



SOUTH COLUMBUS

PREPARATORY ACADEMY

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

District Name:	South Columbus Preparatory Academy at Southfield
District Address:	3220 Groveport Road Columbus, OH 43207
District Contact:	Jarod Hawk
District IRN:	019200

Beginning in March 2020, education in the United States and 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, South Columbus 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

Truancy:

A "habitual truant" is a child of compulsory school age who is absent without legitimate excuse for five or more consecutive school days, seven or more school days in one school month, or twelve or more school days in a school year. A "chronic truant" is any child of compulsory school age who is absent without legitimate excuse for seven or more consecutive school days, ten or more school days in one school month, or fifteen or more school days in a school year. Ohio law demands that any student who, without legitimate excuse, fails to participate in 105 consecutive hours of learning opportunities offered to the student by the Academy/School shall be automatically withdrawn from the Academy/School. The Academy/School will provide the parent/guardian notice and an opportunity to respond prior to an automatic withdrawal. The Academy/School will send notice of automatic withdrawal to the local courts and to the public school district where the student's parent/guardian resides. Unexcused absence from the Academy/School (truancy) is not acceptable. Students

who are truant will receive no credit for Academy/School work that is missed. A student's designation as a habitual or chronic truant may result in a hearing before a judge in a court of law and/or a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child. A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing. A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year. The Academy/School shall attempt to address student attendance problems through a variety of prevention and intervention strategies. These measures may include, but are not limited to, the following:

1. Offering counseling to the family of a student with truancy problems;
2. Requiring the parent/guardian to contact the Academy/School to discuss the student's absences;
3. Giving a student and his/her parent/guardian written warning about the possible legal consequences of truancy;
4. Requiring the student's parent/guardian to attend a parental education or training program to encourage parental involvement in compelling the student's attendance at the Academy/School;
5. Referring the matter to local courts for consideration;
6. Initiating automatic withdrawal from the Academy/School;
7. Filing a complaint against the student and his or her parent/guardian in the local courts.

The Academy/School will endeavor to work cooperatively with the appropriate state and local agencies to deal with the issue of habitual and chronic truancy. The Academy/School will assure:

1. The attendance policy will be issued annually to parents/guardians (parents/guardians are asked to acknowledge receipt of the policy in writing).
2. The Academy/School will maintain a "flagging" system to identify absent students as potential habitual and chronic truants before they meet the mandatory timelines for classification as such. Parents/Guardians of these students are to be informed of the concern and consequence of such absenteeism.
3. The Academy/School has appointed its HOS/Principal as the attendance officer for the Academy/School. This person may be subpoenaed to Court to verify and testify should there be questions about attendance issues.
4. Letters of notification and warning will be sent via certified mail to the parents/guardians of each habitual and chronic truant.
5. The police may be notified when a child meets the habitual truant standard.
6. The Academy/School will send notice to the superintendent of the public school district where the parent/guardian of the truant student resides.

Teachers are encouraged to consult with the HOS/Principal about a student's attendance problems and to suggest to students and their parents that more formal interventions may become necessary. If an enrolled student is considered a chronic truant, and the enrolled student's parent/guardian fails to compel the student's attendance at the Academy/School, the Academy/School may file a complaint jointly against the student and the student's parent or guardian in the local courts, in accordance with Ohio law.

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-8. 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 Academy conducted the following:

- Running records
- Short cycle assessments
- Third Grade Reading Guarantee data
- RtI process
- Monthly Mock assessments

Summer 2021

During the Math and Intensive Summer School Program, we utilized the i-Ready comprehensive standards mastery assessment system for our students in grades K-8. This online assessment allowed us to measure the academic growth of our students in both mathematics and reading with assigned standards-based assessments of data from end of year diagnostic assessments. Reports within the system allowed us to see which students were on track for meeting grade level goals, which ones were exceeding the expected pace for growth and which ones were not meeting the growth targets. This crucial information formed the basis for the support we provided to students.

The Academy will conduct the following:

- I- Ready
- Scrimmages / Short Cycle assessments
- Running Record

2021-2022

We continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we had 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 also were able to evaluate the effectiveness of our initial approaches and adjust as needed.

Scrimmages/Short Cycle assessments – Students have been given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students have been given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data was used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.

- Monthly Mock Assessments
- Running Record
- RTI Process
- RIMPS – Reading Improvement Plans
- Third Grade reading guarantee data
- Prior year OST data

2022-2023

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. 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.

Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks

	<p>based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.</p> <p>Monthly Mock Assessments Running Record RTI Process RIMPS – Reading Improvement Plans Third Grade reading guarantee data Prior year OST data</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● RTI ● Small group ● Tutoring ● Summer School ● Online reading curriculum ● RIMPS <hr/> <p>Summer 2021</p> <p>For the Math and Intensive Summer School Program we utilized the i-Ready comprehensive standards mastery assessment system for our students in grades K-8. This online assessment allowed us to measure the academic growth of our students in both mathematics and reading with assigned standards-based assessments of data from end of year diagnostic assessments. Reports within the system allowed us to see which students were on track for meeting grade level goals, which ones were exceeding the expected pace for growth and which ones were not meeting the growth targets. This crucial information forms the basis for the support we provide students.</p> <hr/> <p>2021-2022</p> <p>We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. 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.</p> <p>Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.</p> <ul style="list-style-type: none"> ● Monthly Mock Assessments ● Running Record ● RTI Process ● RIMPS – Reading Improvement Plans ● Third Grade reading guarantee data ● Prior year OST data ● After School tutoring ● Increasing number of Title Teachers ● Increasing number of SPED teachers <hr/> <p>2022-2023</p> <p>We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. 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.</p> <p>Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August,</p>

September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.

- Monthly Mock Assessments
- Running Record
- RTI Process
- RIMPS – Reading Improvement Plans
- Third Grade reading guarantee data
- Prior year OST data
- After School tutoring
- Increasing number of Title Teachers
- Increasing number of SPED teachers

Professional Learning Needs

Spring 2021
 The Academy conducted a 2 week summer PD and 5 professional development days throughout the school year. Topics included:

- Creating Short Cycle assessments
- Data Driven Instruction
- Blitz Academic Model
- Child Abuse and Neglect
- CPR
- Crisis and restraint training
- Reading Best Practices
- Math Best Practices
- Classroom Management
- Bloodborne Pathogens
- SPED – ETR process
- 504's
- Horizontal and Vertical Alignment

Summer 2021
 The Academy conducted a 2 week summer PD and 5 professional development days throughout the school year. Topics included:

- Creating Short Cycle assessments
- Data Driven Instruction
- Blitz Academic Model
- Child Abuse and Neglect
- CPR
- Crisis and restraint training
- Reading Best Practices
- Math Best Practices
- Classroom Management
- Bloodborne Pathogens
- SPED – ETR process
- 504's
- Horizontal and Vertical Alignment
- Software Update training
- Making Weakness a Strength – Data dive into OST data to find academic weaknesses of the students body.

2021-2022
 The Academy will conduct a 2 week summer PD and 5 professional development days throughout the school year. Topics will include:

- Creating Short Cycle assessments
- Data Driven Instruction
- Blitz Academic Model
- Child Abuse and Neglect

	<ul style="list-style-type: none"> ● CPR ● Crisis and restraint training ● Reading Best Practices ● Math Best Practices ● Classroom Management ● Bloodborne Pathogens ● SPED – ETR process ● 504’s ● Horizontal and Vertical Alignment ● Software Update training ● Making Weakness a Strength – Data dive into OST data to find academic weaknesses of the incoming students. ● Impact of Time missed from Spring 2020 <p>2022-2023 The Academy will conduct a 2 week summer PD and 5 professional development days throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> ● Creating Short Cycle assessments ● Data Driven Instruction ● Blitz Academic Model ● Child Abuse and Neglect ● CPR ● Crisis and restraint training ● Reading Best Practices ● Math Best Practices ● Classroom Management ● Bloodborne Pathogens ● SPED – ETR process ● 504’s ● Horizontal and Vertical Alignment ● Software Update training ● Making Weakness a Strength – Data dive into OST data to find academic weaknesses of the incoming students.
Partnerships	<p>Spring 2021 Southfield is in the first year of operation but does have a partnership with NYAP for counseling and health. We are currently working on partnerships for tutoring and reading assistance. Southfield also has a strong partnership with our sponsor and other network community schools.</p> <p>Summer 2021</p> <ul style="list-style-type: none"> ● NYAP (National Youth Advocate Program) <p>2021-2022</p> <ul style="list-style-type: none"> ● NYAP (National Youth Advocate Program) <p>2022-2023</p> <ul style="list-style-type: none"> ● NYAP (National Youth Advocate Program)
Alignment	<p>Spring 2021 – We used data points to identify who had been impacted or had an academic gap due to the shutdown. We looked for any student who was in need of further academic support and counseling services. We provided them with the support they needed for further academic and social growth. Our plan aligned with the Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p> <p>Summer 2021 We used data points to identify who had been impacted or had an academic gap due to the shutdown. We looked for any student who was in need of further academic support and counseling services. We provided them with the support they needed for further academic and social growth. Our plan aligned with the Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p> <p>2021-2022 We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is in need of further academic support and counseling</p>

