



Mundo Verde Bilingual Public Charter School

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver May 4, 2020

Part I: Distance Learning Implementation Plan

Instructional Continuity

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

Students are able to access Mundo Verde's educational programming for core content classes during long-term school closure in many stages. The primary methods for delivering instruction to students in their homes include the following:

1. **Review Practice:** Students received paperwork packets representing 2 weeks+ of learning activities for the purpose of review or practice in Spanish reading, English reading and math. The school made packets available for pick up and shared the PDF with families who were unable to pick them up
 2. **New Learning:** In order to support accessibility, differentiation, and assessment of new learning, the school added technological platforms and resources that provided teachers and students age appropriate and relevant web-based tools and applications including but not limited to:
 - a. Blogger
 - b. Teaching Strategies GOLD/ Creative curriculum
 - c. Google Classroom
 - d. Dreambox
 - e. Zearn
 - f. Reading A to Z
 - g. Keyboarding Without Tears
 - h. Flipgrid
-

- i. Kami
 - j. Ready Rosie
3. **Live virtual learning:** Teachers utilize live streaming or teleconferencing to provide explanations of concepts or skills that are more difficult for students to access alone or with their parents without teacher leadership.
 4. **Support:** Teachers use video chat and/ or phone calls to confer with learners about their progress individually and/ or in small group
 5. **Differentiation:** To ensure access for all learners teachers provide
 - Online leveled reading / texts
 - Interactive writing opportunities
 - Parent instructional videos (Early learning)
 - Adaptive/ formative assessment in reading and math
 - A communication platform that allows for more frequent feedback from teachers/ families via email [Infinite Campus]
 - A communication platform that allows for more frequent feedback from teachers/ families via email] [POSSIP]
 - The school is providing materials for related service providers to students' homes in order to continue services for students with disabilities
 - General and special educators collaborate weekly on differentiation of instruction
 6. **Enrichment:** Specials teachers, extended day teachers and our food and nutrition team provided essential lessons on art, music, movement, healthy eating, cooking, and games to help student wellness.

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

Mundo Verde's distance learning plan relies upon the widespread distribution of materials including but not limited to work packets, and Chromebooks. Materials were delivered in the following ways beginning March 13, 2020. As well, the school has adopted several forms of active communication with families during the long-term closure.

Stage 1: Packet Distribution

- Packets were made available for pick up by families on March 13.
- Families who did not receive packets Friday, March 13 were able to return on March 16-17.
- Packets were posted digitally on the school's website by March 16.

Stage 2: Chromebook Distribution

- Onsite Chromebook Distribution- March 16-March 20.

Stage 3: Continued Chromebook Distribution

- Two additional days were organized during which families could pick up a Chromebook
- Mundo Verde personnel conducted multiple rounds of additional home visits to deliver chrome

- books to previously unidentified families in need.
- Home deliveries of replacement equipment continue every Tuesday.

Stage 4: Securing Internet

- Mundo Verde also assisted several families in securing access to the internet who previously did not have service at home.

Ongoing Communication: The school has engaged several forms of active communication with families during the long-term closure.

- Texts: The school used texting to keep families informed on updates of school closure and to announce the availability of bulletins.
- Emails/ Weekly bulletin: The school sent families email bulletins more than once per week and as of April 30, now weekly to keep them informed of closure, COVID -19 resources locally and updates on distance learning.
- Website: A new section with multiple pages of resources for families was added by March 17; content continues to be added and evolved as relevant throughout the closure.
<https://www.mundoverdepcs.org/coronavirus-school-closure-resources>
- Individual Calls: School personnel called families individually beginning with at-risk families and those who are already receiving discounted or free services from the school in order to determine their need for technology.
- Zoom Calls: The school hosted six ZOOM conference calls, three in English and three in Spanish to provide families updates on our school's school closure planning and distance learning.
- Surveys: The school surveyed families to determine how many had access to technology at home.
- Workshops & Consultation: The school has secured additional training on technology for families moving forward. This includes consultation with outside assistive technology specialists

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

Mundo Verde's distance learning plan relies upon access to the internet in order to complete work. The school has engaged in a focused strategy to ensure access to needed resources.

