



Health and Safety

PART 1.A: Health and Safety Plan

Please see the “Health and Safety Plan” section below for health and safety questions.

PART 1.B: Support Across Learning Environments

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

Operation Plan for Meridian PCS allows for on-site learning for all students for 180 days. On Mondays, Tuesdays, Thursdays, and Fridays, we offer 7 hours of instruction per day, and on Wednesdays, we offer 4.5 hours of instruction per day through a waiver approved by OSSE. In total, we offer 1170 hours of instruction over the course of our academic year. On Wednesdays, we provide professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). The Operation plan adheres to [DC Health Guidance for Schools \(updated last in January 2022\)](#) through the following means:

Students will be placed into cohorts by grade level and by classroom, depending on the grade. We will maintain cohorting where possible through the following methods:

- **Physical Space:** PK will enter the building through our front ADA ramp, K-2 students will enter through our front door, and 3-5 students will enter through our V St entrance. Middle school students will be housed in our middle school campus. Additionally, students in elementary grades will eat lunch in their classrooms, and students will stay in their classrooms for all classes during the day except for physical education at the elementary campus. Students at the middle school campus will eat lunch in various locations throughout the building to promote social distancing.
- **Scheduling:** Students will have staggered recess and lunch times throughout the day.

- Staffing: Additional staff (counselors, apprentice teachers, and interventionists) will allow for additional lunch periods throughout the day.

Our LEA will require all students and staff to wear CDC-approved masks/facial coverings, and we will provide two multi-layer cloth masks to all students and staff for use during the day. Our LEA will adhere to the 3' social distancing guidance within classrooms when possible.

During times when masks are not worn by students, students will remain 6' apart when possible. We will use the following areas during these times:

- Classrooms, cafeteria, gymnasium

In the event of a positive COVID-19 case within our school, we will follow the guidelines of quarantining all individuals who are not eligible for our test to stay program according to the current DC Health guidance. For staff and students who are up to date on their vaccines and asymptomatic, they will be able to attend school in their cohort. For those students who must quarantine, we will follow the following school extended absence policies for staff and for students:

- All students will be provided with laptops at home and will follow the same schedule at home that they follow at school to ensure consistency and maintenance of a regular routine. For the first two days of quarantine, students will learn asynchronously.
- If the entirety of a teacher's students are also under quarantine, then the teacher will teach remotely for the length of the quarantine. If the teacher must quarantine but students are still learning in-person and do not need to quarantine, then the teacher will take school-approved leave and we will utilize either preplanned substitute lessons or the services of one of our in-house substitute teachers to ensure continuity of instruction.

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline:

Families will be notified through text message and email of the closure as soon as is practicable, and we strive to notify families within several hours of our own notice of the positive case and necessary closure. Families will be able to respond directly to the email with any questions, and the email address they respond to is monitored by the Head of School and the Manager of School, Family, and Community Engagement.

Key to a smooth year is uninterrupted learning is the dissemination of materials: We will distribute laptops prior to the school year or in the first few weeks of school to new students, and the laptops will be kept at home permanently throughout the school year. PK students will have tablets instead of laptops to ensure ease of use. If additional materials need to be distributed, then we will conduct distributions outdoors or by mailing or delivering the instructional materials to parents using Meridian staff members.

- Uninterrupted instruction through remote learning: Students will all have access to either a laptop (K-8) or tablet (PK) for use at home. Meridian currently pays for a number of internet subscriptions and hotspots for use by our families, and we keep a backup supply of hotspots available in the school that can be rapidly deployed to families when needed.

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- Communication with families: Families will be able to email our COVID point of contact, Lakeisha James, to notify us of the exposure. If the student has not yet tested positive,

then we will follow DC Health guidelines and monitor the situation closely. If the student has tested positive, then we will notify our community of the positive case along with our response to the case depending on guidance received from DC Health.

- Dissemination of materials: We will follow the same procedure for dissemination of materials in this case that we have listed previously.
- Uninterrupted instruction through remote learning: We will follow the same procedure listed previously.

Choose what is accurate (both are accurate for Meridian)

The operations plan can be implemented in our current facilities.

The operations plan can be implemented using our current staff and anticipated hires.

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

- Who will deliver the LEA's distance learning program for students with medical certifications (select one):
 - ☐ The LEA itself
 - ☐ Another District LEA
 - ☐ One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning
- How the LEA will deliver its distance learning program (select one):
 - ☐ Centrally at the LEA level
 - ☐ By campus/at the school level
 - ☐ Both (please describe the LEA's approach)
- District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.
- Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;
- Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and
- Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.

