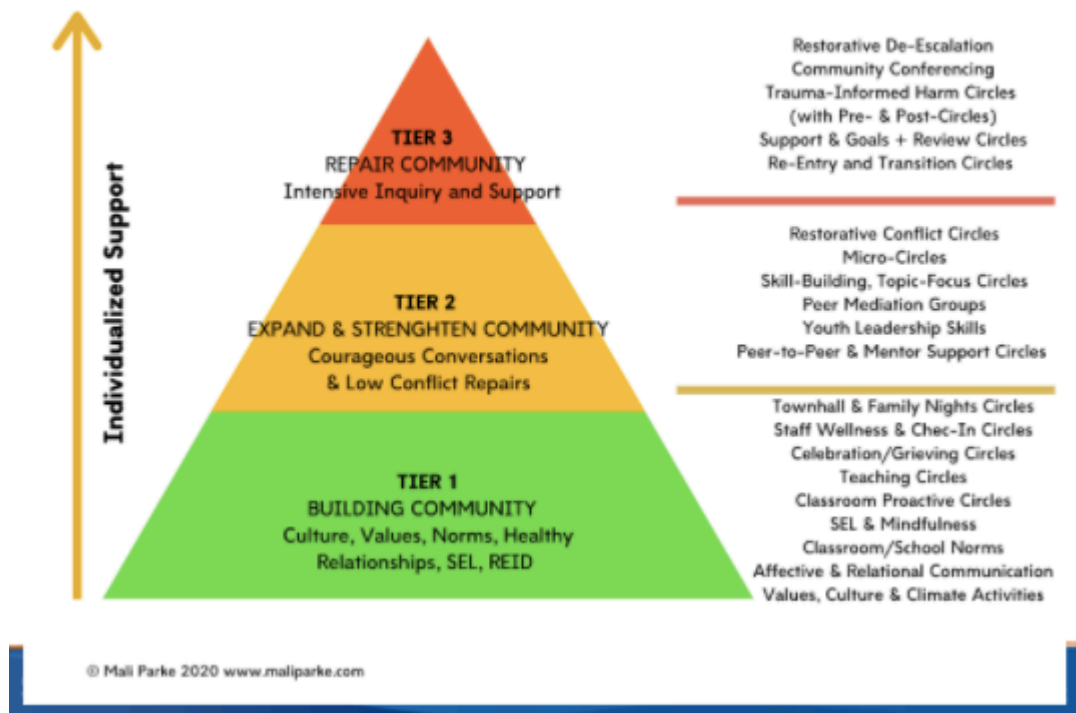
The collaborative problem solving approach: Collaborative & Proactive Solutions (CPS) was first described by Harvard University’s Dr. Ross Greene, in his book [The Explosive Child](#). The model sets forth two major tenets: first, that social, emotional, and behavioral challenges in children are best understood as the byproduct of lagging cognitive skills (rather than, for example, as attention-seeking, manipulative, limit-testing, or a sign of poor motivation); and second, that these challenges are best addressed by resolving the problems that are setting the stage for challenging behavior in a collaborative manner (rather than through reward and punishment programs and intensive imposition of adult will).

This involves three basic ingredients. The first ingredient – called the Empathy step – is to gather information so as to achieve the clearest understanding of the kid’s concern or perspective about a given unsolved problem (such as completion of work, peer interactions, etc.). The second ingredient - called the Define the Problem step - is to enter into consideration adult concerns on the same unsolved problem. The third ingredient - called the Planning step - involves having child and adult brainstorm solutions so as to arrive at a plan of action that is both realistic and mutually satisfactory – in other words, a solution that addresses both concerns.

For more information, see <http://www.ccps.info/index.html> and <http://www.livesinthebalance.org/>

Responses to Behavior

MTSS RESTORATIVE PRACTICES CONTINUUM



Mundo Verde classifies behavior management according to three tiers of instruction/ intervention needed:

- Tier 1: BUILDING COMMUNITY Social Emotional Opportunities provided by all teachers, in the course of establishing and promoting positive classroom climate. Managed within the classroom by the teacher, in the course of establishing and promoting positive classroom climate
- Tier 2: EXPAND & STRENGTHEN COMMUNITY Responsive strategies used to strengthen and expand community. Requires intervention by teacher or supporting staff, to prevent or stop unsafe or harmful behavior
- Tier 3: REPAIR COMMUNITY Strategies that address behavior that causes harm and requires intensive inquiry and support. May require administrative intervention and temporary removal from the classroom, to develop a plan to stop harmful behavior and relieve students in emotional crisis

In all tiers it is appropriate and possible to engage with a mindset focused on restorative practices. Examples of responses are listed above.

