Safe Return to In-Person Learning Instruction and Continuity of Services Plan

District Name:	Mount Auburn Preparatory Academy
District Address:	244 Southern Avenue Cincinnati, Ohio 45219
District Contact:	Jamie Brady
District IRN:	017274

Beginning in March 2020, education in the United Statesand the world, changed dramatically due to the COVID-19 pandemic. During the remaining months of the 2019-2020 school year, our students worked at home using paper packets carefully curated to meet the standards not covered during classroom instruction. Communication to families and students was constant to ensure continued student learning and to monitor the well being and support of families.

As the school year ended, it was apparent that the crisis would continue, and we needed to think differently about the 2020-2021 school year. As a result of this thoughtful planning, Mount Auburn Preparatory Academy offered three learning options for families. The chosen option would be implemented on the first day of school, regardless of the student's grade level. These three options allowed families to consider their student's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families were asked to make a choice prior to the start of school and continue with that modality until the end of the first semester. But, our school leadership team had the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school changed, or the Governor enacted a closure order, all students were able to pivot to at home learning immediately.

During the 2021-2022 school year, the arrival of the Delta and Omicron variants of COVID-19 made it clear that the pandemic would continue to impact students across the nation. As a result, we again adjusted strategies and methods to meet the needs of our students and families while complying with the updated Ohio statutes. As of January 2022, we will be offering three options that vary slightly from the options previously provided. Option 1: Full Time in School learning, which continues to be the most desired and academically advantageous opportunity for most students. Option 2: Full Time at Home allows students to continue their schooling full-time, at home. Option 3: Emergency Contingency strategy provides an emergency strategy to allow building leaders to respond to significant upswings in student and/or staff infection rates. In all options, we strive to meet and exceed the needs and expectations of our students, families and staff.

Option 1: Full Time in School
Students come to the school building each day for a full instructional day based on the Board approved calendar. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video

conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President. Before or after school student clubs, activities, tutoring and events will continue as allowable by state and local ordinances.

While maximizing educational options for families, the school will minimize risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts may include facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Option 2: Full Time at Home
Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students are provided a Chromebook and internet reimbursement if needed based on participation and eligibility guidelines. Designated on-line teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers modify activities within each lesson to provide additional practice opportunities, an alternative approach using programs such as iXL, iReady and other programs to differentiate for student learning needs around a given standard. Student growth is assessed within the virtual curriculum by the on-line teacher. Students learning full time at home will also have access to a variety of optional independent learning quest courses as well as live sessions focused on STEM, PE art and Spanish. Each day's instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Families are provided with guidance on how to support their child's learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, reading texts, exercising, etc.

Students with Special Education needs will receive these services as specified in their IEP virtually from specialists located at their home (brick and mortar) school. . The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature is also used by our Title I teachers and those who support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

Students engaged in the Full Time at Home option may choose to attend before or after school clubs, activities and events, however they will be required to comply with the COVID-19 mitigation strategies that are implemented at our school under the guidance of National, State and local health officials. Students who choose this option may decide to return to in-person learning when they feel ready, however they will be required to comply with the COVID-19 mitigation strategies that are implemented at our school under the guidance of National, State and local health officials.

Option 3: Emergency contingency plan
At our school, we know that it is important to be prepared in the event that a new or current COVID-19 variant reduces the opportunity for in-person learning. Examples of this type of event could include a staff shortage due to illness, cleaning recommendations, an increase in student infection rates or other unforeseen circumstances. If needed, the leadership team at our school is prepared to move all learning to a fully virtual education program. This would require that all students and staff utilize the Canvas learning platform through

the school-provided computer devices. Learning during this emergency scenario would include a mix of synchronous, asynchronous, and student-led exploration activities. Attendance would be tracked via the online platform. Student engagement and work expectations would remain as consistent as possible to maintain the authenticity of the learning environment and compliance with Board adopted policies and calendars. Children receiving IEP and other specialized services would continue to receive these services virtually, as required by the state of Ohio. In the event that this emergency contingency plan is necessary, clear and consistent communication with all families will be necessary through all media and print channels.

Attendance Tracking & Documentation:
While a student is utilizing online/at-home learning the School will document the hours the student spends engaged in online/at-home learning and will ensure that the documentation meets the expectations outlined in the FTE manual for documenting non-classroom-based learning opportunities.

