

## **2020-21 School Year LEA Continuous Education & School Recovery Plans**

**LEA Name: Meridian PCS**  
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**LEA Type: Pre-K ; Elementary ; Middle School**  
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### **Background and Purpose**

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update 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.

<sup>1</sup>Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

<sup>2</sup>These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

<sup>3</sup>Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

### School Recovery Operations Plan

#### 1. Describe the LEA's plan to keep buildings clean, including:

- What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and
- How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?

#### CLEANING, DISINFECTING, SANITIZING

##### *Regular Cleaning Schedule*

Meridian PCS will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#). Meridian PCS will adhere to the following:

- Routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops)
- Thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child.
- The facilities team will place signage in every classroom reminding staff of cleaning protocols.
- The facilities team will operate and follow a daily cleaning schedule to ensure all areas are maintained and sanitized throughout the day.
- Use of common areas (multi-purpose room, elevators, staff lounge, gym or physical education equipment) will be limited and cleaned between use.
- Toys, including those used indoors and outdoors, will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and will be laundered in between uses.
- Mats/cots and bedding are to be individually labeled and stored.
- Mats/cots will be placed at least six feet apart while in use and cleaned and sanitized between uses.
- Bedding will be washable and laundered at least weekly or before use by another child.
- Mats/cots may be stacked between uses if it is cleaned and sanitized appropriately before stacking.
- Playground structures will be included as part of routine cleaning (as defined in [District guidance on cleaning and disinfecting](#)), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected.
- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished. The school will implement safe and correct storage for cleaning products.
- Unsafe cleaning products will not be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

##### *Cleaning, Disinfecting, and Sanitizing Schedule*

Legend: C= Clean

D = Disinfect

S = Sanitize

	<i>Between Uses</i>	<i>Throughout Day</i>	<i>Daily</i>	<i>Weekly</i>	<i>Monthly</i>
<i>Surfaces</i>		C, D	S		
<i>Bathrooms</i>	C, D		S		
<i>Door Knobs</i>		D	S		
<i>Playground</i>	C		D		S
<i>Hallway floors</i>			C, D		S
<i>Windows</i>			C	S	
<i>Desks, chairs, Mats</i>	C, D		S		

*Positive COVID-19 Case Cleaning Schedule*

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following the identification of a known positive case without gloves and masks and other PPE, as deemed necessary. The Meridian facilities team and/or contracted vendor (where deemed necessary) will be notified and asked to conduct a thorough cleaning and disinfecting.

<b>Deep Cleaning Schedule</b>	
Area/Item	Method
Tables/ window sills/door and cabinet handles	Clean with neutral detergent and disinfectant dry with disposable paper towels
High chairs/dining tables	Clean with neutral detergent and disinfectant dry with disposable paper towels

Washable floor covering	Wash with detergent, warm water and clean utensils  Vacuum clean to remove dirt when children are not present.
Carpets	Clean with an approved carpet cleaning method  Vacuum
Small rugs	Warm Machine Wash
Walls/Ceilings	Clean with warm water and general purpose detergent.  If soiled with blood or body fluids, following cleaning, disinfect
Waste bins	Empty  Clean with neutral detergent and warm water
Mops and cleaning cloths	Mop heads should be washed in warm water and detergent, rinsed and air dried  Reusable cloths must be laundered daily on a hot wash cycle (at least 60°C) in a washing machine and then tumble dried

<b>Toilet Area Cleaning Program</b>	
Area/Item	Method
Wash hand basins, taps, surrounding counters, soap dispensers.	Clean with detergent and warm water.
Both sides of the toilet seat, toilet handles, door knobs or cubicle handles.	Clean with detergent and warm water.
Toilet bowls	Use toilet cleaner as per manufacturers' instructions.
Urinals	Clean with detergent and warm water and if soiled, disinfect with a chlorine-based disinfectant with 1000 ppm available chlorine.

Water Flushing	Toilets will be flushed starting at the top floor each morning starting at 6:30am and until each toilet/urinal has been flushed. This method will be repeated after the last serving of lunch and at 9:30pm each night throughout the week.
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<b>Classroom Supplies Program</b>	
Item	Method
<b>Soft toys – if shared.</b>	Machine washed in a hot cycle according to manufacturers’ instructions.
<b>Hard toys/items that go into the mouth or have been in contact with saliva or other body fluids.</b>	Clean with warm water and detergent, rinsed, and dried thoroughly. Alternatively, they may be washed in a dishwasher.
<b>Other hard toys e.g. dolls house, climbing frame.</b>	Clean with warm water and detergent, rinsed, and dried thoroughly.
<b>Sheets and pillowcases, individual cloth towels (if used), combs and hairbrushes, face cloths. (None of these items should be shared among children.)</b>	Machine washed in a hot cycle according to manufacturers’ instructions.
<b>Blankets and sleeping bags.</b>	Machine wash to manufacturers instructions
<b>Dress-up clothes</b>	Machine wash to manufacturers instructions
<b>Cots and cot mattresses</b>	Clean with detergent and warm water, rinse and dry.

### Cleaning, Sanitization, and Disinfection of Affected Spaces

See Cleaning, Sanitization, and Disinfection section.

In the event of a confirmed COVID-19 case in a student or staff member, the school must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked here:

- If seven days or fewer have passed since the person who is sick used the facility, follow these steps:
  - Close off areas used by the person who is sick.
  - Open outside doors and windows to increase air circulation in the areas.
  - Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.

- Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

## **2. Describe physical changes to the environment to ensure or promote social distancing.**

### **SY2020-21 REOPENING PLAN**

#### *Learning Hubs*

For periods of time, Meridian may be unable to operate a full hybrid program of instruction for all students that choose the option, or the number of students that select a hybrid option may be capable of being served within one of our two campuses. In these cases, Meridian will provide “learning hubs” for students within one or both of our campuses where students have a safe and supported environment where they will be monitored by Meridian staff while completing tasks assigned to them through virtual instruction. Learning hubs will adhere to all DC Health mandates and will operate during regular school hours. Meridian will also partner with aftercare providers to ensure families are able to receive childcare for the length of their work day.

Meridian will give preference to students identified as high-needs students with disabilities or English learners and will expand the learning hub offerings to additional students according to the availability of staff and as health conditions allow.

Meridian will also provide certain related services on-site that are difficult to provide remotely, such as psychoeducational evaluations, occupational therapy, and physical therapy.

#### *Physical (Social) Distancing*

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor’s office. During all phases, the school will limit non-essential visitors.

## **3. What have you done to ensure adequacy of ventilation at the school?**

Meridian has upgraded its HVAC filters to the MERV13 standard.

To supplement the central HVAC system inside of each of our campuses, Meridian also purchased HEPA air filters for each of our classrooms and office spaces that are sufficient to scrub the air in a room completely every 10-12 minutes.

**4. Outline the LEA’s plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.**

*Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.*

*Distributing Educational Materials*

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times throughout a number of school days. For students who are unable to travel to school, the materials will be dropped off at the student’s resident. The student and family will sign an agreement to take care of the materials and follow school behavior policy. School materials that will be used by others (e.g. Chromebook, science lab equipment, textbooks) will be returned by the student following completion of the unit-of-study. The same process will be repeated for checking in materials.

Instructional units will alternate between groups, limiting the need to share materials. In the event that materials are shared between multiple groups or individuals, a thorough sanitation process will take place between users.

Sample list of items assigned to each student.

- All classes: Chromebook, hotspot, pack of 10 no.2 pencils, a box of crayons, textbooks, etc.
- English: Reading books for independent, group, or class reading, notebook, etc.
- Science: lab materials, gloves, face conversing, etc.
- Math: Calculator, manipulatives, etc.
- History/Social Studies: Reading and research materials
- Art: colored pencils, paper, watercolors
- Music: Music book, instrument (if applicable)
- Language: Earphones/headset, recording device, textbook
- PE/Health: individual unit packets, equipment (e.g. ball)

*Oversight of Before and After Extracurricular Activities*

Meridian contracts with several different extracurricular care providers. Meridian will be working with the vendor to ensure all CDC guidance for COVID safety are followed.