For legal purposes, Mundo Verde must show how we are responding to behavior in equitable ways. For this reason we are asked to present a plan for the circumstances under which a child may be removed from class or school. The following is a tiered system under which suspension and expulsion may be considered. **Mundo Verde does not rely upon a child's removal from a group, class or building as strategy for creating positive climate or managing behavior, as we do not believe that punitive discipline leads to the change we want to see or support the school's mission and commitment to equity. We always look at the three tiers of teacher engagement before determining if a Tier 3 response is needed. Furthermore, during the time in which this policy was revised, certain safeguards have been put into place that reduce our ability to use strategies that rely upon removal.** As well, certain past strategies like going to a buddy classroom and/ or going to a peace corner are no longer options for self-regulation.

Our Purpose

Mundo Verde is an inclusive school environment committed to establishing a positive climate for learning, and to decoding student misbehavior with dignity and a special focus on understanding the root of behavior. Once we know

why undesired behavior is occurring we can begin to address the root causes, offer positive replacement behavior and teach students to engage socially and academically in ways that will help them be successful.

When students are demonstrating repeated crisis behaviors (Tier 3), how should teachers respond?

Tier I: Ongoing - Relationship Building

Get to know students with crisis behaviors well. (see WISE strategies) Maintaining a positive outlook on your relationship with students who have challenging behaviors is one of the hardest things you will ever do as a teacher, especially depending on how you are personally impacted by them. Understanding behavior and brain science helps us make space for maintaining a relationship and environment of unconditional education for these students as we are learning how best to serve them.

Showing unconditional acceptance and belonging is communicated through our facial expressions, our language and the actions we engage in with students when they are and are not in crisis. WISE slides below provide ideas for engaging in positive relationship building with students. The Bill of Rights helps us consider how to think about behavior with the same passion and fervor with which we think about math and reading- skills and knowledge that can be taught and learned with a strategic plan.

Tier I: Review Core Culture, Climate and Instruction in the Class

Our model - Responsive Classroom, Quality Core Instruction - What all students receive

Because most behaviors can be prevented and abated with quality core instruction, universal design and strong Responsive Classroom practices, a teacher's first step should be to review the status of those practices in the classroom. When lesson plans are effective and well written to include modeling, and frequent checks for understanding, for example, at risk students benefit the most. All students receive a classroom grounded in love and belonging where teachers create a community of respect reflective of our habits (Empathy, Speaking One's Truth, Inquiry, Collaboration, and Appreciation). All students receive lessons on social emotional learning and relationship building with a focus on our school habits, class norms and expectations. Teachers intentionally model and provide feedback on expectations throughout the day helping students live our norms and values. When done well, these practices yield positive results with most students.

Tier I: Collect Data

The data collected are best organized using Frequency Data Collection and [Antecedent/Behavior/Consequence \(ABC\) format](#) in order to inform future external professionals and student support team members.

Tier 2: Parent Communication/ Problem Solving

When we know that the frequency of negative behaviors are significantly impacting the child's experience and that of other students, we should move beyond daily communication of individual incidents and initiate a problem solving conference with the family. The teaching team should schedule a parent meeting and construct an agenda to accomplish the following:

- Demonstrate the professionals personal, academic and social emotional knowledge of the child. (teacher)
- Communicate important information about the child's needs, history or recent changes in their life, routine, home life that could be important to understanding their behavior. (family)
- To share the data collected on student behaviors and explain the impact of these behaviors for the child.
- To choose mutual goals for the child to focus on in class as part of a behavior plan (see Design a behavior plan

below)

- To determine how the plan will be implemented in the class room and families are able to support the plan.
- To establish frequency of check ins on the plan in addition to daily communication.

Tier 3: Design a Behavior plan

Implementing a plan [See FAIR plan from Behavior Code]

Because of the physical and emotional toll that crisis behaviors can present to all members of our community, it is imperative to launch a plan even in the absence of a formal diagnosis or formalized 504, RTI or special education plan (IEP). These crisis plans are holding space until a team of professionals can make more precise recommendations but are important to stabilizing the environment and conditions for learning for the students in need as well as those around them.

Tier 3: Referring students with special circumstances

Even with these additional interventions, there are some students who still experience serious behavior challenges. These challenges may be the result of stress or a trauma-response, a disability or other factors. Our team refers students with extremely challenging behaviors to our Response to Intervention team so that we can consider whether or not a child might need additional external supports that include behavioral and mental health services to address barriers to desired behavior and social emotional wellness.

Teachers may consider referring students to the Response to Intervention (RTI) process. If the Student Support Team determines that a disability requiring reasonable accommodation to access the general education environment or curriculum exists, the child will be referred for evaluation for a Section 504 Accommodation Plan. If an educational disability (one having negative impact on educational performance) is being suspected, the student will be referred for evaluation for special education. During the 504 or IEP process that can last up to 90 days from referral to eligibility to 504 or IEP development and implementation, the student will receive intervention and support through RTI. The leadership team meets with teachers and members of our Student Services Team to develop a comprehensive plan for safety moving forward. The Student Services Team analyzes the information collected and recommends services, interventions, and supports for students and their families to address their unique needs. The team can also help communicate with families of the students demonstrating challenging behaviors to discuss their children's needs as well as how they can partner with us to support improved conditions for safety and learning in the classroom.