Meridian recognizes that there is a great deal of uncertainty at this time around the number of students that may need to learn virtually due to a medically certified exemption from in-person learning. Medical exemption forms were released by the city on June 11, and while we have been diligent about gathering information from families, it is unreasonable to expect that they will be able to return the forms until later in the summer. Further, while we can make some estimations on the number of students that will learn virtually, we cannot anticipate what healthcare providers will do in processing requests from families. The number of students learning virtually will impact our plans. The plans that follow are based on a best guess from informal polling of families as we reopened our building throughout the Spring, and as we

gather more information, we expect to continually adjust our plans to meet the needs of our community.

Our LEA chooses to offer a remote learning program through our own in-house program. The program will offer the core academic content for students through Schoology. We plan to use our standard curriculum for daily instruction along with Zearn, Lexia, and other intervention programs as needed. We have found that the following remote learning practices provide the most effective instruction - limiting screen time for our youngest students, checks for understanding in multiple modalities, and providing multiple opportunities for students to revise work, among others. We will tailor instruction depending on the students' needs. The schedule will mirror that of the students who attend on-site learning option with the following anticipated modifications: PK students will only attend morning meeting, math, and ELA class, and K-2 students will only attend the direct instruction portion of lessons to limit screen time over the course of the day.

To ensure that the above remote learning model is highly effective, we will employ the following:

- Staffing: Student liaisons utilizing our in-house substitutes and counselors to check in on work and to facilitate communication between teachers and families.
- Materials--including at home “school space”: Workbooks, pencils and pens, notebooks, textbooks, manipulatives, and other materials that students would use in class.
- Technology: Computer (K-8) or tablet (PK), HD webcams, televisions, wifi, and Zoom for broadcasting classroom instruction to students at home
- Schedule: We will minimize screen time for PK and K-2 students and target the core of our ELA and math blocks for students for broadcast instruction. During other blocks of the day, PK and K-2 students will have assigned tasks to complete on Zearn or Lexia. Students in grades 3-8 will follow the same schedule that they would follow if they were learning in-person.

Student and Staff Well-Being

Part 2. A: Whole Child Supports

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

We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: Panorama SEL student surveys. In grades PK-2, teachers will respond to short surveys describing their perceptions of student SEL competencies, and in 3-8, students will take the surveys themselves. Understanding at the

student level how students are experiencing reentry into school is critical to our success overall. Based on student responses at the group and individual level, our LEA is prepared to offer support through the following means:

- Crew: Meridian's implementation of Crew as part of our EL Education partnership will provide a space for students to develop strengths in our school's core values and work on relationships with their peers and with their teachers to create a safe space for learning. Compared to SY19-20, Meridian has added time for Crew to be held on a daily basis at both campuses. The curriculum for Crew is being developed in partnership with EL Education and is based on our core values.
- Response to Intervention (RTI): For students identified as needing additional behavioral support, we will maintain a robust RTI program to monitor the growth of targeted students on behavioral competencies and provide escalating levels of support as needed.
- Positive Behavior Intervention and Support (PBIS): Meridian implements a PBIS system aligned to our school's core values using the DeansList platform to track points that students can earn for positive behavior. Those points can be redeemed for attendance at events or items at our school store.

For students who are showing the need for more intensive, one-on-one supports, the LEA will provide individual counseling using our own school counselors and our partnership with Hillcrest Children and Family Center. Hillcrest is also equipped to provide families with additional support and counseling outside of the school environment. We are also exploring additional external partnerships for support for students with organizations like Higher Achievement.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Our approach to behavior and discipline is outlined in our student code of conduct found here - <https://static1.squarespace.com/static/597a2b11579fb3cca0abbcf/t/5f97182b421c761ce6793ed7/1603737644429/Meridian+PCS+Student+Code+of+Conduct+-+SY21.pdf>

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

Our LEA contracts with Luncheras de Si to provide meals. Meridian's food service team provides each classroom with a certain number of meals based on the classroom enrollment/attendance. Meals are then distributed one by one from the classroom monitor to ensure meals are handled by only one individual. This same plan is implemented inside of our cafeteria and/or gym space which are flexible spaces for serving meals.

For our students who access our school through remote learning options, meals will be available for pick up.

Students/Families are allowed to pick-up meals 2 days a week during our bulk meal distribution day. Families will access meals by coming to our Elementary School exterior cafeteria door to pick-up meals (breakfast, lunch and fresh fruits/veggies) that are prepacked for 2-3 days. All bulk meal bags are properly prepared by our food service management company along with instructions on handling. This procedure will be done for students with a long-term medical exemption and for students under a temporary quarantine.

In the event our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all qualifying families through our bulk meal distribution plan.