Technology/ Access / Equity

1. **Access-** The school provided at least two weeks' worth of work on paper until we could ensure the establishment of digital classrooms.
2. **Equity**
 - Families: Families were surveyed to ensure equity in access to learning during closure
 - Staff: Teachers were surveyed to assess and support access to technology over the next few weeks in the event of school closure.
 - Students: Teachers ensure students had the proper log-ins and accounts to secure at home digital access and learning.
 - Teachers use MAP data to focus additional interventions for students performing in the lower quintiles of performance for more intense individualized instruction.

3. Technology

- Families were provided the technology to access content.
- The school lent chrome books to families who did not have access to a tablet or computer at home.
- The school both shared local resources with families and invested in hotspots for families who communicate a need for internet access.
- All families not connected to distance learning were personally contacted by the teacher and then by administrative staff to identify barriers and troubleshoot solutions.
- Results:
 - While we do not have data on 1:1 access, we know that 831 of our current 865 students have engaged with distance learning and continue to work to increase this number.
 - Based on our distance learning trackers and our other outreach efforts, we estimate that about 855 of our students have access to the internet in some capacity.

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

Professional development on our potential closure plan was provided Wednesday March 11. At this time teachers were surveyed for their fluency with platforms we intend to use to support this work. On Monday, March 16, the school used the day to train teachers on platforms and test technology. As well, the school developed guidance for families on how to engage in distance learning at home. The school continued to use Wednesday professional development time to troubleshoot technology, align on expectations for learning, and refine distance learning practices for young learners.

Monitoring Student Participation & Progress

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

In order to best determine how to align our distance learning coursework to our school mission and the priorities of our educational program and how to tailor learning to the specific needs of students, Mundo Verde leadership attended several professional development events sponsored by EL education, The National Board of Professional teaching standards, Reggio Emilia, OSSE and the D.C. Public Charter School Board.

Type of Assignments: Based on this review of aligned practices, the team determined to make the following types of assignments available to students.

1. **Generalized activities.** Instructional coaches provided teachers links with generalized activities in math, reading and writing aligned to Common Core standards or our curriculum that can be facilitated by families or completed independently by students. These are available in print and electronically for teaching teams to share with families. (e.g., electronic or paper packets that review past learning or allow students to practice past learning.)
2. **Standards-based Lessons.** Teachers plan and publish lessons for new learning accordingly:
 - Asynchronous lessons: Posting a recorded video with accompanying activities for students to complete and submit. Asynchronous lessons permit the greatest access, permitting flexibility of time of day during which they can be viewed, the pace at which they can be viewed and the ability to review the lesson in its entirety as needed by the learner and their family.
 - Live lessons: In order to promote relationship building, social learning, and peer interaction, teachers also provide some lessons and morning meetings via live lessons on Zoom. While these lessons have the least access, because they are available in a single place and time, this helps support the research on learning for young learners during this pandemic, giving care to maintaining a rhythm and pattern of interaction that contribute to familiar routines for our youngest learners.
3. **Personalized Learning.** Teachers are also holding 1:1 and small group learning sessions live in order to ensure that all learners including students with learning challenges, disabilities and different levels of language acquisition have access to distance learning.

Assessment: In brief we are assessing student learning through a battery of assessments that meet the criteria for equity in distance learning focused on predetermined performance standards. See a robust answer below in our response to question 7 on measuring student learning.

Tailoring Coursework: Special Education and Intervention teachers develop lessons to satisfy student IEP goals for those skills most commonly represented in our students' population of SWD at each grade.

- a. **Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.**

Mundo Verde is a dual immersion school, as a result, all teachers are considered teachers of language. Teachers receive training in language access techniques to use across the curriculum. Instructional coaches provide coaching to teachers on distance learning grounded in tenets of language acquisition, and feedback on planning and implementation of lessons. In order to bridge the divide from live to digital learning we have employed tools that are adaptive to student needs in addition to other structures in our schedule to accommodate all students in a way that benefits English Learners.