Tier 3: Establishing a classroom staff response plan to crisis behaviors

When a crisis behavior occurs, teachers should contact the main office for help. The main office will reach out to the Principal in order to send the principal to the correct room with appropriate information. The principal or designee will not enter the classroom, but will advise on how to address the situation. The teacher contacts the Response and Restoration (R&R) team (In Covid this is the Principal) to report to the class, but they should also plan for how the personnel in the classroom will respond immediately until R&R arrives.

Members of the R&R team are trained in both deescalation techniques and in techniques for removing a student from their space if needed using vetted and approved holds or transports. If a student can be safely removed from the room, the student is removed. If the student cannot be removed and the behavior persists, we may remove the class for their safety until the situation can be deescalated.

Tier 3: Restoration

It is difficult but when crisis behaviors occur and a child returns to the classroom which is our goal, it is important to engage in restorative approaches. A teacher should greet and welcome the child with empathy and warmth when they

return to their classroom. Although we are personally impacted by a student's crisis behavior, their behavior is never personal. Frank conversations about behaviors, consequences and expectations are not best discussed in the moment a student is returning to the class (feeling brain), but in a more relaxed moment when the child has not just restored their sense of self and safety (thinking brain). Do reflect in a moment when the child is calm, perhaps a scheduled time to check in with the students.

Tier 3: Reflecting on the success of the plan

Once you have taken the steps above it is important to involve your teammates, the student, the family and student services in reviewing the plan for fidelity and determining what if any other resources are needed.

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

To ensure access to nutritious food for all qualifying students regardless of their learning environment, Mundo Verde will provide meal service directly to families. All families will pre-order meals and fill out FARM forms through our SIS, Infinite Campus. For our Cook Campus, we will continue to have our self-prep kitchen. Calle Ocho Campus will have vended meals from Genuine Foods. Both our self-prep kitchen and vended meals will have safe meal preparation, service and cleaning plans.

- At Calle Ocho, all meals and snacks will be delivered to classrooms in bulk and individually plated in the classroom before service to students.
- At JF Cook, lower grades will have meals packed out and delivered to the classroom in bulk, which will then be individually plated in the classroom before service to students. Upper grades will come through the meal line (on staggered schedules for lunch) to pick up individually plated meals, allow for spatial distancing of 3 ft, one-way traffic and sanitizing. They will then return to their classrooms to eat.
- Students will continue to eat all meals in the classroom, common space or outside if weather permits.
- Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible.
- Students will wash or sanitize hands before and after eating, and may not share food, utensils, cups, or plates.
- Teaching staff will wash or sanitize hands before and after preparing food, and after helping children to eat.
- Tables and chairs will be cleaned and sanitized before and after the meal by the classroom teacher.

Breakfast and lunch will be provided by our Calle Ocho vendor and available for pick up daily at Calle Ocho from 2:30-3pm (just before in person dismissal) for the following situations:

1. For all students who access our school through remote learning options
2. For a single student who is self-quarantining due to a potential exposure outside of the school
3. In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions.

Dates and times will be adjusted as needed. If families are unable to come to school, we will provide support by assisting them with access to alternative food support throughout the city. Families also have the option to visit open meal sites throughout the city.

All information regarding meals will be posted on the school website, communicated to families via our family bulletin email, and also sent via targeted messages (email/text) to virtual and/or quarantined families where appropriate.

In the event that our Cook Campus kitchen staff need to quarantine due to a positive COVID-19 case, Cook campus in-person instruction may need to close for 24 hours depending on the time of notification for quarantine. During the quarantine period, the Calle Ocho vendor will provide meals for Cook campus students.

In the advent our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through our Calle Ocho Vendor, with daily pick-ups at Calle Ocho campus. Depending on the length of the closure, meals may also be available at our JF Cook Campus. We will also provide community resources for families to access food support in their neighborhoods.

Families experiencing food insecurity that extend beyond the school meals program will be referred to the school Wrap-Around Family Support Program with the aim of connecting families to broader community food programs and or emergency support for acute experiences of food insecurity such as emergency money cards.

2.B: Educator Wellness

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

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

Mundo Verde's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery includes professional development opportunities and mental health supports for staff internally or through established partnerships with community organizations. As a campus focused on whole child development, staff receive considerable professional development on empathy, belonging, growth mindset, wellness, trauma informed care and anti-racism. We believe this development fundamentally contributes to the health of staff, as our children are only as healthy as the adults who lead them. Trainings over the last two school years include robust partnerships with consulting organizations and service providers leading to the following outcomes:

*NOTE: All professional development (across partner organizations and internal facilitation) seeks to answer our guiding question: 'How do we center Black students in our short term and long term plans of action with a focus on school culture and student experience (e.g., recovery, reentry) based on data (e.g. stakeholder, performance data, etc.), best practices and research?' in service of anti-racism and equity.