Part 2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:
 - a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and
 - b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

Our LEA plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff:

- Crew: Implementation of Staff Crew aligned with our program of EL Education will promote building relationships among staff and will provide the space for processing socioemotional difficulties with each other.
- Employee Assistance Program (EAP): Meridian's Employee Assistance Program provides confidential counseling and other employee support services to all Meridian employees at no cost.
- Hillcrest: In addition to supporting our staff and families, Hillcrest also supports our staff through regular mental health sessions.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through our Employee Assistance Program.

We also are providing on-site support through numerous programs and initiatives, including:

- Crew for staff
- Instructional coaches
- Formal and informal staff mentorships
- Staff fellowship events
- Regular mental health events allowing for staff choice (e.g., yoga, staff art club, etc.)
- Staff-led weekly wellness program focusing on nutrition and regular exercise

Part 2. C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:
 - a. How the LEA will solicit and incorporate student/family feedback on these plans³, both before the school year starts and consistently as the school year progresses;
 - b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and
 - c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through regular town hall meetings, newsletters,

and through our school website updates. We will also have reopening sessions similar to the reopening sessions we have had throughout the 2020-21 school year to give both re-enrolling and new families the time and space to ask questions about Meridian's reopening plan, and we will also address reopening during our annual Back to School Night and related parent orientation events. We have also held numerous tours for returning and new families and will continue to do so over the summer. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We also have translators available during each of our major events and translate our newsletters into our primary languages spoken by families.

Our community of staff will solicit and incorporate student and family feedback on these plans through both the Town Hall format and through welcoming feedback on our plans through regularly monitored email address. We have also sent several surveys to families throughout this year and will send another to families asking for additional feedback on our plans along with support that families and students may need to successfully transition into the building. Since we have had nearly half of our students in our building for the last several months of the year, we feel we are well-equipped to continue to build on the feedback already included in our operational plans.

Our team will solicit, review and incorporate feedback at least monthly so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning. In order to monitor student progress and adjust supports, our LEA will hold family-teacher conferences at least twice a trimester, send progress reports twice a trimester and report cards at the end of each trimester, and connect families with our LMS to allow families to check on student progress at their convenience.

Following each significant update to DC Health guidance for schools, we also hold a virtual town hall to allow parents time to learn about the updates and ask questions about how Meridian operationalizes those updates.

Part 2 D: Attendance and Re-Engagement

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

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors:

- Student attendance
- Work completion rates
- Responsiveness to outreach from staff and teachers
- Student grades
- Performance on formative assessments

All students had access to school-provided equipment by September 4, 2020 and technology issues were addressed by our IT support team on an on-going basis when families brought up the concern with a teacher or staff member or they filled out our online survey indicating they needed support. In addition, when we noticed students were disengaged, a staff member reached out to determine the root cause of the disengagement, and if the root cause was a technology issue, it was immediately addressed. In August, the LEA first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified,

most returned to on-site learning, leaving many students as consistently less engaged with learning in the 2020-21 school year. Since Meridian steadily increased the number of students learning in-person as the year progressed, we consistently decreased the number of chronically disengaged students throughout the academic year.

For these students who were consistently less engaged with learning, the school is considering the following strategies:

- Enrollment in Meridian's summer school program
- Priority enrollment in Meridian's out-of-school time program
- Targeted tutoring during the school day

The LEA will review data on student engagement on the following basis: Monthly.

Parents will be notified about engagement monthly during family-teacher conferences and progress reports/report cards.

Accelerated Learning

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

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

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

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the

upcoming 2021-22 school year, including:

- a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year? (check boxes)
 - ☐ English language arts (ELA)
 - ☐ Math
 - ☐ Science
 - ☐ English language proficiency
- b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of- course and end-of-year assessments;
- c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);
- d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and
- e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and
- f. **For LEAs with students attending non-public special education schools:**
Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.

Our LEA will offer, at a minimum, the following summative assessments to eligible students in the 2021-22 school year.

- NWEA MAP (ELA and Math)
- Lexia (ELA)
- Zearn (Math)

As these are summative assessments, they will be conducted in May of 2021. Results will be used internally and with families but will not be part of school accountability except for NWEA MAP data.