Meridian also supports internally-managed before and after care activities. Meridian’s before and aftercare activities will adhere to the tenets outlined in the remainder of this plan.

### *Providing Personal Protective Equipment (PPE)*

Meridian will provide a set of cloth masks to all school staff, along with additional PPE as appropriate, including face masks, communicator masks, additional clothing and gowns, and gloves. Meridian will also provide masks to students that do not bring their own and will collect them at the end of each day through safe and sanitary methods, then wash and return them to students for use again the next instructional day.

### *Traveling to and from School*

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

- Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:
  - Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
  - Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
  - Avoid touching unnecessary surfaces and objects.
  - When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.
  
- Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:
  - Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
  - Stand back from gathering points such as intersections to avoid congregating in large groups.
  - Familiarize and stay current with transit system procedures for safety of passengers. Keep up-to-date on DC Metro services.
  - Avoid touching unnecessary surfaces and objects.
  - When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
  - Use hand sanitizer after leaving the transit system.
  - For the remaining distance, students will be instructed to follow the above regarding walking to school.
  
- Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:
  - Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
  - Use hand sanitizer with recommended percent alcohol after leaving the vehicle.



## *Entering and Exiting School Building*

All students, families, and staff, will be provided instructions for entering and exiting the school.

- Provide health screening at each entry point.
- Use multiple doors, each with a screening station, for entry and exit.
- Ensuring safety and security of all entry and exit points used.
- Assigning entry and exit points to students by their group that are close to their first and last location of the day.
- Mark direction lines and six feet of separation standing spots on the exterior pavement and post procedures for health screening check-point ahead. Correlate with the health screening section.
- Evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).
- Evaluate safety of outdoor line related to safety and security threats (e.g., behavioral issues, traffic).

## *Daily Health Screening*

Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever.

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. Meridian will use non-contact thermometers for all temperature screenings.

To conduct a temperature screening of students, staff will:

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Put on PPE. This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
- Take the individual's temperature.
- Remove and discard PPE.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Clean the thermometer following the directions below.

## *Grouping*

The school will take measures in its scheduling and planning to achieve the following grouping practices:

- Meridian will group students together each day and minimize the transitions of staff members between groups of students in the school.
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible or if it violates DC Health guidance for the maximum number of individuals allowed in a space.
- In grades where students traditionally transition between classes, rotate teachers between classrooms, rather than students.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.

### *In School Dining*

Use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated.

- Students will eat meals in the classroom to avoid mixing in the cafeteria. 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. Additionally,
- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash 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.

Additionally,

- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash 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.

### *Recess/Breaks*

The school will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed.

### *Canceling and Eliminating Activities*

Meridian will cancel, eliminate, or modify the program to adhere to the following:

- Modify classes where students are likely to be in very close proximity (e.g., Choir or Band).
- Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.

- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger activities' times or locations by cohort to maximum extent feasible.

### *Preventing a Vaccine-Avoidable Outbreak*

Preventing the spread of COVID-19 is top of mind and has led to a decrease in vaccinations of students across the country, according to the CDC and DC Health officials. As a part of the student enrollment process, in line with OSSE requirements, the enrollment team will confirm that all student vaccinations are up to date prior to allowing a student to attend in-person instruction. If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team and school nurse to support the student in getting an up-to-date screening.

### *Non-Medical (Cloth) Face Coverings*

All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities.

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. Students, adolescents and adult students will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility.

Instances when face coverings need to be worn:

- Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- While visitors to the school should be strictly limited, should a visitor need to enter they will wear a face covering on the school grounds and inside the school buildings at all times.
- Meridian will adhere to the Mayor's orders regarding mask usage.

Instances when face coverings do not need to be worn:

- Outdoors when social distancing of at least six feet is strictly enforced, unless a city order requires mask usage outdoors.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- By children during naptime.

Ensuring the safe use of clean cloth face coverings:

- Meridian will provide students and staff with face coverings or they may bring their own if they prefer, as long as it meets established requirements for a face mask. In the event that a student, staff, or guest does not have a face covering, one will be provided by the school.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of other students, and wash hands immediately after removing it.
- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

### *Hygiene*

The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

School-wide Hygiene: Meridian’s maintenance staff will ensure that the following environment will occur to maintain a healthy environment.

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin). To the extent possible, students will be instructed to not bring personal items into the school.
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual to keep at home. Meridian will provide recently sanitized Chromebooks to students for use during in-person instruction.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Install no-touch fixtures where possible (e.g., automatic faucets and toilets)
- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced:
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)
- Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.
- Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.
- Enforce a “you touch it, you take it” policy in classrooms and the lunchroom.

### *High-Risk Individuals*

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be cleared by their medical provider before participating in on-site activities. Staff have been notified of the list of high-risk conditions and have been instructed to work with their healthcare provider to determine their ability to come back to work. Consideration will also be made for live-in family members of students or staff at high-risk. Risk factors

include:

- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease, and/or
- Liver Disease
- People 65 years and older
- Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety

#### *Exclusion or Dismissal from On-Site Learning*

Meridian PCS will adhere to the following exclusion and dismissal criteria:

Exclusion Criteria: Students and staff must stay home, or not be admitted if:

- The student or staff member has had a temperature of 100.4 degrees or higher,
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.

If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:

- 72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND
- at least 10 days after symptoms first appeared, whichever is later; OR
- per their healthcare provider following DC health instructions.

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.

Dismissal Criteria: If a student or staff member develops a fever or other signs of illness, Meridian will follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, Meridian will immediately isolate the student from other students, notify the student's

parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.

- For staff, Meridian will send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a student's temperature at any point, we will follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

### *Exposure Reporting, Notification, and Disinfecting*

To ensure a clear and efficient process for communication, the school has identified Mr. Michael Russell, Director of Operations, as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

#### Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report ([via this link](#)).

#### Step 2: Communication to Families and Staff

Schools are to have communication protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- Families will receive the communication informing them of the COVID-19 case through text message, email, robocall, and through a letter posted on the Meridian website.

#### Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces

See Cleaning, Sanitization, and Disinfection section.

In the event of a confirmed COVID-19 case in a student or staff member, the school must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked here:

- If seven days or fewer have passed since the person who is sick used the facility, follow these steps:
  - Close off areas used by the person who is sick.
  - Open outside doors and windows to increase air circulation in the areas.
  - Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets

- to settle.
- Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.
- If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

*Meal Distribution*

Meridian will distribute approximately 2.5 days of lunches and breakfasts on Tuesdays and Thursdays. The planned distribution time is from 11 AM until 6:30 PM, and future adjustments to distribution time and dates will be made based on the needs of our community and feedback that Meridian receives. Meridian will also seek to partner with other LEAs to coordinate meal distribution for students that do not live in our neighborhood for ease of access to food and to minimize travel across the city on a regular basis.

*Arrival and Dismissal Procedures*

On arrival, all students and staff will be screened using DC Health mandated screening guidelines. At this time, we do not anticipate needing to stagger arrival and dismissal due to the number of exterior doors, staff, and students we will have on site, but will make adjustments based on lessons learned between now and a reopening of the school.

*Staff Schedule*

All staff work from 8 AM until 4 PM. On each day except Wednesday, staff are engaged in a variety of activities aligned to our remote learning plan, including live classes, office hours, and planning time. On Wednesdays, teachers support students through office hours and phone calls to parents that occur weekly. From 2 PM to 4:30 PM, teachers are engaged in professional development aligned to effective delivery of virtual instruction.

*Student Schedule*

Students are engaged in instruction from 8:30 AM to 3:30 PM each day, in a combination of live classes, project work, and asynchronous work. On Wednesdays, students work only asynchronously, but have opportunities to contact teachers for office hours and additional support.

A sample student schedule is included below.