- WISE: Trauma Informed Care, understanding ACES, Strategies for relationship building and collaborative problem solving, teacher wellness
- Transcend: Through this work, we aim to foster the following in our community relationships: climate of empathy: build toolkit for empathetic listening and compassion; climate of belonging: increase the experience of being safe, valued and connected; healing: self-awareness, recognition of oppression, and building relational trust ; in this together (not us vs. them) - no one has the silver bullet but we are here to be part of a collective change under a common goal (break patterns/themes of admins vs. teachers, not school vs. family). Focus of PD: Staff understand the purpose of our work together and believe it's relevant; staff begin to seek to understand each other on a deeper level; staff can reflect on the experience of another staff member.
- Restorative DC: Raise an understanding of the various types of trauma, and scope and impact on learning brains; See behaviors and discipline responses through the trauma lens; See how Restorative Practices shift us from a "Survival Brain Cycle" to a "Resilient Brain Cycle"

- AprilMay: deepen our shared language and learning around secondary traumatic stress (STS) and recognition of our own individual and collective trauma (racial, generational or historic, global pandemic); learn and practice trauma and culturally informed strategies to engage students and support their regulation
- Kindred: Deepens understanding around anti-racism practices and implicit biases that can affect a teachers' practice as much as a student's capacity to be ready to learn in the classroom with more or less access to the healthiest physiology for learning.

Our LEA plans to support teacher and staff social-emotional and mental health needs by developing a robust wellness plan for staff for SY 21-22. The plan will include a 3-5 year plan for integrating staff wellness throughout school culture and adult development. Aligned with our school wellness plan, the amendments will include a clear articulation of the following services available to staff:

- Counseling Service (WISE, AprilMay)
- Health Care Services
- Mental Health Care Services
- Memberships to gyms, yoga studios, meditation courses, and any health and fitness apps/ programs
- Referrals for staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through DBH, AprilMay
- Teacher Clubs/ committees

2.C: Family Engagement

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

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

Mundo Verde will communicate with families about safe reopening , student well-being, and accelerated learning through our multiple channels of communication:

- Text messages
- Email
- Weekly Family Bulletin
- Teacher/ Class Communication
- Virtual Family Sessions (recordings available afterwards)
- School Website
- FamilyWebsite

To solicit and incorporate student/family feedback on our CEP plans, both before the school year starts and consistently as the school year progresses, we will employ a variety of vehicles, including some that we piloted during SY2020-21. The following approaches support our school's data-driven decision making by providing input on the experience of our stakeholders:

- POSSIP/ Text Surveys - bi-weekly
- Network Family Meetings/ Menti-monthly

- School-based Family Meetings “Cafes” - Monthly
- Dialogue Groups/ Equity Teams (Kindred)
- Affinity Parent Groups

To communicate with families their student's status and progress with learning, Mundo Verde also has several structures in place. We support and facilitate student learning and family engagement and input in the academic life of their children through goal setting and progress monitoring. These events are opportunities to share academic progress and updates on accelerated learning as informed by our assessments. Families will receive quarterly academic reports based on common core standards of the material studied/developed during the quarter. Families will also receive a report for each MAP session that is conducted (three times during the school year). The results of both the academic reports and the MAP results can be discussed during parent-teacher conferences (three times during the school year) or at the family request.

- Welcome Meetings - input opportunity, goal setting, relationship building
- Student-led conferences
- Parent Teacher Conferences

Mundo Verde will continue to use these venues for feedback and also include (add frequency) comprehensive student, staff and family feedback surveys before the school year starts and consistently as the school year progresses. The school will share the CEP in writing and through live and recorded meetings in multiple languages (English, Spanish, ASL, Amharic) in order to support awareness and engagement with the plan and ensure understanding of our approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning. We are exploring launching parent workshops and individualized parent coaching coordinated through our wrap-around family program.

2.D: Attendance and Re-Engagement

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

Mundo Verde's efforts to re-engage students who were consistently less engaged with distance learning in the 2020-21 school year, including how we are identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year are described below.

In school year (SY) 2020-21, we identified students that were less engaged with distance learning based on participation in synchronous virtual instruction, virtual task completion and in person attendance, once Hybrid learning began. Students were identified on a monthly basis and key staff were provided monthly attendance reports detailing absences at the 5th, 7th, and 10th mark with the goal of reaching out to families, holding attendance meetings, and developing customized Attendance Success Plans. Attendance Success Plans emphasized the importance of attendance and participation in student learning and key action strategies to counteract barriers to chronic absences. These plans included caregiver and teacher input. Chronic attendance cases were monitored by the Student Services Team in order to troubleshoot various access needs:

- Technology
- Communication gaps
- Study materials
- Home environment for studying

All students had access to school-provided equipment by the first day of school, if families were available during the summer. Technology issues were addressed on an on-going basis by referral and outreach from SST and the platforms team. In November, the LEA first began offering on-site learning options to students through learning

hubs. Spots were prioritized for students historically marginalized in US schools and at Mundo Verde. (i.e., groups in the gaps).