The following table provides an overview of our LEA's assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons.

a-c

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
ELA: Every student will be a proficient reader upon exiting the school.	Reading as measured by increases in RIT score.	K-8 (all students)	NWEA MAP	Sept 13-24; Dec 6-17; March 7-18 (for grade 3-8); May 31-June 10 (grades K-2)
ELA: Every student will be a proficient reader upon exiting the school.	Reading as measured by increases in scale score	3-8 (all students)	Lexia	Sept 27-Oct 7; Jan 3-14; March 28-April 8
Math: Every student will master grade-level math standards.	Math proficiency as measured by increases in RIT score.	K-8 (all students)	NWEA MAP	Sept 13-24; Dec 6-17; March 7-18 (for grade 3-8); May 31 - June 10 (grades K-2)
Math: Every student will master grade-level math standards.	Math proficiency as measured by increases in scale score	3-8 (all students)	Zearn	Sept 27-Oct 7; Jan 3 - 14; March 28 - April 18
Science: All students demonstrate mastery on state science exam.	Science proficiency as measured by mastery on unit tests	4-8 (all students)	Curriculum-based assessments	At the conclusion of each unit of study
English language proficiency: Every student will demonstrate proficiency in English within five years of	English proficiency as measured by WIDA scale scores.	K-8 (all ELL students)	WIDA MODEL assessment	October - November 2021

entering our program.				
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d-e: Monitoring Progress, goals, and content.

Goals and ELA: Our vision is for students to matriculate from our school prepared for rigorous high school programs at the best schools in the city. We monitor their progress towards meeting the goals as follows:

ELA

For ELA, we expect students in grades K-8 to meet their expected growth targets in NWEA MAP and Lexia. Monitoring progress will be similar to previous years. Our calendar allows for diagnostic testing at the beginning of the year, interim testing near the middle of the year, and summative exams at the end of the year. This schedule allows teachers to adjust instructional techniques as needed throughout the year and to plan additional support for students not making progress that would allow them to meet their goals. To support teachers in leading students to meet rigorous growth goals, we will provide instructional coaching, grade level team meetings, department meetings and planning, an ELA interventionist, and training and professional development throughout the school year.

Math

For Math, we expect students in grades K-8 to meet their expected growth targets in NWEA MAP and Zearn. Monitoring progress will be similar to previous years. Our calendar allows for diagnostic testing at the beginning of the year, interim testing near the middle of the year, and summative exams at the end of the year. This schedule allows teachers to adjust instructional techniques as needed throughout the year and to plan additional support for students not making progress that would allow them to meet their goals. To support teachers in leading students to meet rigorous growth goals, we will provide instructional coaching, grade level team meetings, department meetings and planning, a math interventionist, and training and professional development throughout the school year.

Science

For math, we expect students in grades 4-8 to master science content by earning at least an 80% on end-of-unit curriculum exams, matching the approach we have taken in past years. To support teachers in leading students to meet rigorous growth goals, we will provide instructional coaching, grade level team meetings, department meetings and planning, a math interventionist, and training and professional development throughout the school year.

English language proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after 5 years through our program of tiered supports, including sheltered instruction for newcomer students, language immersion for students working towards proficiency, and push-in and pull-out instructional strategies aligned to our core curriculum. To support teachers in leading students to meet rigorous growth goals, we will provide instructional coaching, grade level team meetings, department meetings and planning, a math interventionist, and training and professional development throughout the school year.

f. Non-public collaboration

We currently have 3 students enrolled in non-public schools. They are enrolled in Kennedy Krieger, Children's Guild, and Sheppard Pratt, per OSSE's placement process. We collaborate with Kennedy Krieger, Children's Guild, and Sheppard Pratt, regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: we maintain regular,

consistent communication between IEP teams from each of the schools and our student support team. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. We remain connected with families and open to receiving communication with them regarding their students' current placements.

Part 3. B: Employing Intentional Strategies for Accelerating Learning

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

As described in question 10, the LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use our internal data systems and our data manager alongside support from TenSquare to collect, analyze and support our staff in addressing student learning needs.

The plan includes student-level data from diagnostic and formative assessments that provides information on mastery of particular skills and standards aligned to each grade level. Teachers will analyze the data during coaching sessions with an instructional coach or a school leader and will also develop plans for support during professional development or during grade-level or departmental meetings. We will provide teacher support through coaching and data analysis support from school leaders and instructional coaches. For students that are not mastering content through regular classroom instruction, we will provide support through a robust MTSS program supported by content-specific interventionists at each school campus and intervention blocks built into the daily schedule.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply). Please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

(note: This table combines the two questions above.)