	5A	
	A Day	B Day
	Monday/Thursday	Tuesday/Friday
8:30 - 9:40	ELA	ELA
9:45 - 10:55	Math	Math
11:00 - 1:00	Lunch/Office Hours	
1:00 - 1:25	Advisory	Advisory
1:30 - 2:40	Science	Social Studies
2:45 - 3:55	P.E./Health	Music

## **Instructional Delivery Plan**

5. Describe how the LEA will deliver instruction in order to achieve continuous learning during the 2020-21 school year.
- Identify the instructional methods (e.g., 100 percent synchronous instruction, 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.) your schools will use during the 2020-21 school year to ensure rigor across settings;
  - Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learning environment (independent learning that takes place without real-time input from the teacher);
  - Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and
  - Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.

### **PLAN STATEMENT**

This plan describes how Meridian Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent of 1,080 instructional hours through synchronous and asynchronous remote and on-site learning opportunities.

The plan provides students, families, staff, DC PCSB, and OSSE with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or students with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

### **DESCRIPTION**

Instruction at Meridian PCS will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration. For each of the 180 days in the school calendar, a student will be expected to engage in the equivalent of 6 hours of learning, with synchronous breaks for lunch, "recess" and socializing.

The following options were available to families enrolling in Meridian PCS for school year 2020-21. Families must choose an option by July 20, 2020, and Meridian PCS staff made all reasonable attempts to gather responses from parents who did not initially fill out the survey. For families that did not respond, we will place their students into a fully-remote option for the relevant cycle of learning. On a quarterly basis and based on availability, families may change their option from Remote to On-Site or Hybrid via a quarterly learning survey, assuming health conditions and other operating conditions at Meridian can support the offerings.



In light of Meridian’s decision to remain virtual for the majority of students to begin the school year, families will no longer have the choice to opt into a hybrid model of instruction. Instead, Meridian will use family survey responses to extend offers for participation in Meridian’s learning hubs model of in-person support, giving preference for those opportunities to SPED and ELL students.

## **SCHOOL SCHEDULE OPTIONS**

Meridian plans to offer four different types of instruction in the Fall as long as health conditions (determined by DC Health) allow.

### *Hybrid*

Students attend school one or two days a week, depending on parent demand and staff availability. Depending on the number of days students attend in-person each week, students will engage in either three or four days a week of remote, synchronous instruction. One day each week, students engage in asynchronous instruction. On the asynchronous learning day, students may use technology to complete the assignment or may complete the assignment without using technology and then submit the assignment either during in-person instruction or by taking a picture and uploading to Meridian’s LMS.

### *On-Site*

For certain populations of students, such as students in our early childhood program or high-needs SPED and ELL students, Meridian may offer four or five days a week of in-person learning. In this option, students either attend four days a week of in-person learning and engage in asynchronous instruction one day a week, or attend in-person learning for five days each week. The number of days of in-person instruction each week will be driven by health conditions in the city.

### *Remote Synchronous*

Meridian recognizes that students may not be able to attend in-person instruction for a variety of reasons, including being immunocompromised or living with an immunocompromised family member, a personal preference, or the city’s phase of reopening. In this option, students will learn from home all five days during the week. On four of the days, students will learn synchronously. One day each week, students will learn asynchronously. Activities for students will vary, but will include activities that require the use of a computer and activities that are not digital but are similar to activities students in the class are completing on-site.

### *Remote Asynchronous*

Meridian also recognizes that some students will need to learn remotely but are unable to engage in learning during

the traditional academic day. This may include students who require additional parental support to engage in learning activities, but the family members work during the academic day. Students will be able to access content through Meridian's LMS at nights or on weekends, and students will also be able to access teachers for assistance through predetermined office hours held throughout the week.

## **INSTRUCTION**

Regardless of the mode of learning students choose during each cycle, Meridian is committed to ensuring an outstanding education for all of our students.

## **LEARNING MODES**

### *Synchronous Learning with a Content Teacher*

Whether the student is remote or in-person, students engage digitally through a platform in which students and the teacher(s) are interacting directly with one another. Instruction may be given through direct instruction or by students working on projects, monitored by the teacher. On-site, the instruction may also include the students and the teacher(s) occupying the same room. Students and the teacher(s) will use Schoology, Google Meet, Nearpod, telephone, or other platforms to communicate with each other. The expectation is that the students may ask questions and the teacher may ask questions of the students to engage in real-time student learning.

### *Asynchronous Learning with a Content Teacher*

This instruction requires teachers to prepare learning that can be accessed anytime and anywhere through digital means. The student would need access to a prerecorded lesson posted on Meridian's LMS in which the teacher provides instruction. When learning on-site, students may access asynchronously-provided lessons to minimize the circle of exposure. When remote, students access the lesson using a school-provided laptop. Meridian will also work with families to secure home internet access, and will pay the cost of monthly internet or provide internet-enabled hotspots to families depending on their identified need.

### *Asynchronous Learning without Content Teacher*

Instruction is individual or group work that can be completed independently or with minimal assistance from family members. The work will be at the student's learning level, so they should not experience frustration, nor should it be too easy for them. The teacher will expect the work to be completed by a certain time each day or week. Homework is an example of work in this category. In grades K-8, assignments will be collected by teachers on a regular basis and may be used to measure attendance. Asynchronous assignments in PreK may or may not be collected to assess student progress at the discretion of the classroom teacher, but instead may just be items to engage students in academic work at home.

## **COMMUNITY BUILDING**

### *Synchronous Community Building (Teacher-Directed)*

Planned learning breaks to promote student social interaction with each other and with the teacher(s). Activities can be done with the teacher(s) and might include games, structured conversations, socioemotional learning lessons, and free-form conversations about topics of interest to the students. Remote methods of community building include online chats or activities students engage in together under the supervision of a teacher.

### *Asynchronous Community Building (Teacher-Directed)*

Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-site and remote to connect with each other in a variety of ways.

### *Synchronous Community Building (Not Teacher-Directed)*

Planned breaks that include activities that students can participate in with each other that do not require adult supervision, such as online games or other events that can occur when the teacher is unable to provide instruction.

### *Asynchronous Community Building (Not Teacher-Directed)*

Due to necessary flexibility built into the schedule, there may be times during the school day where teachers are unable to provide instruction because each class or grade level could have a different schedule. Students will be encouraged to socialize with each other in a safe and socially-distanced manner. Meridian will build a database of age-appropriate digital activities that students can use during unstructured time both on-campus and off-campus.

## **PROFESSIONAL DEVELOPMENT**

During Meridian's established pre-service training, all staff will receive training on Schoology, Nearpod, Google Meet, grade-level curriculum, and virtual learning techniques grounded in Universal Design for Learning (UDL) provided through a combination of product vendors and school-based staff. The training will focus on content delivery, checking for understanding, and supporting diverse learning needs. In addition, all staff will receive professional development on Wednesday afternoons. The development will focus on assessing student learning, troubleshooting IT issues, engagement, and building community when remote. Teachers will also support one another and collaborate on Wednesday mornings. On Wednesdays, both teacher and community leaders receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Every day, teachers will have time built into the instructional day to work with special

education providers/coordinator and English language specialists through regular planning structures.

Additionally, formal instruction will end each day by 3:30 PM and the teacher's work day will end at 4:00 PM. Select teachers, according to student need and identified staff interest, will have non-traditional schedules and will work on weekday nights until 9:00 PM and on Saturdays from 9:00 AM until 4:00 PM. Extended hours staff will be on hand to troubleshoot access issues with students and provide content support to enhance student understanding of the content. Nontraditional hours for support for Meridian students allows Meridian teachers to meet the identified needs of families expressed during the initial round of remote learning in the Spring of 2020. Each day, teachers and community leaders will have access to the IT department, behavioral support specialist, support staff, department and grade leads, and other instructional staff to troubleshoot issues that occur both on-site and remote.

## **TIMELY SUPPORT**

By using a team of student support specialists, the teacher will get weekly reports on each of their students to supplement information they are gleaning from formative assessments. When needed, the student support specialists will contact the family daily to determine if a student is disengaging and why. The student support specialist will triage issues and refer other specialists to support a student or family, such as: Information technology, counseling, and learning.