We have offered summer school opportunities prioritizing students with disabilities, students qualifying for ESY and students who spent less time or had less opportunity to be on campus during hub and hybrid learning. For these students who were consistently less engaged with learning due to life circumstances including transitional housing, death of a caregiver experiences, the school embeds make-up strategies into its Out-of-School time and Extended Day Programming that can count toward end of the year learning goals. As we plan afterschool experiences for the 2021-22 school year, we will continue to prioritize students with disabilities, students qualifying for ESY and students who spent less time or had less opportunity to be on campus during hub and hybrid learning. In this way, these students will be able to engage in not only make up opportunities, but also participate in extracurricular activities for continued learning and wellness.

Accelerated learning will be a component of the learning landscape for all students with students needing targeted English language arts, Spanish language arts and math assistance having additional opportunities for extended day tutoring, mentorship and extracurricular or specialists activities that facilitate wellness and social belonging and integration while providing opportunities for exposure to the expressive and creative arts. Students in need of accelerated Spanish instruction are supported through the school’s Adelante Spanish Language Intervention program.

At the LEA and campus level, Mundo Verde will review data on student engagement and academics including attendance data weekly/ bi-weekly through data meetings. Families will receive notice of progres quarterly and through online communication. An overview of Mundo Verde’s tiered supports for students that are less engaged in school, including distance learning is outlined below.

TIER 1	<ul style="list-style-type: none"> • Clinical Services, Emergency Support, Counseling, Therapy • Inform Attendance Policy • Meet Basic Needs • Safety • Quality Instruction • Strong Teacher Student relationship • Ongoing Communication with Families • CREW-student to student • BUILDING RELATIONSHIPS • Connection, Communication, Compassion, Calm • Belonging
TIER 2	<ul style="list-style-type: none"> • Attendance Meeting • Attendance Success Plans • Caregiver Input Goals • Safety • EXPAND & STRENGTHEN COMMUNITY • Reciprocity, Confidence, Collaboration
TIER 3	<ul style="list-style-type: none"> • Safety • Intensive Inquiry • Expanded & Customized Support • REPAIR COMMUNITY • Creativity, Courage, Resilience

Accelerated Learning

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

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

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

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

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

- English language arts (ELA)
- Math
- Science
- English language proficiency

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

In addition to the assessments listed in the table below, we plan on implementing the WIDA MODEL Online to English Language Learners at the beginning of the school year, no later than October. This assessment is applied to grades 1st through 5th.

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



Grade Level	Reading	Writing	Math
	GOLD	GOLD	GOLD
PreK	Timeline: 3x per year (October, January, June) at end of each trimester	Timeline: 3x per year at end of each trimester (October, January, June)	Timeline: 3x per year at end of each trimester (October, January, June)
	MAP (English and Spanish)		
	Timeline: 3x per year - fall (October), winter (January), spring (June)		MAP
		Writing On-demand	Timeline: 3x per year - fall (October), winter (January), spring (June)
	Running records	(classroom- based standards-aligned assessments -pre and post)	
K-5	Timeline: consistent progress monitoring (rolling basis) responsive to student reading growth/ needs	Timeline: before and after every curriculum unit (grade levels have between 4-6 writing units each school year); writing standards are reported on 4x per year	Eureka Math: mid-module and end-of-module assessments
	F&P - English / EDL2 - Spanish (not all students)		Timeline: during and after each module, follows curriculum pacing, varies by grade levels; math standards are reported on 4x per year
	Timeline: as needed for RTI/ Special Education referrals		

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

Mundo Verde will set MAP goals based on beginning of year (BOY) data in Math, Spanish Reading, and English Reading for grade levels K-5. Additionally, teachers administer standards-aligned classroom assessments

(described above) and set personalized learning goals for students based on results.

These goals are determined by Mundo Verde the LEA following the MAP norm provided by the assessment provided (NWEA).

Standards-aligned goals for academic reports are determined by the LEA and may vary from grade to grade.

We will set and track on these goals over time during the 2021-22 school year, using the NWEA platform and powerBI (in partnership with Empower K12) to track, analyze and create visuals related to the student performance in MAP. These tools allow us to disaggregate the data based on demographics and other student characteristics.

Mundo Verde's Data and Compliance Team tracks, analyzes and creates visuals related to quarterly standards-based student data.

Both NWEA and our internal review procedures allow us to track our student performance as it relates to addressing the opportunity gaps and any disparate impact that the pandemic crisis has had on different student groups.