Section	Activity	Yes	Explanation of approach and expected impact on student learning
Schedule Adjustments	Adjusted class/block/bell schedules	Y	We've aligned planning periods to free up adults to provide high-dosage tutoring opportunities to other grade levels, primarily in K-2. We expect that this will allow us to keep groups less than 4 students for each adult during our intervention block, allowing for student learning acceleration in line with best practices of high-dosage tutoring.
	After-school programming	Y	We will provide a robust after-school tutoring and support program aligned to best practices in high-dosage tutoring that will

			accelerate learning for identified students in the program.
	Longer school day	N	
	Longer school year	N	
	Summer 2021 programming	Y	We have identified nearly 100 students for a summer school program in which they receive academic support in the mornings to catch up on missed and vital grade level content from this year and develop socioemotional skills in the afternoon.
	Summer 2022 programming	Y	We will build on our summer programming from this year and expand the program beyond 100 students with a similar model.
	School break/holiday programming	N	
	Weekend programming (e.g., Saturday school)	N	
Instructional Changes	High-dosage tutoring ⁵	Y	Meridian will be delivering high-dosage tutoring to targeted students in K-8 both during the school day and during afterschool programming.
	New curriculum purchase	N	
	New intervention program or support	Y	Meridian will be using Lexia in K-2 to support our previous implementation of i-Ready in grades 3-8.
	New uses of staff planning time for accelerated learning	Y	Meridian will be adjusting its coaching cycles and departmental planning to reflect planning shifts needed to support accelerated learning.
	New professional development for staff on accelerated learning	Y	Meridian will be launching its professional development cycle around accelerated learning with teachers during preservice training and will return to the topic

			throughout the year during Wednesday PD/early release.
Staffing and Related Supports	Additional staffing	Y	Meridian added numerous staff to support students, including two additional school counselors, an ELL teacher, an ELL apprentice teacher, six apprentice teachers for grades 1 and 2, and an interventionist for middle school.
	Additional vendor		
	and/or community partner support	Y	Meridian is exploring a partnership with Higher Achievement for our middle school to augment our ongoing partnership with YMCA Anthony Bowen and MOMIES.
	New hardware purchase	Y	Meridian purchased an additional 300 Chromebooks to supplement our 1:1 program both at home and at school for all students in grades K-8.
	New software purchase	N	
Other			

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

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being lead by our Head of School, principals, Director of Student Support, and instructional coaches and school-based leaders at each campus in consultation with our teachers and feedback received from several parent surveys conducted throughout the year. We are identifying what would well by looking at a variety of factors gather through feedback from family surveys, teacher surveys, assessment results from this year and previous years, and based on those surveys and observations and data collected from our extensive in-person learning program during our third trimester, we are making decisions about which practices to include moving forward. Using information gleaned from school year 2020-21, we are planning on supporting teachers through two weeks of preservice training and professional development Wednesday afternoons each week, along with several professional development days throughout the year. During those PD events, teachers will engage in content-specific PD, pedagogical strategies, and how to identify areas for accelerated learning. The calendar is still under development and will be completed by the end of July. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will use results from interim assessments, student behavior logs, student climate surveys, teacher surveys, student engagement, and other metrics to improve our practices to respond to emerging student needs.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress. *We encourage LEAs to submit any practices described in this response to the US Department of Education's [Safer Schools and Campuses Best Practices Clearinghouse](#) so that they can be shared with other states and LEAs.*

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year.

- Holding family/teacher conferences remotely to provide access to classrooms and teachers to families that have a challenging time coming to our campus
- Providing students with technology for use at home (Chromebooks in K-8, tablets in PK)
- Use of Schoology as an LMS to house learning materials for students to access both at home and at school
- Identifying a primary point of contact on staff for all students to facilitate home/school communication

3.C: Special Populations

Students with Disabilities

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

16. Describe the LEA's plan to serve **students with disabilities**, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:
- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
 - b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;
 - c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;

- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
- e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.

The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit: Meridian will administer beginning-of-year universal assessments and screeners within 30 days. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: After assessing students at the beginning of the year, Meridian will use that data to make instructional decisions based on individual student need and will track the growth/progress of students using a variety of databases and platforms.

Element	LEA
How the need for accelerated learning for students with disabilities will be evaluated	Meridian will administer BOY diagnostic assessments in reading, writing, math using a variety of appropriate assessments (i.e. NWEA MAP, Zearn, Lexia, F&P, Brigance.)
How appropriate services will be determined or designed for students with disabilities	Meridian will use BOY data to determine the instructional needs of students individually (i.e. smaller intervention groups, Wilson instruction, Lexia, guided reading, etc.)
How accelerated learning will be scheduled and delivered to students with disabilities	Students with disabilities will have the same access to accelerated learning as all students by determining where students are performing, what their needs are, and delivering appropriate instructions and interventions to accommodate individual needs.
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	Meridian will maintain regular and frequent communication with families by phone, text, and email. Meridian will assess and establish instructional plans after BOY data is collected and communicate the learning plans for students with parents.