- Key lessons are recorded so students can review the content at their own pace.
- Content is leveled for access by the learner, and build upon current performance
- Teachers are conducting small group instruction targeted to helping students access the content

- Case managers are working closely with general education teachers to recommend appropriate scaffolds and accommodations

b. What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

Teachers are providing translations of direction to assignments and providing office hours with interpretation as needed in order to help families support their children's learning.

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

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

Mundo Verde monitors student participation in the ways that follow:

- Teachers maintain weekly contact logs to account for student appearance in live videos and/ or small group instruction sessions in English and Spanish.
- Several school selected platforms allow teachers and administrators to ascertain students log-ins and engagement with activities from platform reports.
- Student work and formative assessment is being collected through photos and assignments completed on platforms.
- For Prekindergarten students, parent emails regarding participation are being accepted in order to reduce screen time and show regard for what is age appropriate.
- Case Managers for students in RTI and or with IEPs or 504s are tracking their engagement with students as well.

Special Educators are using trackers that were created to document date(s) of services; duration of service; student participation or non-participation to include absences, tardy arrivals to sessions, and early departure from sessions; IEP goals addressed during sessions; and student progress toward IEP goals addressed during sessions. IEP case managers document all attempted and successful contacts with students and their parents. The Inclusion Manager reviews trackers regularly and uploads them into the documents section of SEDS. Additionally, contacts with parents by any means are also documented in the Communication Log of SEDS for students with IEPs.

In order to ensure the safety and availability of students for learning, teachers and school leaders have implemented the *Student Find Protocol* described below. Teachers reactivate the Student Find protocol if a student does not report within the week and refer the student to our Student Support Team if they do not make contact after administering the protocol. The Student Support Team follows up with assistance from our Operations Team, who is able to call more often or search for extended contacts and networks. Additional outreach and a referral to CFSA following a ten day absence of contact and failure to participate in distance learning, will be employed, as needed.

Mundo Verde Extended Closure
Student Find Protocol

- 1) **Step 1: Teacher**- attempts contact via
 - a) email
 - b) listed phone numbers in SIS - for each parent / guardian
- 2) **Step 2: Teacher** consults other staff, specifically:
 - a) Cohort teaching **team members** (if applicable)- collaborating teacher, fellow, associate
 - b) **Grade level teaching team** including special educators (whether or not the student has an IEP in the event they have contacted the family through another sibling)
- 3) **Step 3: Teachers** contacts **Emergency contacts**- using the following script
 - i) "You are listed as the emergency contact for STUDENT NAME"
 - ii) "I am TEACHER NAME"
 - iii) I have been unable to make contact with the family since DATE
 - iv) Do you know how I might be able to reach them?
 - v) Would you be comfortable sharing my email or school number with them?
- 4) **Teacher refers** to leadership (DSS and CSO)
- 5) **Leadership**
 - a) If no contacts have worked, the operations and leadership teams will begin more deep tracing through combined efforts
 - i) Other families
 - ii) Social, community networks
 - iii) Other Staff
 - b) If we have no evidence of the child or families whereabouts, we will visit the home as safety permits or follow CFSA guidance.

In addition to our Teacher-driven Student Find process, our Front Desk is contacting all at-risk, FARM eligible, and MV hardship eligible families to check in, see if they are in need of food, technology, support with re-enrollment, or support with anything else.

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

Mundo Verde has determined that it will administer assessments of learning using the following characteristics:

- **Equity:** Teachers are considering how to ensure all students have access to the task. If for any reason a child does not have access, the teacher must provide an accommodation (e.g., speech to text, packets)
- **Reliability:** Teachers will ensure assessments are completed and designed to be completed by the students without family intervention (grade-dependent)

- Facility/ Technology: Teachers will consider how technology can facilitate student production of skills and knowledge in the absence of live assessment (e.g., photos, videos of responses, interview style recordings teachers can play back to assess, adding additional platform-based assessments that can be independently administered)
- Evidence based: using dated/ anecdotal notes to inform a final profile of student learning aligned with predetermined standards.
- Aligned to essential skills: Teachers developed target performance standards in each grade which to be measured in the last quarter of the school year.