## **CONTINUOUS IMPROVEMENT**

Meridian Public Charter School will be in operation for 180 days. The schedule will be based on a trimester system in keeping with past practice. Meridian will adhere to the citywide schedule for allowing parents to choose a new model for instruction. All changes to school scheduling will on November 9, 2020, except when there is an emergency reason to move from on-site to remote learning. The instructional schedule will be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each quarter and adjust as best as possible throughout a quarter. A parent may request an in-person learning position for their student if there is available space in the cohort on a first-come, first-served basis. Parents may remove their student from in-person learning through communication with the school. If a student fails to attend in-person instruction on their assigned days for three straight weeks without communication to the school, the student will forfeit their in-person placement for the remainder of the learning cycle.

Once every other week, on Wednesdays, the school will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective

strategies.

Once a month, students who have shown the least engagement whether by attendance or work product will be evaluated through a student support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. Depending on the results, the student may be asked to change their schedule.

All students will take a social emotional learning assessment three times per year using the Panorama survey platform. Based on the results, modifications will be made to the learning plan for cohorts or individual students.

## **Assessment and Promotion Policy**

### **A. Assessment**

#### **6a. Describe the LEA's policy for identifying and administering assessments during the 2020-21 school year, including:**

- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

i-Ready-Curriculum Associates ; NWEA-MAP ; Other (identify vendor)

#### **6b. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:**

- **How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and**
- **When the LEA intends to administer these assessments during the school year, specifying for each assessment.**

## **PLAN STATEMENT**

Meridian PCS is responsible for meeting the goals and academic achievement expectations set forth in our charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The policy below describes Meridian's commitment to assessing and learning. This policy supports the school's charter and does not replace the commitments set forth within.

## **DESCRIPTION**

This policy describes the formative assessments that Meridian PCS will use to assess student learning during the 2020-2021 school year. These assessments will not be considered part of high stakes accountability and student test results will not be shared with DC PCSB nor OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the student and parent/guardian and used to inform interventions and student grades.

The policy describes the formative assessments the school is considering administering for all students by grade bands, and for students who participate exclusively in remote learning, when each assessment will be administered, and the manner in which the LEA will provide academic intervention and support across both learning environments – in-person and distance. Meridian is not planning any changes to grade level promotion policies.

## ASSESSMENTS

### *Assessment Integrity*

Meridian PCS has adopted a two-part assessment integrity plan to ensure that the assessments are valid, reliable and measuring student learning. Meridian will communicate the importance of testing environments and parameters that families should adhere to while their students are completing assessments.

The second part is a change in school formative assessment practice. In order to remain focused on the purpose and benefits of assessments, rather than consuming resources on the fear of cheating, all assessments will be chosen with the assumption that 1) students will be talking to classmates, 2) family members will help, and 3) students have access to the Internet, books, and/or other resources. As group

assignments and group thinking reflect real life and the workplace, there is alignment between hand-written tests, with work showing and student success in career and college. In certain cases, students may also be asked to identify which peers they worked with, if any, and how their peers contributed to group assessments to help determine which students are leaders and which students may be struggling with content.

### *Formative Assessments*

Grade	Subject and Assessment Type	When and Frequency	How Students Will Be Assessed in Each Modality	Interventions and Supports
PK	Teaching Strategies - Gold	Three times each year (September, January, and May)	<p><u>Remote</u>: Teachers will set up individual assessment sessions with students to be conducted remotely over a two week period. Parents will be on hand to provide support to students.</p> <p><u>Hybrid/In-Person</u>: Teachers will individually assess students during a two-week period of time in which they are present in the classroom.</p>	Teachers will communicate a way that parents can support their student at home in engaging with the assessment.

K-8	i-Ready (Curriculum Associates) - Math and ELA	Three times each year (September, January, and May)	<p>Unless the student is in-person every day, i-Ready diagnostic assessments will be given remotely to support socioemotional growth while in-person.</p> <p><u>Remote:</u> Teachers will give students a window to complete the assessment in, and the assessment can be completed asynchronously.</p>	Teachers will provide instructions for parents on the support they can provide their students at home to ensure assessment results are valid.
	NWEA-MAP	Three times each year (September, December, and March or May depending on grade level)	<p>Unless the student is in-person every day, NWEA-MAP will be given remotely.</p> <p><u>Remote:</u> Students will be given assigned testing times that can be monitored by teachers to ensure test integrity.</p>	Teachers will provide instructions for parents on the support they can provide their students at home to ensure assessment results are valid.
	Formative assessments, such as essays, math problems, teacher-generated assessments, and curriculum embedded assessments	Ongoing	<p>When possible, teachers will design assessments that can be given remotely. However, some shorter assessments, especially those that are “in the moment,” may occur primarily in-person.</p> <p><u>Remote:</u> Students will complete assessments using either the curriculum platform or the Schoology LMS.</p>	Co-teachers will be on hand both in-person and remotely to provide accommodations according to student IEPs. Teachers will be able to provide answers to clarifying questions through synchronous or asynchronous proctoring, as appropriate.

## B. Promotion and Graduation

- 7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.**

### PROMOTION AND GRADING

Meridian will not be adjusting its standard promotion and grading policies. Both can be found on our parent and student handbook, which is found on our [family policies webpage](#).

- 8. Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation**

requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school’s charter that you plan to waive for SY 2020-21, describe those waived requirements.

N/A

9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA’s policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:

- Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds
- LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.

Option A: The LEA is using a learning management system (LMS) for distance learning.

- How is the student’s presence authenticated daily using the LMS?
- What constitutes sufficient engagement in the LMS for the student to be marked present?

## PLAN STATEMENT

Meridian PCS commits to meeting its goals and academic achievement expectations as set forth in its charter and requests a waiver from OSSE for six-hours of “seat time” per instructional day. Attendance for remote learners is paramount to achieving both objectives.

## DESCRIPTION

Meridian PCS selects the following option:

Option A: Those with a Learning Management System (LMS) may use this format with the existing LEA policy.

Meridian utilizes Schoology to capture engagement with instructional materials virtually.

Touchpoints that Meridian will use to determine remote attendance include the following methods:

- Direct “face-to-face” online contact through class Google Hangout or Zoom
- Completed exit tickets either on the class’s curriculum platform, Schoology, or other software (such as Nearpod) that provides demonstration of similar completion of work.
- Completed assignments submitted via Schoology from daily activity.
- Engaging with instructional materials housed on Schoology for the predetermined amount of time.

*Attendance Monitoring and Reporting*

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure



- Meridian PCS will take the following steps to track student attendance:
  - Teachers are responsible for daily attendance for students on-site and will follow existing attendance protocols.
  - The Meridian PCS Data Manager will enter attendance for students learning remotely using the following criteria:
    - PreK: Logging into Schoology at least once each day
    - K-3: Logging into Schoology at least once each day and at least one additional touchpoint (turning in an assignment/exit ticket and/or spending at least 60 minutes engaging in working on materials on Schoology and/or attending at least one live class that day)
    - 4-8: Logging into Schoology at least once each day and at least two additional touchpoints each day (turning in an assignment/exit ticket and/or spending at least 120 minutes engaging in working on materials on Schoology and/or attending at least one live class that day)
  - The Data Manager is responsible for entering attendance data the next business day for data pulled from Schoology so that we capture attendance for both synchronous and asynchronous remote learning students. For students that are marked present by attending live classes, the classroom teacher is responsible for updating attendance in PowerSchool at the end of the instructional day.
- Meridian PCS will take the following actions to address absences:
  - Teachers, counseling staff, and attendance staff will be assigned cohorts of students for follow-up from the Data Manager.
  - Teachers and other staff members will contact absent students and families by email and phone to determine reason for absence and determine what’s needed to ensure future attendance.
  - Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

*Attendance Policy by Learning Modality*

Attendance Code	On-Site	Remote
Present	<p>Student attends school for at least 80% of the school day</p> <p>OR</p> <p>Student attends less than 80% of the school day on-site AND is remote learning for the remainder of the school day.</p>	<p><u>PK</u>: Student logs into Schoology at least once during the day</p> <p><u>K-3</u>: Student logs into Schoology at least once during the day</p> <p>AND</p> <p>Student turns in at least one assignment during the day OR student engages in instructional materials on Schoology for at least 60 minutes OR student attends at least one live class</p>

**that the official attendance records of students are accurate? What student-level data specifically would be**

		<p>4-8: Student logs into Schoology at least once during the day</p> <p>AND</p> <p>Student turns in at least two assignments during the day OR student engages in instructional materials on Schoology for at least 120 minutes OR student attends at least one live class</p> <p>* Special exemption policy noted below for students having technology issues that prevent them in engaging in digital instruction for a certain period of time.</p>
Partial Day Present	Student attends school for less than 80% of the school day and does not meet the criteria to be marked remote present.	N/A
Absent	Student is not on-site during the school day and does not meet the criteria to be marked remote present.	Student does not meet the above criteria to be marked remote present.