The LEA will ensure equitable access to educational opportunities across learning environments by maintaining a continuum of service delivery models that offer all levels of support, including but not limited to inclusion support, pull-out support, resource room support, and full-time self-contained classroom support. The LEA will ensure that students with disabilities receive equal access to interventions by tracking delivery and usage of interventions and disaggregating by subgroup while also ensuring that required instructional support service hours are met for

each student. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by implementing an LRE oversight process in which IEP teams have direct oversight and guidance for following the legal guidelines of maintaining LRE and placement decisions.

The LEA will continue to support parent training for students receiving related services through distance learning by maintaining frequent, consistent, and transparent communication between school team members and parents. Meridian will host workshops for parents, make asynchronous training videos available, and ensure parents have a direct point-of-contact so that the POC can connect the parent with any other staff members or resources that may be required for the student.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: Meridian PCS will maintain frequent, consistent, and transparent communication between school-team members and parents. The POC for each student will communicate with the Director of Student Support regarding any parents with disabilities and what needs they may need. The DSS and SST Department will accommodate each parent as necessary to ensure they can access the content to support their students' learning.

English Learners

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

English learners will take the Pre-IPT Oral assessment (PK) or the WIDA screener (K-8) within the first month of the beginning of the school year to determine English proficiency, and English learners will also take the i-Ready, NWEA MAP, and WIDA MODEL assessments within the first 60 days of the school year to determine overall academic needs. For students who are medically fragile and, therefore, not attending school in person, they will engage in a one-on-one virtual screening or a one-on-one in-person screening by working with the families to determine logistical arrangements for screening and assigning EL teachers to complete assessments with students.

Once the student's learning needs are understood, the student will receive English language instruction through a variety of methods, including the strategies listed below:

- Co-taught core content classes
- Pull-out intervention led by general educators and EL teachers

- Priority enrollment in OST programming, including summer school and afterschool tutoring

ELs will have access to accelerated core content, as delivered to all students, through co-taught classes in ELA courses and co-planned lessons in other core content classes. Continued monitoring of language acquisition will occur per our plan as described in question 10.

Effective Use of Funds in the 2021-22 School Year

For LEAs receiving ESSER III-ARP funds: Please outline your LEA's approach for the use of federal emergency grant funds by responding to the questions below. You will provide additional detail and spend plans when you complete an ESSER III-ARP application in Enterprise Grants Management System (EGMS) later this summer. If relevant, you may reference other responses provided in this CEP or in the health and safety plan.

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

Meridian will purchase PPE for staff and students (multilayered cloth masks, disposable surgical masks when needed) and cleaning supplies for our facilities team. Although additional staff are primarily responsible for numerous other instructional activities and socioemotional support of students, additional staff also allow us to split students up into smaller groups for lunch to allow for effective social distancing when masks cannot be worn.

- 20. LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions^[1] to address the academic impact of lost instructional time, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Since Meridian will spend ESSER III funds over the next several years, the plans below are based on the best information we have available now and may change as we gather additional data about student learning loss. In particular, most if not all of our allocation for evidence-based interventions will be dedicated to purchasing additional staff positions, such as apprentice teachers in 1st and 2nd grade, interventionists in math and ELA in our elementary school and ELA in our middle school, and additional counselors at each campus to provide more targeted levels of support.

- 21. LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses^[2] of the funding.

Since Meridian will spend ESSER III funds over the next several years, the plans below are based on the best information we have available now and may change as we gather additional data about student learning loss and student needs. We plan to use funds for additional staffing, including instructional coaches and professional development support for teachers, cleaning supplies, and additional staffing to keep classes small to support social distancing and small class sizes for academic support.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students. By administering universal screeners and assessments to all students, Meridian will collect a robust set of data that will help to inform instructional programming decisions for students. Meridian implements a structured Response to Intervention (RTI) program that utilizes all levels of academic and behavioral intervention support. In addition to the new school staff hired to help implement interventions and implement accelerated learning, Meridian has hired additional mental health professionals to support students and teachers with social-emotional support.

2021-22 School Year Health and Safety Plan Questions

Please provide the LEA's detailed plan to implement each of the following mitigation strategies to minimize COVID-19 transmission in the school setting.

Face Masks

1. Provide the LEA's plan to comply with the requirements that:
 - a. except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are fully vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. masks must be worn correctly.

The school has implemented a plan which requires all staff to wear double face coverings as well as requires all students to wear face coverings. Anyone arriving to the building without a mask will be provided a mask prior to entering the building to ensure we are complying with our mask policy. If at any point during the day a mask is soiled or destroyed we will provide the individual with an additional mask to remain in compliance with our policy. We also have mask signs on how to properly wear a mask over your nose throughout the building and send out frequent reminders to staff about this expectation.

2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a face mask at all times.