Data Dive/Review structure: The data gathered/analyzed from the previous bullet points is reviewed through the following structures

- Instructional Leadership Team:
 - A team composed of members of school leadership and teachers.
 - Data is reviewed quarterly for Common Core Standards aligned scores assigned to students on a quarterly basis.
 - Each MAP assessment round results is reviewed as soon as the assessment window is complete and the data has been processed.
- Teacher data dives
 - On a quarterly basis and through a protocol facilitated by leadership, teachers analyze student data from Common Core Standards aligned scores.
- Data meetings
 - A weekly or biweekly meeting structure that allows grade level teams to meet with members of leadership (usually the principal) to review student data, instructional plans, and differentiation plans to implement data driven instruction.

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

Mundo Verde will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year in a consistent way at each campus. Progress will be monitoring and instructional adjusted through structures to support data-driven instruction - data cycles and analysis in data meetings; protocols for analyzing student work; calibrating tools used for assessment and differentiation; frequent and ongoing monitoring of personalized learning goals - teachers and leaders will work to address learning gaps. Each grade level will collaborate on plans of action/ response to student data based on their own students. Teachers will implement tiered interventions and best practices in differentiation as part of their action plans. The Instructional Leadership Team will implement short-term and long-term plans of action related to responding to school-wide data trends, especially as it relates to monitoring growth for Black and African

American students.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

We currently have no students enrolled in non-public schools.

3.B: Employing Intentional Strategies for Accelerating Learning

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

Mundo Verde's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, will begin by collecting, analyzing and using data from multiple sources to inform instruction.

Our plan involves assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use a combination of internal data analysis and some support from EmpowerK12 to provide different levels of insight into how our students are doing: LEA level, school level, grade level, student level. The data analysis is reviewed through periodic meetings with LEA, school/campus and teacher leadership. Student level data including attendance data is reviewed during bi-weekly data meetings with teachers to inform tier 1 supports or referral for additional services via RTI (MTSS).

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

- **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming

- Weekend programming (e.g., Saturday school)

- **b. Instructional Changes**

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

- **c. Staffing and Related Supports**

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

- **d. Other**

Mundo Verde has formed a Recovery Advisory Committee focused on recommendations for accelerated learning for school reopening. The committee members include teachers and leaders who studied research on accelerated learning and made the following recommendations for SY21-22.

Biliteracy Awareness: ensuring staff, and families fully understand how literacy and biliteracy work focusing on a whole child message that includes specifics on the Socio-linguistic elements of biliteracy (language development related to community and communication); mapping out PD to share a common understanding of this framework and the language we use to describe it.

Clear articulation of BOY diagnostics and screeners: These tools would be used to know where we are beginning with students and used for goal setting for biliteracy in order to lead a data driven response to their learning. Schedules must accommodate planning time in addition to the data meeting where teachers can plan for a response to the data.

Class Profiles: The Data team would create class profiles before the start of the school year that would give teachers a 'glance' at the educational profile of their students. (e.g., how many are ELs, which have IEPs, which are

at which level in content) as a kind of ‘one stop shop’- to support the process of preparing for accelerated learning.

Accelerated learning- a whole class approach: Teachers would use data from data meetings to reexamine units of study integrating deficient skills only as leverage to teach grade level content. This is not a small group approach. As an example a 4th grade teacher may discover in the data that students missed critical skills around fractions. Rather than teach discrete skills on fractions, the teacher would work the skills into the 4th grade content. This is only possible through planning sessions where teachers integrate what they learned about student needs into unit planning. As well there is a need for high dosage tutoring- 2-3x/ week, like Adelante (SL targeted) during the day. Research says that tutoring is more effective when it is embedded in the content of class, timely and part of the daytime routine. The advisory team will continue design this summer on how to schedule, structure and staff this effort. Considerations should be made for five days a week 20 min per day for kids that need it the most.

Personalized Learning for All: As the curriculum was prioritized around certain standards during virtual learning, all students require a personalized learning plan that helps accelerate learning for all students. As we did not engage with certain standards, the standards that need to be addressed will be significant for all learners. Personalized learning plans play an essential role in addressing these gaps.

Flexible Scheduling: Considering how modified scheduling could facilitate

- The extension of the school day to incorporate high dosage tutoring
- Amplify the availability of staff during the day to support accelerated learning
- Examples: Staggered arrival of staff and A/ B schedule

Increasing Cohort Size: During hybrid learning the cohort size for contact notification was a classroom, the group recommends increasing the cohort size (knowingly reducing the additional safety contingency) to allow for more shared division of students into small groups during the day (e.g. from 1:11 (class based) versus 1:8 in a grade-based cohort).

Mental Health and Wellness: Recovery will require a renewed focus on building a climate for learning that is responsive to the trauma and impact that the pandemic had on all community members. The year must include a focus on trauma-informed care and the sharing of best practices inclusive of concrete strategies to use in classrooms and across the school. As well, the school must build a culture of training with accountability, both aligning our code of conduct with tenets of restorative practices and ensuring a more targeted training on Responsive Classroom with a spirit and approach that is “all hands on deck” as it relates to social emotional learning. As well, Cycles of Professional Learning (CPL) will support this work which helps focus on mental health and wellness of students, caregivers and teachers.