The families of elementary and middle school students who are learning remotely will receive the following:

- A robo reminder call to get ready for school.
- Text message reminders containing the schedule for the day
- A robo call to the family notifying them of the student’s absence from school.
- Students with a history of absences may receive additional interventions, including phone calls from teachers and engagement specialists until a pattern of good attendance is achieved.

**If a student experiences a technology problem that inhibits them from being able to participate in virtual learning for more than one day:**

- **The family must reach out to the homeroom teacher**
- **The homeroom teacher will contact the attendance team to inform them that the student will be absent until the technology issue can be resolved. While the technical issues are occurring, the teacher will reach out to that family directly each day to discuss the day's learning. A touchpoint for that day would be a phone conversation with the student to discuss the day's learning and provide assistance on the assignments for that day. The teacher will log the communication in DeansList and email the data manager as further documentation of the call placed to the student.**
- **Students will receive excused absences until they can restart daily virtual education**
- **The attendance team will work with the homeroom teacher to follow-up and see if the missed work is completed asynchronously. If it is successfully completed, this will be logged and the attendance code will be updated to present.**

**furnished to OSSE in the event of an audit of attendance records?**

- Option B: The LEA is not using a learning management system (LMS) for distance learning.
  - What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student’s presence?
  - What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student’s presence?
  - What constitutes evidence of education engagement daily for the student to be marked present?

### *Collecting and Reporting System*

Schoology will store all of these data points throughout the year. They can be exported in total for a review if necessary. Additionally, for live class attendance, teachers will take attendance directly in PowerSchool. For students who are marked “absent”, the school’s in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

## **Whole Student Support**

### **A. Student Support**

**11. Describe the LEA’s plan for supporting students’ social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.**

#### **PLAN STATEMENT:**

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction.

#### **DESCRIPTION:**

#### *Important Definitions*

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.
- Virtual learning - Learning hosted inside or outside of a classroom setting using electronic devices to deliver instructional material.
- Remote Learning - Learning hosted primarily outside of a classroom setting using electronic devices.
- Asynchronous learning - Learning where students learn the same material at different times and locations.
- Synchronous learning - Learning where students are engaging in learning activities at the same time.
- Discussion board - Section of a website where users can submit or read messages.

- Chat - A window used for conferencing between two users.
- Breakout Room - Virtual rooms that can be created within a meeting or training session for smaller groups to talk or collaborate.
- Cyberbullying - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
- Learning management system (LMS) - A software application for the hosting and delivering of online educational courses. The LMS in use at Meridian PCS is Schoology.

## STUDENT SUPPORT

Significant evidence suggests that extended periods of remote learning may result in adverse academic and socioemotional outcomes for our students, particularly those that are already at the highest levels of risk for exposure to traumatic experiences.<sup>[1]</sup> Below are several interventions that Meridian will implement to support students through the period of continuous learning and school recovery.

- Teachers will regularly embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.
- Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.
- The mental health team will provide weekly, optional, asynchronous videos and lessons for students available through Schoology.
- School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of classroom teachers.
- The mental health team will create tele-health options for students to call and schedule sessions with school counselors.
- The mental health team will make referrals to Hillcrest for families in need of additional social-emotional and mental health support.

## LEARNING LOSS DUE TO COVID

Meridian will identify students with the most significant learning loss due to COVID through the beginning of the year testing and observational data, including, but not limited to, NWEA-MAP and i-Ready diagnostic data. Students that have lost the most learning compared to their peers will be referred to our school's RTI program for additional support through Tier II and Tier III programs, which could include additional i-Ready support each week or small group instruction led by teachers or by Meridian interventionists. RTI plans will be monitored and adjusted on a 6-8 week cycle, and additional support will be provided to support student growth over time.

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<sup>[1]</sup> “COVID-19 Planning Considerations: Guidelines for School Re-entry.” *American Academy of Pediatrics*. <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

## B. Behavior

**12. Describe the LEA’s policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on**

**total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

*Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.*

## **MONITORING OF STUDENT BEHAVIOR**

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- Staff members will be responsible for supporting students and families with navigating Schoology and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the Schoology according to the policies outlined in the student handbook.
- Grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using Schoology.

## **COMMUNICATION WITH FAMILIES**

School staff will share a copy of the Whole Student Support plan with families for their review prior to the beginning of the school year. Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text, or using Schoology. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

## **MODIFICATIONS TO REMOTE LEARNING**

School staff may limit or restrict students' access to synchronous learning opportunities if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to Schoology by email, phone, text or through Schoology.

If students do not follow expectations for communicating respectfully with school staff or other students:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.

- Teachers may temporarily adjust students audio, video, or chat privileges during synchronous meetings.
- Teachers may temporarily limit students' ability to post content on Schoology chat or discussion boards.
- If these interventions are not successful in changing students behavior, school staff may temporarily assign students to asynchronous learning opportunities in lieu of synchronous instruction.

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:

- School staff will remind students of expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

If students engage in cyberbullying or display/share inappropriate images on the LMS:

- School staff will conference with families about school expectations not being met.
- School staff may temporarily assign students to asynchronous learning in lieu of synchronous instruction.

These modifications to distance learning are designed to ensure that students will not be excluded from the remote learning platform and that all students feel safe and secure when engaging with Meridian's program.

## **Special Populations**

### **13. Describe the LEA's plan to serve students with disabilities, including:**

- **A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**
- **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; and**
- **The manner in which LEA deliver related services for students in distance learning;**
- **The manner in which the LEA will support parent training for students receiving related services through distance learning;**
- **The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;**
- **The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and**
- **The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.**

*LEAs' obligations to serve the District's English Learners (ELs) are 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](#).*

## **PLAN STATEMENT**

This submission is a narrative to demonstrate how Meridian PCS will meet the educational and socioemotional needs

of students with disabilities and English learners.

## **DESCRIPTION**

Responses to prompts above are driven in large part by the experience gained from the remote learning period in Spring 2020.

### *IDEA Timelines and Documentation*

Meridian PCS will maintain the timeliness of all annual IEP meetings, triennial reevaluations, initial evaluations, and services by conducting virtual meetings via Zoom or Google Meet.