For students who are unable to wear a mask for the entire school day, accommodations are made based on the medical request. We ensure that these students are socially distanced and placed behind a desk barrier to eliminate any possible transmission while in the room with others. For visitors not able or willing to wear a mask, we make accommodations to serve them via phone or via a video conferencing method to ensure we remain safe. Staff are required to wear face coverings at all times unless they are in a space alone. If for any reason a staff member is unable to wear a face covering while in the presence of others, they must seek a reasonable accommodation from Human Resources based on doctor recommendations.

Physical Distancing

3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

The LEA follows the guidance from DOH and OSSE as it relates to 3 feet distance within classrooms and 6 feet distance when eating a meal.

For arrival the LEA screens students upon entering the building by using 4 entry points. Students then proceed to class using the floor markings indicating at least 6 feet distance down hallways and stairs.

Students and Staff inside of classrooms and common areas are distanced from each other by at least 3 feet during instruction time. Both students and staff must continue to keep their face coverings on at all times.

Extra curricular activities follow the same guidelines of keeping their mask on and maintaining at least 3 feet apart. If students/staff are not able to maintain at least 3 feet apart then the interaction must be brief to ensure the safety of all individuals is maintained.

4. Provide the LEA's policies and procedures regarding the use of cohorts for students and/or staff, including steps to minimize interactions between cohorts, as applicable.

The LEA does not plan on mixing any cohort of students throughout the school day except for intervention groups. When mixing is necessary, it is predictable and according to a normally established schedule. If for any reason a student must interact with another cohort, the LEA will track who the students interacted with in case additional contact tracing is needed in the future.

Handwashing and Respiratory Etiquette

5. Provide the LEA's policies and procedures to support handwashing and respiratory etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.

The LEA has proper handwashing signage located above each handwashing station inside of classrooms and/or bathrooms. Students and Staff are frequently reminded throughout the day to wash their hands with soap and warm water. Each classroom has scheduled bathroom breaks as well that will allow for students to wash their hands throughout the day.

6. Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.

The LEA's facilities team implements a schedule in which at the top of each hour restrooms and classrooms with sinks are checked to ensure they have adequate supplies of soap, paper towels and etc. At each entry point of the building the school has installed hand sanitizer centers and also at every common area entry point. These are also checked at the top of each hour to ensure we are well stocked with supplies in each area.

Personal Protective Equipment (PPE)

7. Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.

The LEA purchased face masks for all staff and students to wear throughout the day. Masks can be requested from our front desk at either school if an individual needs additional masks throughout the day. The school also has an ample supply of gloves, gowns and face shields available for staff that require this as a part of their daily job duties or for staff that request these items to feel safe while working with students.

Maintain Clean and Healthy Facilities

8. Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including high touch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stair rails, faucets, phones, doorknobs, grab bars on playgrounds).

The LEA facilities team completes daily cleaning throughout the day based on a cleaning schedule for each building. This schedule is developed to ensure that all high-touch surfaces are cleaned every 30 minutes. Items housed on individual desk are cleaned frequently by the individual assigned to that desk area by using disinfectant sprays and/or wipes which is provided to staff weekly or on an as needed basis.

Classrooms and common areas are checked and cleaned during student recess throughout the day and also at the end of each day our building goes through a deep disinfection process by our night facilities crew. Any issues arising during the day that requires immediate attention, our day facilities team will complete a disinfecting process to ensure the room and/or area remains safe for students, staff and visitors.

9. Provide the LEA's cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school. Include the LEA's plan to comply with specific required protocols for scenarios when it has been 24 hours or less since the sick person was in the school, as well as when it has been more than 24 hours but less than 3 days since the sick person was in the school.

Classrooms and common areas are checked and cleaned during student recess throughout the day and also at the end of each day our building goes through a deep disinfection process by our night facilities crew. Any issues arising during the day that require immediate attention, our day facilities team will complete a disinfecting process to ensure the room and/or area remains safe for students, staff and visitors.

Given our classrooms and buildings go through a deep disinfection process each day, once we are notified of the possible case our team returns to the room to provide another disinfection of the area to ensure we have properly cleaned the area.

10. Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies and to comply with the requirement that staff must wear gloves while cleaning and disinfecting spaces throughout the building.

The LEA has cleaning chemicals dispensers installed inside of both buildings that receive weekly checks by our vendor. The LEA also purchases monthly disinfectant supplies to restock each classroom and/or building. We also implement a back-up 45 day supply of cleaning supplies at all times for both campuses.

11. Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.

The LEA facilities team performs weekly checks of our ventilation systems and water systems to ensure they are properly maintained. We also have agreements with our contracted HVAC company and Water Monitoring companies for a month's routine maintenance and visit that provides reports on any issues the school may have as well as providing recommendations on next steps to correct the issue.