When using synchronous remote learning (Option 2 and 3 above) teachers will log student attendance. When using asynchronous remote learning (Options 2 and 3 above), teachers will use evidence of participation to track attendance. Depending on the particular learning activity, evidence of participation may be determined by learning management system log-ins, completion of assignments, and/or interaction with the teacher via messages, emails calls, video, or other modalities. Student participation will be maintained on ODE's Alternative Learning Opportunity Documentation Log or on a similar template requiring teacher/staff signature. Documentation will include at least these elements:

> a. Student SSID
> b. Brief description of learning opportunities, for example, class or course information
> c. Dates and times of actual learning opportunities
> d. Total of verified learning opportunities time
> e. Teacher certification of the reported learning opportunities

In addition, utilizing options 1, 2 and 3 will not alter the 2021-2022 school calendar or learning time (more than 920 hours) approved by the board of directors. The 2021-2022 calendar was approved by the board in accordance with state legislation, school type and grades of students served.

Identifying and Meeting Students' Academic Needs	
Identifying Impacted Students	**Spring 2021** For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-12. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students. The measures below were used to recognize and monitor impacted students in grades K-8. ● Heggerty's screeners ● Ohio Kindergarten Readiness Assessment ● Running records ● Short cycle assessments ● Third Grade Reading Guarantee data ● Read180/System44 screener ● Response to Intervention process ● I-Ready ● Evaluation Team Reports

	The measures below were used to recognize and monitor impacted students in grades 9-12 ● i-Ready ● End of Course Ohio State Tests and the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD).
	Summer 2021 During Summer 2021, i-Ready will be used to measure student growth for all students. A standards-based assessment progress monitoring data from i-Ready will be used. The Heggerty's screeners will be used for students lacking in phonics skills. These screeners may not be for all students based on needs presented. Credits recovered will be a measure used to determine whether high school students made growth or progress during Summer 2021.
	2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed. Teachers will continue to use student progress monitoring data with the same programs available in the Spring 2021 during 2021-2022. This practice has shown students learn more, teacher decision making improves, and students become more aware of their own performance. Assessments and data points will be collected regularly, as appropriate by program or provider, to continue to identify students and monitor their progress.
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Approaches to Support Impacted Students	**Spring 2021** The school is using the following approaches to support impacted students during Spring 2021. ● RtI ● Small group instruction ● Differentiated instruction ● Progress monitoring ● i-Ready
	Summer 2021 The school is using the following approaches to support impacted students during Summer 2021. ● Credit recovery for high school students ● Summer School program for students who are more than 1 grade level behind
	2021-2022 The school will use the following approaches to support impacted students during the 2021-2022 school year. ● RtI ● Small group instruction ● Differentiated instruction ● Progress monitoring ● i-Ready ● Targeted intervention teachers to support grades K-3, 4-8 and 9-12 ● 1:1 student technology to support instruction
	2022-2023

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Professional Learning Needs	**Spring 2021** ● Personalized Learning Plans ● Identifying and monitoring students who are at-risk related to promotion ● Creating academic goals ● Fundations – Initial Training ● Effective Parent Communication and Rapport Building ● Planning Effective Writing Instruction
	Summer 2021 ● ACCEL Academic Frameworks ● Unpacking State Standards Backward Design ● Culturally Responsive Teaching ● Educational Model ● "The Why" (New Teacher Induction) ● The First 25 Days of School ● Grading and Feedback ● Writing Walls and Common Area Displays ● Local Literacy Plan - Culture of Literacy Achievement ● Guided Reading ● Lucy Calkins and the Writing Process ● Running Records (Learning A-Z) ● Structured Teacher Planning Time ● Accountable Talk Stems ● Technology ● Google Apps ● Mastery Connect ● 1:1 Expectations ● Using phone as a document camera ● PowerSchool ● Response to Intervention (RtI) ● RIMPS (K-3) ● Assessments - Assessment Cycle/Calendar ● Ready Reading -Ohio (Reading Teachers) ● Eureka Math (New teachers) ● Standards of Mathematical Practice ● "Number Talks" to Grow Mathematical Minds ● Critical Areas of Focus ● Heggerty's (New Teachers K-3/ ISS/ Title I) ● Fundations (K-3/ ISS/ Title I) ● Academic Vocabulary
	2021-2022

	Professional learning during 2021-2022 will be related to the CCIP, current student data, classroom walk through observations, and academic priorities.
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Partnerships	**Spring 2021** During Spring 2021, we partnered with the following groups and organizations. ● OMEGA Mentoring ● Foster Grandparents ● MAGIC (Mount Auburn Gardens Initiative & Collaborative)
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Alignment	**Spring 2021** Planning for extended learning aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals.
	Summer 2021 Planning for extended learning aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals.
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Resources and Budget	Resources and Curriculum • i-Ready • Eureka Math • Ready Reading • IXL • State standards aligned science curriculum • Chromebooks and related technology • Canvas or another LMS Additional suggested staffing for 2021-2022 and beyond. • Intervention teachers to support grades K-3, 4-8 and 9-12 • School Counselor • Director of Academics • Credit Recovery Coordinator The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state funds to meet the needs of the students and close the gaps. Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning. ESSER II funds will be used to hire additional intervention teachers who will target instruction to help student's fill any academic gaps. Additional funds will be used to retain properly licensed teachers and purchase supplemental curriculum and progress monitoring tools. $580,000