Teachers will collect evidence of student progress through the following methods of assessments:

- Formative assessment trackers embedded in math and reading platforms
- Anecdotal data collected in small group instruction via Zoom
- Supervised student work
- Progress monitoring by case managers on IEP goals

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

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

Access to academic content and language instruction: Mundo Verde is a dual immersion school, as a result, all teachers are considered teachers of language. Teachers have received training in language access techniques to use across the curriculum. In order to bridge the divide from live to digital learning we have employed tools that are adaptive to student needs in addition to other structures in our schedule to accommodate all students in a way that benefits English Learners.

- Key lessons are recorded so students can review the content at their own pace.
- Content is leveled for access by the learner, and build upon current performance
- Teachers are conducting small group instruction targeted to helping students access the content
- Case managers are working closely with general education teachers to recommend appropriate scaffolds and accommodations

Instructional coaches are providing coaching to teachers on distance learning grounded in tenets of language acquisition, providing feedback on planning and implementation of lessons.

Non-English speaking family members are able to access content to support their students' learning:

Teachers are providing translations of direction to assignments and providing office hours with interpretation as needed in order to help families support their children's learning.

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

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

Special Education and Intervention teachers developed lessons to satisfy students' IEP goals for those skills most commonly represented in our students' population of SWD at each grade. Teachers are also sharing online platforms for new learning with our student services team in order to ensure the highest level of access to learning for students with disabilities and students with 504s. Mundo Verde will design summer programming to provide continuity of service and progress along IEP goals, as well.

All students will take diagnostic assessments upon return and these assessments will be used to determine whether or not compensatory services are necessary.

Mundo Verde's Student Services Team is working diligently with various local and national educational stakeholders during the COVID-19 crisis and resulting school closures to ensure that educational services continue for students, and that the focus for special populations be the ability to access the general education core curriculum. To the greatest extent feasible, the Student Services Team is striving to mitigate the negative impact of school closure on overall educational progress and outcomes for our most vulnerable students.

Services, interventions, accommodations, and supports will continue to be provided for students with IEPs, and Section 504 Accommodation Plans Intervention/Special Education Teachers, Related Service Providers, and Dedicated Aides are engaging in regular collaboration with General Education Teachers to ensure that distance learning is accessible to special populations. Targeted services and interventions will be delivered by those same Intervention/Special Education Teachers and Related Service Providers through various online platforms; dedicated aides will participate to the greatest extent feasible to support their assigned students. There will be regular check-ins and consultation with families of students who have IEPs and Section 504 Accommodation Plans Progress monitoring will continue during school closure and distance learning, and meetings will be convened to review and revise plans, as appropriate, and in accordance with the District of Columbia Municipal Regulations (DCMR). Evaluations that were not completed prior to school closure will be completed within no more than 60 school days after Mundo Verde physically reopens for students and staff.

Students who receive behavioral health services from the Department of Behavioral Health (DBH) School Social Worker assigned to Mundo Verde continue to receive those services via telehealth. Families are contacted regularly to conduct wellness check-ins and to schedule therapy sessions for students through online platforms that combine audio and video. Sessions are also available via telephone.

Families have also been provided information on DBH resources including the established 24-hour hotline (1-888-793-4357) for individuals who are experiencing increased stress and anxiety related to the coronavirus (COVID-19) pandemic to talk with a mental health clinician.