Response to a Confirmed or Suspected COVID-19 Case

12. Describe the LEA's policies and procedures to:
 - a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and
 - b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.
13. Provide the LEA's plan to comply with the requirements to:
 - a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;
 - b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;
 - c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

The LEA's Human Resources Manager is the point of contact for reporting all COVID-19 cases. The HR manager follows all steps in asking questions and reporting the information to the DC Health as well as communicating this information to the Head of School and Director of Operations.

Individuals who are out of work due to sickness related to or not related to will submit all required documentation to our Human Resources manager to ensure we follow all steps necessary.

Ensuring that all staff and students learn as often on-site as possible, we will not exclude students and staff with COVID-like symptoms if they have provided written or verbal guidance from a medical professional that such symptoms are chronic and unrelated to COVID. To this end, our COVID-19 POC may review all of our daily screening questions to ensure that students or staff with preexisting symptoms have not been exposed.

In some cases, the COVID-19 POC may seek the counsel of the school nurse.

14. Provide the LEA's procedures to support DC Health with contact tracing in the event of a positive case of COVID-19.

The LEA's Human Resources Manager and/or Director of Operations completes all information required on the contract tracing form such as staff/student information. This information is submitted back to DC Health in order for them to complete their tracing. Upon completion of the tracing DC Health will send steps back to the school as it relates to the isolation period for individuals deemed as exposed.

15. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

The LEA sends out communications to families and staff alerting them of any positive case within the school community. Emails do not provide any personal information but outlines the steps in which the school has taken to ensure our school community remains safe.

COVID-19 Testing and Vaccines

16. If applicable, describe the LEA's current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA's plan to ensure that results of such testing programs are reported to DC Health per DC Health's COVID-19 reporting requirements:

dchealth.dc.gov/page/covid-19-reporting-requirements.

Currently the LEA participates in the DC DOH testing of symptomatic and asymptomatic testing handled by our CSS nursing staff. We select 50% of our students for weekly testing.

17. Provide the LEA's plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.

The LEA currently has held information sessions in which it involved physicians to talk to the staff about the vaccine. We encourage staff frequently to take advantage of the local vaccine clinics in the area as well as to provide proof of the vaccine for tracking purposes.

Students with Disabilities

18. Provide the LEA's plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures.

LEAs will ensure that appropriate accommodations are offered to SWDs with respect to its health and safety policies and procedures by taking the following steps: Meridian will send a letter to all families of students with disabilities to remind them about the safety guidelines (i.e. wearing masks) for returning to school. Families will be given the contact information of several members of the Student Support Team so that they can contact the school if their child needs additional adjustments or reasonable accommodations. The letter will be sent via mail and email. In addition to parent requests, teachers will communicate directly with the Student Support Department to inform the department of any school-initiated accommodation requests. In order to determine the appropriateness of accommodations, Meridian will consult its official health policy and procedures, individual student IEPs, parent and teacher input, and behavior plans and work with families to determine appropriate accommodations.

Training, Technical Assistance, and Monitoring

19. Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:
- a. who will receive training and technical assistance;
 - b. the topics that the training and technical assistance will address; and
 - c. how and by whom the training and technical assistance will be delivered.

The LEA will hold townhall meetings throughout the summer and upcoming school year to ensure both families and staff are continued to be trained on safety procedures. Topics will include social distancing, hand washing, pre-screening questions, etc. to ensure we continue to maintain a safe learning environment. Training will be held by school leaders as well as community leaders to ensure we are receiving the most updated information and implementing best practices.

20. Provide the LEA's plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.

The LEA's plan will be monitored by the Director of Operations and the Head of School. Daily walk-throughs of buildings will be conducted by the Facilities Manager and Campus leadership to report any concerns or issues they may have to both the Director of Operations and Head of School. Weekly walk-throughs will be conducted by both the Director of Operations and Head of School to ensure concerns are being addressed and the school remains in compliance with the health and safety guidelines. Campuses that continue to have on-going issues will receive additional support from the Director of Operations to ensure issues are addressed and a plan is implemented to eliminate on-going issues.

Communicating Policies and Procedures to Students, Families, Staff and Visitors

21. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

The LEA plans to continue to hold town hall meetings to discuss key health and safety policies and procedures to families throughout the school year. We also plan to send out weekly newsletters as well as incorporate this information into our family and staff handbooks.

Whenever the school community is impacted by a COVID-19 case, a school wide community email and alert is sent to families and staff alerting them of what steps the school has taken to ensure we are maintaining a safe environment.