- Meetings will be held virtually
- Components of evaluations that can be done virtually, such as checklists, rating scales, interviews, etc, will be done remotely via phone or video meeting
- Components of evaluations that must be completed in person will be done at the school building in a large space with the student and related service provider; during in-person evaluations, the following safety protocol will be used:
  - Masks worn at all times, hand sanitizer, gloves, 6 feet of distance between provider and student, health check upon entry, parent waiting outside
  - Meridian will prioritize evaluations that are expired or out of compliance so that those assessments, evaluations, and eligibility determinations are completed as quickly as possible.
  - Meridian already plans to issue technology to every student and support family internet access financially. An additional needs assessment will also determine the best form of communication for families (i.e. mode and time of day.)
- Meridian will redesign and reassess its Child Find protocols and RTI universal screening processes so that it can account for differences in physical classroom space vs. virtual classroom space

### *Content Accessibility*

Meridian PCS will maintain frequent, consistent, and transparent communication between school-team members and parents. In addition to frequent phone calls to check in and regular online classes, Meridian PCS will provide the following:

- Synchronous workshops and asynchronously available videos for parents explaining how to access and use technology for remote learning
- Workshops for parents of students receiving related services in which RSPs will teach parents how to support their children at home, included pre-recorded videos that parents can access that detail common things parents can do at home to help support related service instruction.
  - Related service providers will create a scope and sequence of parent training/workshops so that they can intentionally plan for effective parent assistance in delivering instruction.
- Regular email newsletters with helpful information and resources for parents sent out by the Director of Student Support and Student Support Team
  - Instructional resources and information
  - Related service resources and information

- “Office hours” of availability of all members of the SPED team so that parents can call and ask individual questions, ask for individual support, etc.
- General “office hours” for all students to access help with instruction
- A single point of contact (POC) for parents, to the greatest extent possible, so that parents are not inundated with phone calls from a multitude of staff members; this POC will most likely be the student’s case manager

### *Related Services*

Where practical, Meridian PCS will deliver related services for students in distance learning via teletherapy.

- Speech therapy will be delivered via the platform Google Meet and Nearpod.
- Occupational therapy will be delivered via the platform Google Meet and Nearpod.
- Physical therapy will be delivered via contracted therapists via teletherapy.
- Behavioral support will be delivered via Zoom, phone calls, Google Meet, and Nearpod.

In certain cases, Occupational therapy and physical therapy may be delivered in-person, adhering to all established health guidelines.

- Meridian’s RSP team will work with families to determine the best time of day for related services to be delivered, the method of delivery (i.e. whether parent assistance is required or not), and other appropriate considerations

### *Parent Training*

Meridian PCS will maintain frequent, consistent, and transparent communication between school-team members and parents. In addition to frequent phone calls to check in and regular online classes, Meridian PCS will provide the following:

- Workshops for parents on how to access and use technology for remote learning
- Workshops for parents of students receiving related services in which RSPs will teach parents how to support their children at home
- Regular email newsletters with helpful information and resources for parents
  - Instructional resources and information
  - Related service resources and information
- “Office hours” of availability of all members of the SPED team so that parents can call and ask individual questions, ask for individual support, etc.
- Informational newsletters sent to families on a regular basis for all students on their caseloads

### *Recovery Services*

Meridian PCS will deliver recovery services to students with disabilities through intentional data collection, data analysis, individual student analysis, IEP team meetings, and team decisions.

- Meridian will use multiple data sources to identify and determine student needs, including but not limited to school-wide assessments such as NWEA MAP and iReady diagnostics, as well as teacher-level diagnostic assessments such as F&P testing and classroom-based assessments
- Meridian will analyze data and trends from spring virtual learning to determine if students had access to services but didn’t receive them based on a variety of factors such as scheduling, technology, dependence on



adult support, etc.

- After making determinations for recovery services, Meridian and the parent together will determine the appropriate format (i.e. delivery method, time of day, etc.) to implement recovery services, for example -
  - 30-minute RSP sessions vs. 45-minute RSP sessions
  - Specialized instruction
    - More small groups; more restrictive instructional settings for kids that need it
  - Leveraging all internal staff, such as dedicated aides, to check in with students and help to keep them on track
  - Additional tutoring sessions to address learning loss

#### *Assessment Upon Return*

- Meridian PCS will ensure that students with disabilities are assessed upon their return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit in the following ways:
  - All students will take Beginning-Of-Year (BOY) diagnostic assessments in the areas of reading, writing, and math within 30 days of returning to school
    - Assessments and platforms for these diagnostics include but are not limited to iReady, F&P running records, etc.
    - All students will take the NWEA MAP assessment in the areas of Reading and Math within the first 30 days of the beginning of school (where practical).
  - Meridian will use assessments to identify where students are, where they should have been, and what is needed to close the gaps
  - Meridian will develop a “tool box” of screeners as appropriate for students in virtual classrooms so as to address all areas of Child Find
    - Meridian’s RTI manager will develop a centralized system for tracking which students have been screened and those students’ screening results

#### *Recovery Services to Homeless Students and Students in the Care of DC*

- For students that have multiple living situations, Meridian will work with families and community partners to ensure that instruction is not disrupted for those students to the greatest extent possible.
  - This includes providing access to technology, wi-fi, information, contact information for staff, etc.
- Meridian will leverage its existing relationships with various community-based organizations to provide continuity in virtual learning and instruction for students in the care of the District of Columbia and students experiencing homelessness.
- Meridian’s counselors and Wellness Team will actively engage families of these students in order to be as available and accessible to them as possible.
  - Counselors will provide as many resources and as much information as possible to assist families.
  - Counselors will maintain regular contact with families and will keep relevant staff members informed of pertinent information relating to those students and families.

#### **14. Describe the LEA’s plan to serve ELs, including:**

- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**
- **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students’ English proficiency;**
- **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by**

**proficiency level; and**

- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**

*EL Program Model*

Meridian PCS will provide a combination of distance and hybrid learning models through a variety of supports and services in order to meet the needs of all levels of learners.

- Direct service delivery
  - All ELL students will have an ELL teacher that provides language support and monitors language progress
    - In grades K-5, students at English Level Proficiency (ELP) level 1-2 will receive weekly English Language Development (ELD) support aligned to core ELA content.
    - In grades 6-8, students at English Level Proficiency (ELP) level 1-2 will receive daily English Language Development (ELD) support.
  - All ELD assignments will be made available online.
  - ELL teachers will collaborate with general education teachers to provide linguistic scaffolds and resources to increase access to academic content in-person and virtually.
  - ELL teachers will assign modifications and accommodations to ELLs based on their proficiency levels. This information will be shared with general education teachers.
  - ELL teachers will regularly review online assignments and provide supplemental resources and scaffolds according to students' language proficiency levels.

*Goal Setting*

Meridian PCS will set language goals across the four language domains of reading, writing, listening, and speaking to advance EL students' English proficiency in the following ways:

- ELL teachers will administer appropriate screening for new and returning students
- ELL teachers will review ACCESS results from the previous school year for returning EL students
  - All ELL students will review their ACCESS results (if available) and participate in a goal setting conversation with the ELL teacher within the first month of school.
  - For students that do not have ACCESS results, ELL teachers will administer a similar diagnostic to obtain baseline data
  - ELL students will select a specific language domain that they want to improve in and discuss the steps to reach their goal with the ELL teacher.
- After obtaining diagnostic level data on students, ELL teachers will determine appropriate goals for language domains
  - ELL teachers will capture and progress monitor these goals using data-collection and progress-monitoring trackers and templates

*Language Instruction*

Meridian PCS will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments in the following ways:

- UDL strategies - representation
- Creating additional materials and resources for students that are aligned to the curriculum

- Using supplemental curricular materials (i.e. CKLA Supplemental Curriculum - Language Studio)
  - PreK students will receive immersive language instruction using UDL strategies and targeted EL supports
  - K-5
    - Beginning Level
      - ELL teachers will provide a weekly ELD block (CKLA Language Studio)
      - ELL teachers will provide a weekly literacy block (CKLA Skills)
    - Intermediate Level
      - ELL teachers will provide scaffolds aligned with UDL to increase multiple means of representation within the ELA classroom
    - Advanced Level
      - ELL teachers will provide scaffolds aligned with UDL to increase multiple means of representation within the ELA classroom
  - 6th-8th
    - Beginning Level
      - ELL teachers will provide a daily content-based ELD block.
    - Intermediate Level
      - ELL teachers will provide scaffolds aligned with UDL to increase multiple means of representation within the ELA classroom
    - Advanced Level
      - ELL teachers will provide scaffolds aligned with UDL to increase multiple means of representation within the ELA classroom
- Language Assessment:
  - ELL teachers will collect data on students' performance in each language domain that they are not proficient. Teachers will use checklists based on the WIDA can-do descriptors to monitor language use in-person and online.
  - Frequency: ELL teachers will obtain and provide language acquisition data in each non-proficient language domain at the end of each trimester per ELL student to others teachers and parent(s)

