

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Meridian PCS**

**LEA Head of School Name: Matthew McCrea**

**LEA Type: Pre-K ; Elementary ; Middle School**

**Date Generated: 08/22/2022**

### Background and Purpose

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

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

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

## **Support Across Learning Environments**

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

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

### **a. Provisions for learning**

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

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

### **1. Provision of 1:1 learning devices**

**a1. As of the submission of this plan, the LEA has \_\_\_\_ learning devices.**

1113

### **a2. Distribution Strategy:**

**The devices are:**

Are distributed to the following group(s) of students at the beginning of the school year

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

☒

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

80%

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

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

Meridian has several initiatives for ensuring broadband internet access at our students' situational distance place of learning. Our primary strategy is to connect families to consistent internet access through Comcast's low cost or free internet programming. When needed, Meridian also pays the bill for any families that are in need and connected through this plan. When connection through the Comcast plan is not viable, we provide an internet hotspot for use by the family at home.

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

At the beginning of the year, we will hold several distribution events at each campus where families can pick up devices if needed. Families will also be able to pick up hotspots or receive support in connecting with the Comcast internet programming. Following the initial events, teachers and other staff will have regular lines of communication with administration to let school leaders know if additional families need devices but devices were not picked up. At any time, if a family needs to pick up a device, they can set an appointment with our IT staff at either campus to do so.

## **2. Distribution of Non-Digital Materials**

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

For students that need materials for learning at home, Meridian either sends the materials home on the last day students are present prior to a situational distance learning day, or we hold materials pickup days where families can pick up the materials for their students. In certain cases, we also plan to mail the materials directly to families to ensure equitable access.

## **3. Other**

**Please describe, Other**

### **b. Communication with Stakeholders**

**b. Communicating with all interested stakeholders, including:**

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

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

Meridian uses a number of methods for communicating with families throughout the school year that would include during times of situational distance learning, including but not limited to:

- Use of text message systems for notifications
- Letters sent by email
- Notifications posted to our website and social media
- Use of other communication platforms, such as Remind
- Town halls (in-person and virtual) to explain decisions and allow parents an opportunity to learn more and

- ask questions if they so choose
- Robocalls

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

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

As soon as the decision is made by the Head of School, the communications and operations teams begin to notify staff and families through text messages and robocalls with short notifications about the switch, followed up by lengthier emails and letters containing all of the information needed to ensure a successful switch to situational distance learning for their students. In case any families do not receive those notices, we also have staff that will arrive at each physical campus to notify families that arrive and speak with them about the switch to situational distance learning.

**c. Additional Considerations**

**i. Family training and support.**

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

Parents will be trained during our Family Orientation events at the end of August and again during Back to School night in mid-September. We will also post instructional videos in multiple languages on our website and make staff available to answer questions as they arise.

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

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

Teachers undergo a significant amount of training on multiple instructional methodologies, including those used during distance learning, during our two-week preservice time at the end of August. Teachers will be shown the basics of navigating necessary online platforms and the school's protocol for taking attendance during situational distance learning, and will also have access to more targeted sessions that align to their specific needs. Professional development will be ongoing during the school year as needs are identified.

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

**Describe the LEA's expectations in the space below.**

Situational distance learning expectations will be communicated during the beginning of the year family events (Family Orientation, Back to School Night), through electronic communication throughout the school year (including in our regular newsletter), and anytime a switch to situational distance learning is made.

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

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

The school day will be the same school day as followed when students are learning in-person.

We will follow the attendance rules as outlined by OSSE using virtual attendance in Zoom lessons and login attempts to our virtual platforms as evidence of positive attendance and engagement.

### **Student and Staff Well-Being**

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

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

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

### **2022-23 Health and Safety Plans**

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

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

<https://www.mpcs-dc.org/health-and-safety-plans#Health%20and%20Safety>

### **Accelerated Learning**

#### **Employing Intentional Strategies for Accelerating Learning**

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

##### **a. Adjusted Scheduling**

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

##### **b. Instructional Changes**

High-impact tutoring ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

**c. Staffing and Related Support**

Additional staffing

**d. Any Other, Please Describe**

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

- Adjusted class schedules - At each campus, we've prioritized instructional time in core content classes but also included an intervention block four days each week for all students in grades K-8. During the intervention blocks, targeted students will receive tutoring from their teachers or other adults on Meridian's staff to support their accelerated academic growth and development.
- After-school programming - As a recipient of the 21CCLC grant, Meridian provides a robust afterschool enrichment and academic support program at each of our campuses to accelerate student achievement.
- Summer programming - As a recipient of the 21CCLC grant, Meridian provided summer programming this year to over 100 of our students most in need of support, including those that were academically disengaged throughout the school year, students with disabilities, and ELL students.
- High-impact tutoring - The model of high-impact tutoring will be used to accelerate learning in multiple settings for targeted students, most notably during our regular intervention blocks during the week.
- New uses of staff planning time for accelerated learning - Staff will be supported in planning tutoring lessons aligned to grade-level curriculum during regular planning sessions with their instructional coach.
- New professional development for staff for accelerated learning - We will be providing professional development on pedagogical strategies to accelerate learning and high-impact tutoring during preservice and throughout our academic year.
- Additional staffing - Meridian has hired several new interventionists to support each campus.

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

**Identify:**

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

Our primary barrier was the availability of related service providers to conduct initial evaluations or reevaluations for students that needed one. Meridian has been unable to hire most of our related service providers despite conducting lengthy searches for the positions, requiring us to contract out many of the services to external providers. While in most cases we were able to adhere to deadlines, in some cases, the lack of availability for certain providers caused us to have to extend timelines.

**ii. The LEA's plan to address those barriers**

We have contracted with additional external partners for related services and were able to hire an in-house school psychologist, so we anticipate being able to meet deadlines this year with the expanded capacity.

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

Meridian always communicates with families when evaluation timelines may not be met through email, phone contact, and physical copies of letters when necessary. Contact is documented on SEDS for our records.

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

Meridian's special education team will meet during the academic year for each of our students with disabilities to determine eligibility for compensatory services, and will try to do so in partnership with families during their annual review to minimize the disruption to family schedules and minimize the number of meetings they need to attend. Prior to the meeting, Meridian will communicate the data collected on services and school missed with parents - including attendance rates, services attempted but missed, and prior agreements for the delivery of services with parents.

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

As noted, whenever possible, compensatory services meetings will be held at the same time as annual reviews to minimize the burden on families to attend more than one meeting during the school year, so they will learn of the team decision at that time. If families are unable to attend the IEP meeting, then we will communicate by phone, email, and physical letters and document communication attempts on SEDS, and will also offer a separate meeting to the family to go over the determination so that they have an opportunity to ask any relevant questions they may have.

**CEP Assurance Statements**

**Assurance Statement for Continuous Education Plans (CEPs) :**

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

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

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

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

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

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

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

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

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

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

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

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

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

- ☒ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- ☒ The LEA has taken comments of the above-named groups into account in the revision of the CEP.



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

### **Health and Safety Assurance**

#### **Assurance Statement for Health and Safety Plans :**

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