Physical Wellness: The school will revisit its wellness plan to include an intentional assessment and implementation of physical wellness given the immediate observations teachers made of physical development in early grades. The return to school must be coupled with intentionality for physical wellness and development given the impact the pandemic had on our youngest learners’ physical development.

- 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.

See above in d)

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

Mundo Verde is in the process of reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs.

We are re-imagining our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Network Academic Leadership Team which includes the Director of Student Services, Principals, Assistant Principals, Director of Data, Inclusion Coordinator, Instructional Coaches.

Our end of year data analysis (including academic data, social-emotional data, feedback from staff, observational and social data, programmatic implementation review) assists the school in revising plans for the next school year and adjusting targets and or approaches to learning. Using information gleaned from school year 2020-21, we are planning on supporting teachers through a robust calendar of job-embedded professional development and cycles of professional learning. Strategies will continue to be added to our repertoire once we understand students’ actual needs after the start of the year. As the year continues, we will adjust and course correct to new and emerging student needs. (e.g. results from interim assessments, student attendance, student engagement).

Professional development will be targeted to work towards the student, teacher, and leader actions aligned to meeting our instructional work plan benchmark goals for biliteracy and belonging. Through differentiated professional learning opportunities for staff (both external PD and in-service and job-embedded) we aim to offer high-quality professional learning that improves educator practice and student results, promoting teacher-leadership, peer-to-peer collaboration and responsiveness to data.

Instructional leaders are also participating in professional development including Virtual Coaching for Instructional Leaders offered by OSSE in partnership with EdConnective as well as in opportunities sponsored through School Leader Lab, Harvard Equity Course, and EL Education.

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

Mundo Verde will extend effective practices introduced during distance learning to enhance student's academic and/or social-emotional progress with a focus on small group instruction, personalized learning, and use of crew/morning meeting time as follows:

- **Small group instruction** - we have used a variety of grouping strategies for our small groups across the grade levels with a focus on literacy. The groups were dynamic and we modified quarterly.
- **Personalized learning time** - though only certain grades had personalized learning time outlined in their schedule, classes used this time especially to address students’ personalized learning goal. During this time, students could have been engaging in a number of different activities to assist them in attaining their literacy goal. Some possible activities included: small groups instructions, 1-on-1 instruction with teacher, independent practices or working on a digital platform (Raz-kids, dream box, freckle, etc)
- **Crew/morning meeting:** Though not introduced during distance learning, we have definitely amplified crew/morning meeting time during this past year. Throughout this school year, our teachers have used this time as a critical point in each day to explicitly connect with students and attend to their social emotional needs.

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

NA

3.C: Special Populations

Students with Disabilities

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

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

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

Mundo Verde's plan to serve students with disabilities, including students participating in distance learning, will ensure the following:

- Students with disabilities are screened using a variety of methods to include the Ages and Stages Questionnaires; MAP; F&P and RazKids Reading assessments, GOLD, and DESSA to inform continuous recovery service delivery.
- Individual student recovery plans will be developed on an as needed basis, as Mundo Verde delivered IEP services as written for SY21, except where rarely amended, and then only through Prior Written Notice. Any student recovery plans developed will be communicated to families of students with disabilities by the IEP case manager and documented in the Communication Log of SEDS. Data will inform the need for periodic IEP review meetings to determine the need for revision to ensure necessary services and supports for a child to access continuous education that incorporates recovery services.
- The IEP will determine the least restrictive educational environment in which recovery services in continuous education plans will be implemented for students with disabilities.
- Currently, Mundo Verde Bilingual Public Charter School does not have any student receiving services in a nonpublic school, however, if that changes, special education leaders will collaborate with leaders in the nonpublic school, conduct quarterly observations, review existing data and student progress on a regular basis, and collaborate on the need for periodic IEP review meetings to ensure the delivery of individual

recovery services.

- Mundo Verde Bilingual Public Charter School 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. Mundo Verde will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit:

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 SY21 IEP progress reports will also be reviewed to assess the nature and extent of interrupted instruction.

b. Mundo Verde will continue to deliver specialized instruction and related services consistent with students' IEPs. It is anticipated that the majority of students with disabilities will receive those IEP services in-person. For those who do not return to campus, IEP services will continue to be delivered remotely using online platforms.

Additionally, Mundo Verde will take the following steps to update IEPs as appropriate, to ensure supports designed to ensure access to accelerated learning are made available to all students with disabilities: Based on all available data to include assessment and screening data and information on the 4th quarter SY21 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.