### *EL Access to Content*

Meridian PCS will provide EL students access to academic content by grade and proficiency level in the following ways:

- All students are in mainstream classrooms, both virtually and in person
  - All students, regardless of English Language Proficiency (ELP) level, will participate in core content classes with both ELLs and English-speaking peers.
- All students will be exposed to grade level academic content
- Classroom teachers will implement UDL strategies for all students, which will assist ELL students in accessing grade-level academic content
- ELL teachers will create additional materials and resources for classroom teachers and students to assist students accessing academic content
- ELL teachers will adapt, modify, and accommodate core academic instructional materials to enable ELL students to access grade-level academic content

## **Technology Policy**

### **15. Describe the LEA's policy for technology use during distance learning, including:**

- **Expectations for student access to devices and technical training;**
- **The manner in which the LEA will assess student/family technology needs;**

- **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
- **The plan for replacing/repairing devices;**
- **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
- **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
- **If/how the school’s technology policy differs by grade level.**

**PURPOSE or POLICY STATEMENT:**

Meridian Public Charter School is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Pre-COVID-19 students’ use of the school owned and operated technology resources was a privilege, not a right. During and post-COVID-19 student use of, and access to, school-owned-and-operated technology is a necessary part of the learning process for all students. Meridian Public Charter School is committed to equitable access to technology resources necessary for learning for all students. Students (and where applicable, their families) must sign and submit a *Student Technology Acceptable Use and Safety* form.

Beyond defining Meridian Public Charter School’s general policy on providing equitable access to technology and ensuring its safe use, this policy provides a series of steps to ensure a **Return to School Technology Plan** is in place. It will include training and support for teachers to adapt virtual learning skills for the classroom. Additionally, it will provide training in data and cyber security to assist staff in understanding the risks and responsibilities associated with the new learning environment.

**DESCRIPTION:**

The following plan for the effective use and oversight of school technology during and after the COVID-19 Pandemic draws on a framework developed by the Wisconsin Department of Public Instruction. This framework comprises three steps:

1. **Review** (where things stood at the close of 2019-20);
2. **Plan** (what must be accomplished before the 2020-21 school year begins; and
3. **Implement** (during SY 2020-21).

The intended result of following this process is to develop a **Return to School Technology Plan** that is based on and aligned to the existing **School Technology Plan**. If a school has not previously drafted a School Technology Plan, there is no time like the present to begin.

**Table of Contents**

- Equipment, Software, and Training Expectations and Supports for Students and Staff
- Assessing Need
- Support
- Replacing/Repairing Equipment

- Expectations for student access to internet and safeguarding personally identifiable information (PII);
- Remote Learning Limitations on School-Provided Devices

**Equipment, Software, and Training Expectation for Students and Staff**

Per DC PCSB requirement, Meridian Public Charter School’s will provide all students and staff with the necessary technology equipment, software, and training to fully participate in remote learning as indicated in the tables below.

All students and staff will receive the following equipment

*Technology Distribution Plan for Students*

*AN = As needed*

*E = Everyone*

	<i>PK3</i>	<i>PK4-5</i>	<i>6-8</i>
<i>Computer</i>			
<i>Chromebook</i>		<i>E</i>	<i>E</i>
<i>Hotspot</i>	<i>AN</i>	<i>AN</i>	<i>AN</i>
<i>Tablet</i>	<i>E</i>		
<i>Smartphone</i>			
<i>Calculator</i>			<i>E</i>
<i>Other:</i>			

*Software*

All students and staff will have access to the following software using school-created and maintained log-in and passwords. At no time will anyone outside of the school’s community be able to access the software.

AN = As needed

E = Everyone

	<b>PK</b>	<b>K-5</b>	<b>6-8</b>
<i>LMS: Schoology</i>	<i>E</i>	<i>E</i>	<i>E</i>
<i>i-Ready</i>		<i>E</i>	<i>E</i>
<i>Email</i>	<i>E (for family)</i>	<i>E (for family)</i>	<i>E</i>
<i>Other: Google classroom</i>	<i>E</i>	<i>E</i>	<i>E</i>

### *Training*

For every piece of equipment and software, Meridian will provide training for staff, students, and families (especially for younger children) on proper use and care. Training must also include a way to access technical support for malfunctioning equipment and to use the equipment and software properly. Meridian will also provide a series of videos that can be viewed asynchronously to access as needed. Training will also be provided in-person, adhering to all CDC guidelines for social distancing.

### *Equipment*

We will review the inventory of what equipment that was previously assigned to returning students and staff and ensure that they are in working order. For new families and staff joining the school community, we will survey their needs. We will keep extra equipment on site for students and staff to borrow for each expected type of equipment for use.

- Internet availability and speed, and number of household members expected to be using the Internet during the school day
- The numbers, types, and conditions of devices used in their homes to support virtual learning, including, but not limited to: computer, smartphone, chromebook, and tablet
- Security features on the technology (for younger children, especially)

### *Support Provided for Students without Access to Internet or Devices*

Based on the needs assessment, students without internet access and/or devices will be provided access via a mobile hotspot and an age-appropriate device.

Where possible, students will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For students and families not able to retrieve equipment from the school, arrangements will be made for shipping the equipment directly to the student. Training, expectations and care of equipment will be provided virtually in such cases.

## **Replacing/Repairing Equipment**

### *Equipment*

Meridian Public Charter School will have loaner equipment available for families and staff on an as-needed basis.

- **How will families return broken equipment?** On-site technician assistance days are designated for Tuesdays and Thursdays from 10am-2pm at our Elementary School.
- **How will families check out “loaner” equipment?** On-site technician assistance days are designated for Tuesdays and Thursdays from 10am-2pm at our Elementary School.
- **What is the accountability if equipment fails due to misuse?** Families signed a Technology agreement which will require them to be held responsible for any misuse of equipment.
- **How will you identify if there is an equipment malfunction (versus software or training)?** The school’s IT department monitors devices by using GoGuardian software.

### *Software*

- **How will software malfunctions be determined and addressed?** The school’s IT department monitors devices by using GoGuardian software.
- **How will student passwords be safeguarded?** Student passwords are generated by our IT department and can be changed by submitting a request to our IT helpdesk.
- **What is the process for getting access if “locked out” of software?** Families can either visit the school on Tuesday’s or Thursday’s or send an email to our helpdesk.

### *Training*

- **What training will be provided throughout the year to families with repeat or severe issues with equipment or software?** On-going technical support will be provided to families to help with severe issues as well as remote sessions.
- **Who will be responsible for troubleshooting electronic issues at the school (vendor or school staff)?** This will be a combination of our school IT department and our contracted vendor.

## *Expectations for Student Access to Internet*

Devices issued to students by the school will have pre-installed software that prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

### **Remote Learning Limitations on School-Provided Devices**

#### *Equipment*

- ***Will you limit the use of equipment for only school purposes (and are you actually able to monitor this?)***- The school realizes that devices will be used for more than school work. Our IT agreements states that families should not use technology for any inappropriate activities. Devices are monitored by our IT department software.
- ***If a piece of equipment goes missing, what is the family's responsibility?*** - Families must report any issues or missing devices to the school's IT department immediately. Families could be held responsible for damages or missing items that are not covered under our warranty.
- ***If hardware is used by other family members, is this okay?***- The school realizes that devices will be used for more than school work. Our IT agreements states that families should not use technology for any inappropriate activities. Devices are monitored by our IT department software

#### *Software*

- ***Will software be accessible without log in credentials?***-All devices will require login credentials in order to access various platforms.
- ***Will new software be allowed to be downloaded onto the computer by the family/student?***- All software will be downloaded by our IT department and can be done by contacting the school help desk.
- ***Will new software (not school purchased) be permitted?***-Only school related software will be allowed on school devices.
- ***What type of limitations will be made available when using the Internet?***-The school GoGuardian monitoring software can restrict websites based on misuses.