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	**Spring 2021** Staff members below are part of the core team to identify Social and Emotional concerns for specific students. • Behavior Intervention Specialist – K-5 • Behavior Intervention Specialist – 6-12 • Lighthouse Counseling Services • Regional Family and Community Liaison • School Principal Any staff member, regardless on being on the core team, can refer a student to Lighthouse Youth Services for SEL support.
	Summer 2021 Lighthouse Youth Services will continue to support students throughout Summer 2021. Students can continue to be referred throughout the summer by school staff and families.
	2021-2022 Each grade level band will have a PBIS committee to address SEL topics in the school. The PBIS committee identifies targeted students and tracks student progress using SMART goals.
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	Spring 2021

Approaches for Impacted Students	Lighthouse Youth Services provides interventions to specific targeted students. Referrals to the MTSS team occurs through the PBIS teams. The Freestore Foodbank partners with the school with Power Packs to ensure the basic needs are met for students.
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	2021-2022 Lighthouse Youth Services will provide interventions to specific targeted students. Referrals to the MTSS team occurs through the PBIS teams. The Freestore Foodbank partners with the school with Power Packs to ensure the basic needs are met for students. The school expects to purchase a SEL curriculum such as Thriving Learning Communities to use in 2021-2022 and future years for grades K-8.
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Professional Learning Needs	**Spring 2021** ● Best Practices for Increasing Student Attendance ● PBIS ● Counseling Services - Lighthouse
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	2021-2022 ● Best Practices for Increasing Student Attendance ● PBIS ● Counseling Services – Lighthouse ● Thriving Learning Communities or another SEL Curriculum Training ● Other training as needed based on school and student data
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Partnerships	**Spring 2021** Community organizations that partner directly with schools offer students opportunities to practice the SEL skills they are learning at home, throughout the school day, and in their afterschool programming. School-community partnerships are carefully and strategically cultivated and align on a common language, strategies, and communication around SEL-related efforts and initiatives. Community organizations, in partnership with the principal and the SEL team, can foster this alignment for seamless student support. Community partners might include: ● Out-of-school time providers (before and after school programs). ● Community-based nonprofit organizations. ● Health care providers. ● University research centers or colleges of education. ● Mission-driven foundations.

	● Governmental agencies. ● Local business. ● Other institutions that can connect students to their broader communities. Specific school partners include the following. ● Freestore Foodbank provides support for basic needs including food and hygiene through programs such as Power Packs. ● Lighthouse Youth Services is our partner for mental health and recovery counseling and therapy services. ● Men of Omega is a mentoring program for young men to positively define, plan, pursue and achieve their goals. ● The Foster Grandparents Program provides literacy mentors in schools to promote reading and writing. ● Life Church Cincinnati has provided a distribution site for Free Healthy Groceries for families. ● New Leaf Kitchen Cincinnati – Nourishing Minds and Bodies from the Root up provided cooking kits during Covid; Bread making kits, and healthy cooking opportunities when Covid restrictions lifted. ● Didomi Distribution Center has provided quality home, hair, and life products as giveaways for families and those in need. ● Agape Distribution Center provided quality home, hair, and life products as giveaways for families and those in need.
	Summer 2021 Community organizations that partner directly with schools offer students opportunities to practice the SEL skills they are learning at home, throughout the school day, and in their afterschool programming. School-community partnerships are carefully and strategically cultivated and align on a common language, strategies, and communication around SEL-related efforts and initiatives. Community organizations, in partnership with the principal and the SEL team, can foster this alignment for seamless student support. Specific school partners include the following. ● Freestore Foodbank provides support for basic needs including food and hygiene through programs such as Power Packs. ● Lighthouse Youth Services is our partner for mental health and recovery counseling and therapy services. ● Men of Omega is a mentoring program for young men to positively define, plan, pursue and achieve their goals.
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Alignment	**Spring 2021** Planning for extended learning with SEL in mind aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals. Supporting the basic student needs relates directly to improving student academics.
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Resources and Budget	Resources and Curriculum ● SEL Curriculum such as Thriving Learning Communities ● Incentives for PBIS program Additional or continued suggested staffing for 2021-2022 and beyond. ● School Counselor ● Behavior Intervention Specialists ● Regional Family and Community Liaison Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. $117,000