Element	LEA	Cook Campus	Calle Ocho Campus
How the need for accelerated learning for students with disabilities will be evaluated	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.	No campus variation.	No campus variation.
How appropriate services will be determined or designed for students with disabilities	Students have been identified during SY21 for review during SY22 to determine their specific needs for service revisions.	No campus variation.	No campus variation.
How accelerated learning will be scheduled and delivered to students with	All students in the LEA will have the opportunity to receive high-dosage	No campus variation.	No campus variation.

disabilities	tutoring and personalized learning, regardless of disability.		
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	-Weekly Family Bulletin -Letter from Director of Student Services - Regular communication from the child's IEP case manager	No campus variation.	No campus variation.

c. Mundo Verde The LEA will ensure equitable access to educational opportunities across learning environments by having school leaders, to include Special Education Leaders, conduct informal, unannounced observations with an equity lens, across learning environments. We will also The LEA will ensure that students with disabilities receive equal access to interventions by making available high-dosage tutoring and personalized learning time within the student schedules.

Mundo Verde will continue to support parent training for students receiving related services through distance learning as needed; and will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by ensuring that student groupings, frequency, and length of sessions for high-dosage tutoring are the same for all students and that groups are heterogenous for disability, to the greatest extent possible.

d. Mundo Verde will continue to support parent training for students receiving related services through distance learning by determining the need and documenting the nature and amount of parent training on IEPs, as appropriate.

e. Mundo Verde will take the following steps to ensure that family members with disabilities can access content to support their students' learning: Mundo Verde Bilingual Public Charter School will continue to provide bilingual (Spanish/English) sign language interpretation, consultation from a vision specialist, consultation from an assistive technology specialist, and mental health support and community-based wrap-around services.

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

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g.,**

- a guardian with visual impairment) can access content to support their students' learning;
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

NA

English Learners

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

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

Mundo Verde's plan to serve English learners, including students participating in distance learning, is outlined below:

- a. Mundo Verde will follow all guidelines from OSSE on how to conduct identification and screening of English learners during virtual learning, in accordance with guidance 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](#). Mundo Verde plans on screening any new student flagged for an English learner screener through the family language survey and any student with a provisional English learner status during the first thirty days of school. Mundo Verde's data team will be in charge of the implementation of the screeners. We will use the WIDA screener for grades 1-12, K.W-APT for K, and pre-IPT for Pre-K students.
- b. As a dual immersion school, Mundo verde trains all teachers to be teachers of language. Teachers have received training and coaching for teachers in strategies to support English Learners (Educators & Families for English Learners - EFs4ELs Project). In this way most supports and interventions for language learners are provided via core class instruction (Tier 1 learning). Language learning goals are identified in personalized learning plans and indicate how students receive more customized tools and supports for language development (Tier 1 with differentiation) and as needed academic mentors can make recommendations for students who need additional learning opportunities that are additive (Tier 2). Mundo Verde will use content area assessment data in math, SLA and ELA and implement the following strategies.
 - Learners are provided leveled text and other options for differentiation in addition to the daily schedule of lessons (e.g., videos instead of text).
 - Teachers are conducting small group instruction targeted on helping students access the distance learning platforms, instructional resources, and academic content. Small groups are differentiated based on previous performance data, building upon previously mastered skills.
 - Instructional coaches are providing coaching to teachers on distance learning grounded in tenets of language acquisition, providing feedback on planning and implementation of lessons to ensure language access.
 - English Learners access academic content by grade and proficiency level through Tier 1 inquiry-based, integrated instruction with differentiation and through personalized instruction aligned to personalized learning plans for each and every student in the school.
 - BOY language data to set language goals across the four language domains of reading, writing, listening, and speaking to advance English Learner students' English proficiency. Language goals will be represented in each student's personalized learning plan alongside English Language Arts, Spanish Language Art, Social Emotional

Skills, and math goals. Teachers will use data meetings as a form of progress monitoring to adjust and course correct for students not meeting language goals.

Effective Use of Funds in the 2021-22 School Year

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

Mundo Verde has not received confirmation of our ESSER III-ARP allocation. Any funds we receive once confirmed, will be used to support the plan outlined in Mundo Verde Instructional Continuous Education Plans, which outlines our approach for the safe return to in-person and continuity of services.

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

Mundo Verde has not received confirmation of our ESSER III-ARP allocation. Once funds are confirmed, we will ensure that 20 percent of our allocation is used for evidence-based interventions to address the academic impact of lost instructional time. We are already planning summer learning through a summer school program, as well as how we might leverage our extended day program to support learning.

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

Mundo Verde has not received confirmation of our ESSER III-ARP allocation. Once funds are confirmed, we will ensure that funds are used in a manner consistent with allowable uses of funding.

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

Mundo Verde has not received confirmation of our ESSER III-ARP allocation. Any funds we receive once confirmed, will be used to support the plan outlined in Mundo Verde Instructional Continuous Education Plan. Our plan already prioritizes students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

SY 2021-22 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

The LEA attests to the following statement regarding technology:

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

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

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

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

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