#### *Training*

- ***How will staff, students, and families receive training on the proper use of school equipment and software?*** Families and Staff can either visit the school on Tuesday's or Thursday's or send an email to our helpdesk.
- ***Who can families or students call for support, if needed, in understanding limitations?*** Families can either visit the school on Tuesday's or Thursday's or send an email to our helpdesk.

### **Technology Policy by Grade Level**



Meridian’s technology policy does not differ by grade level, except that we work to minimize the amount of screen time that our youngest students engage in each day.

## **Family Engagement Policy**

### **16. Describe the LEA’s policy for partnering with families and communicating about continuous learning and school operations, including:**

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student’s learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

### **PURPOSE or POLICY STATEMENT:**

This policy will describe how Meridian Public Charter School will partner and communicate with families about continuous learning and school operations.

### **DESCRIPTION:**

This policy articulates how Meridian Public Charter School will communicate with and train students and families on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.

Consistent and clear communication with students and families is vital for supporting the community of students and families and for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, through two-way messaging platforms such as Remind and/or messaging functions of our LMS (Schoolology), broadcast emails and text messages, on-demand notification through social media channels and individual outreach.

### **GENERAL SCHOOLWIDE COMMUNICATION**

Consistent and clear communication with students and families is vital for maintaining the health and safety of the school community. Communication to students and families will happen across many media: posted signage in the building, access to resources and information on the school website, through two-way messaging platforms such as Remind and/or messaging functions of our LMS (Schoolology), broadcast emails and text messages, on-demand notification through social media channels, and individual outreach.

Unexpected closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and robocall.

#### *Website*

Meridian Public Charter School’s website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details (menus, activities calendars, forms enrollment, record requests, filing complaints, etc). This information will be available to families **24**

## hours, 7 days a week.

- Contact Information: Current and prospective students will be able to find all information on how to contact school administration and staff.
- Family Resources: Families will be able to find the Student and Family Hand Book, school enrollment and registration details, links to distance learning resources including video and printed instructions in English and Spanish on how to log into Schoology, and Clever and other platforms, and additional materials to support families, such as social services resources. Copies of the weekly whole school newsletters and monthly grade level newsletters are also easily viewed on the school's website.
- Food Programs: In accordance to OSSE guidelines, all required information about the Meridian Public Charter School food program will be available to families on a monthly basis. This will include schedules for meals pick up for those students learning remotely.
- Operating Status: The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage.
- Student Learning: A link to the learning management system (LMS), Schoology, will be available for students and families to access student report cards, progress reports, and updates from teachers. The website will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

## *Social Media*

Meridian Public Charter School has social media channels including Facebook, Twitter, and Instagram. A combination of these channels will be used **daily** to build broad awareness of Meridian Public Charter School, engage the broader DC community (and country) in the great success of Meridian Public Charter School students and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

## *Direct to Family Communication*

Meridian Public Charter School will connect with families directly through robocalls, emails to families, texts, and two-way messaging through Schoology and Remind to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video.

To ensure families receive direct communication from the school **at least twice weekly**, in addition to weekly campus wide and whole school communications direct to families, each family will receive a direct phone or video check-in from an assigned point of contact (typically a homeroom teacher, member of the wellness team, EL or Special Education teachers) each week. These check-ins give an opportunity for families to discuss their student's academic, behavioral, or wellness challenges and successes, receive direct support during the call or allow staff to route concerns and/or schedule calls with the relevant team or staff member for follow-up. Points of contact will use the Language Line to ensure these weekly calls are in the family's preferred language for verbal communication.

Families with students with higher needs (including but not limited to students with IEPs and 504 plans, English Learners, and MKV students) will receive additional direct contacts from their teachers throughout the week.

## **FAMILY ENGAGEMENT IN CONTINUOUS LEARNING**

Meridian Public Charter School has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school during a global pandemic, COVID-19. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate this new way of learning. We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

### *Training*

During the summer, and at regular intervals across the year, Meridian Public Charter School will provide virtual and in-person training to support families in navigating the continuous learning plan of Meridian Public Charter School. These trainings will include, but are not limited to:

- Troubleshooting your device at home
- Accessing Meridian Public Charter School's distance learning platform and materials
- Navigating the learning management system.

In addition to in-person tutorials provided at the beginning of the year, on-demand videos demonstrating how to access and navigate the learning management system and other key distance learning platforms in English and Spanish will be available on our website; links to these videos will be distributed via text and email at appropriate times throughout the year.

### *Continuous Learning and Improvement*

At the conclusion of learning intervals, and at the time of progress reports and report cards, Meridian Public Charter School will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan. Meridian maintains a subscription to the Panorama Education survey platform for streamlined surveys for its families, staff and students and uses a combination of Google Forms and Survey Monkey for smaller data collection efforts as required.

### *Resources*

Virtual training (both tutorials and recorded Zoom sessions) will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

## **CORONAVIRUS PREVENTION COMMUNICATION**

The continuous learning plan will enable seamless transitions between in-person and distanced learning modalities. Given the continued community spread of coronavirus and the increased risk of Black and Latinx students and their communities, preventing the spread of COVID-19 within schools requires consistent family engagement and clear communication.

### *Reporting*

To prevent the spread of coronavirus, we will ask families and staff to report any coronavirus cases within their households. To maintain the privacy of the family, we encourage affected students and families to reach out to the COVID-19 Point of Contact, Mr. Michael Russell, at [mrussell@meridian-dc.org](mailto:mrussell@meridian-dc.org) or by calling the school's phone. within 24 hours of the household member's diagnosis.

In the event that the parent is unable to contact the COVID-19 POC, reporting can be completed through this an online form that will be posted on our school's website.

### *Training*

To prevent the spread of coronavirus, Meridian Public Charter School will offer training for students, staff, and families. Topics may include:

- How to safely return to school: a training detailing all in-school processes for students, families, and staff. This will detail new procedures for health screening.
- Healthy Habits for Staying COVID-19 Free: Support for the entire school community on how to stay safe during the global pandemic. When students are allowed to be in the building for in-person instruction, students will have regular lessons and demonstrations on handwashing, wearing face coverings, and maintaining safe distances in classrooms and hallways.

### *Signage and Resources*

[Signs](#) will be posted in highly visible areas (entrances, restrooms, high-traffic hallways) that promote everyday [protective measures](#) and describe how to [stop the spread](#) of germs (such as [properly washing hands](#) and [properly wearing a cloth face covering](#)). These signs will align with CDC and PPE guidance.

As detailed in Section I, the school website will house ongoing resources and materials for families. All recorded training and printable resources will be available on Meridian Public Charter School website.

## **BEGINNING OF THE YEAR**

Meridian will hold several events at the beginning of the year to introduce parents to both Meridian's program and Meridian's staff. During the week of August 24, parents will be invited to our campus to pick up Chromebooks and other at-home learning materials for their students. At that time, parents will be asked to also attend a brief orientation to using Meridian's technology and have an opportunity to meet Meridian staff members. Meridian will also hold a virtual Back to School night during the week of September 17, during which time parents and families will have an opportunity to meet any other teachers and school staff that they have not met up to that point.

During the first two weeks of the school year, teachers and other staff points of contact will reach out to every family

to introduce themselves and provide additional information that will be helpful in engaging with Meridian's instructional program.

## **ROUTINE FEEDBACK**

In addition to distributing report cards and progress reports routinely by sending them home with students and by mail, teachers will also deliver regular informal feedback to students through one-on-one check-ins with students and written feedback and comments on assignments. Parents are encouraged to attend one-on-one check-ins with students regularly and have full access to their students' assignments on Schoology to review student progress.

## SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

- 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 **SY2020-21 attendance** (please check all boxes):

- 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 SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

*In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.*

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

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

- Students with disabilities have equitable access to distance 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 the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address 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 base-line measurement for recovery service delivery. 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 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening 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.

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

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' 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 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 engagement** (please check all boxes):

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

**LEA Name:** Meridian Public Charter School

**LEA Leader Name:** Matthew McCrea

**Date:** 09-21-2020 09:51 AM