	<p>services and providing them with the support they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p> <p>2022-2023 We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is in need of further academic support and counseling services and providing them with the support they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p>
Resources and Budget	<p>The biggest need for the Academy is staff. We are in need of properly licensed teachers and intervention teachers for Title I. The Academy would like to improve the quality of the curriculum materials, technology and the resources that are useful to students..</p> <p>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.</p> <p>Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning.</p> <p>ESSER 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. \$250,000</p> <p>ARP ESSER Funds will be used to prevent, prepare for, or respond to the COVID-19 pandemic. A minimum of 20% of the allocation will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions. The remaining allocation will align to the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act, based on guidance that what is allowable under one of the ESSER funds is allowable under all of the ESSER funds.</p>

Approaches to Identify and Address Students' Social & Emotional Needs	
Identifying Impacted Students	<p>Spring 2021 – Observations and conversations with students and families. Created partnership with NYAP to give us the tools to identify students with social and emotional needs.</p>
	<p>Summer 2021 – Observations and conversations with students and families. Created partnership with NYAP to give us the tools to identify students with social and emotional needs.</p>
	<p>2021-2022 – Observations and conversations with students and families. Created partnership with NYAP to give us the tools to identify students with social and emotional needs.</p>
	<p>2022-2023 - Observations and conversations with students and families. Created partnership with NYAP to give us the tools to identify students with social and emotional needs.</p>
Approaches for Impacted Students	<p>Spring 2021 –</p> <ul style="list-style-type: none"> ● Provide ongoing mental health support for students and families ● Provide mentorship programs for students ● Offer multiple mental health resources for students and families ● Offer PD for all staff

	<p>Summer 2021 -</p> <ul style="list-style-type: none"> ● Provide ongoing mental health support for students and families ● Provide mentorship programs for students ● Offer multiple mental health resources for students and families ● Offer PD for all staff <p>2021-2022 -</p> <ul style="list-style-type: none"> ● Provide ongoing mental health support for students and families ● Provide mentorship programs for students ● Offer multiple mental health resources for students and families ● Offer PD for all staff <p>2022-2023 -</p> <ul style="list-style-type: none"> ● Provide ongoing mental health support for students and families ● Provide mentorship programs for students ● Offer multiple mental health resources for students and families ● Offer PD for all staff
Professional Learning Needs	<p>Spring 2021 -</p> <ul style="list-style-type: none"> ● Mandated Child abuse neglect training ● Social Emotional training from Sponsor ● Social Emotional training from our NYAP Health Partners ● Increase community resources. <p>Summer 2021 -</p> <ul style="list-style-type: none"> ● Mandated Child abuse neglect training ● Social Emotional training from Sponsor ● Social Emotional training from our NYAP Health Partners ● Increase community resources. <p>2021-2022 -</p> <ul style="list-style-type: none"> ● Mandated Child abuse neglect training ● Social Emotional training from Sponsor ● Social Emotional training from our NYAP Health Partners ● Increase community resources. <p>2022-2023 -</p> <ul style="list-style-type: none"> ● Mandated Child abuse neglect training ● Social Emotional training from Sponsor ● Social Emotional training from our NYAP Health Partners ● Increase community resources.
Partnerships	<p>Spring 2021 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships</p> <p>Summer 2021 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships</p> <p>2021-2022 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships</p> <p>2022-2023 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships</p>
Alignment	<p>Spring 2021 Our plans align with our board approved and legal Health and Wellness Policy.</p> <p>Summer 2021 Our plans align with our board approved and legal Health and Wellness Policy.</p>

	<p>2021-2022 Our plans align with our board approved and legal Health and Wellness Policy.</p>
	<p>2022-2023 Our plans align with our board approved and legal Health and Wellness Policy.</p>
<p>Resources and Budget</p>	<p>Community partnerships and programs with accredited mental health groups. Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000 ARP ESSER can be used to provide mental health services and support.</p>