Mundo Verde's Student Services Team recognizes that even in the face of the current COVID-19 crisis, opportunities exist to:

- Promote more meaningful home/school connections, collaboration, and partnerships
- Increase collaboration among General Education Teachers, Intervention/Special Education Teachers, Related Service Providers, and Dedicated Aides on behalf of students and families
- Enhance the implementation of principles of universal design of instruction and differentiation of instruction
- Advance the use of technology for educational access and outcomes

Families who are experiencing challenges to access due to their own language or learning will be provided accommodation to the best of our ability including:

- ASL interpretation for family conferences
- Translation of instructions on student assignments to a language the family understands
- Interpretation of live training to onboard families
- Personalized trainings on technology

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

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

✓ The LEA assures to the statements above.

Student Grades

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

Mundo Verde’s current policy is to promote students who have mastered grade level expectations and are equipped with the skills necessary to make meaningful progress as he/she advances to the next grade. Mundo Verde does not accept family recommendations for promotion or retention, and the school does not use retention as a way of remediating or accelerating academic achievement. In making decisions regarding promotion, the school considers whether a student is successfully meeting standards, based on the following: evidence from standardized tests, indicators of social-emotional growth, student work samples, attendance, and teacher recommendations.

In light of the interruption to student learning and the inability to administer traditional end of year assessments with validity and security, Mundo Verde will ensure the promotion and smooth transition of students from one grade to the next and from Mundo Verde to transferring schools by providing:

- End of year Academic Progress Reports - includes assessment data recorded previous to March 13, in addition to a narrative summary report- synthesizes previous learning with progress-based standards and essential skills obtained through distance learning.
- No student, regardless of their status related to meeting grade level standards for learning at the time of our closure will be retained.
- Any students who would have qualified for retention under the school’s attendance policy prior to our Public Health Response closure, will be recommended for retention next school year.

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

This policy will be shared in our weekly family bulletin as well as on our virtual family meetings, as well as through individual emails to families using our student information system. Additionally, as explained above, the school will send a final academic report after school ends that includes their progress reports from previous quarters as well as their final narrative report following closure.

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

N/A

Supporting Students After the Emergency

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

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

Mundo Verde will implement strategies differentiated to the needs of our students to support students who missed learning time following the extended closure.

- Mundo Verde intends to offer summer programming and intervention to students identified as ELs, SWD, and/ or at risk.
- In the next school year, Mundo Verde will implement an adapted curriculum based on end of year progress reports in the first six weeks of school. This will be followed by curriculum targeting beginning of year diagnostic data for the remainder of the first quarter and second quarter of the school year in order to ensure access and mastery of grade level content.

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

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA) & EDL2 (Spanish Version)**
- DIBELS/Acadience Reading
- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP**
- Reading Inventory (RI)
- Renaissance Learning's STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify) TBD**
- Other LEA- or School-Developed Non-Summative Assessment (please specify) TBD**
- Other Practice (please specify) F&P, Teaching Strategies GOLD**

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

Mundo Verde leaders are synthesizing and will build upon the theory of action used in this season to the practices and modules of professional development from this school closure to prepare for future distance learning as needed.

Part II: School Calendar Waiver

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

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

OPTION 1:

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

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

OPTION 2:

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

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

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

OPTION 3:

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

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

Mundo Verde IS seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. We have provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. Additionally, there are some days during the COVID-19 emergency

for which we did not or will not provide instruction, via in-person or distance learning. The LEA also seeks a waiver for that instructional time.

1. Number of Instructional Days in 2019-20 school year Calendar: 181
2. Number of Instructional Days Completed Before March 16, 2020: 121
3. Number of Days of Distance Learning Provided: 49
4. Number of Days Requested to be Waived from 6 hours of learning: 60
 - a. from March 24 through June 17
5. Number of Days Requested to be Waived from providing instruction: 11
 - a. Indicate which calendar days being requested for waiver on which instruction was not provided:
 - Apr 29
 - May 13
 - May 20
 - June 3
 - June 8-11
 - June 15-17

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

LEA Name: Mundo Verde Bilingual PCS

LEA Leader Name: Kristin Scotchmer

LEA Leader Signature: 

Date: May 4, 2020