



Updated Safe Return of In-Person Instruction and Continuity of Services Plan

District Name:	Northside Preparatory Academy
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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, Northside 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	<p>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.</p> <p>We also utilized the following tools and resources to identify impacted students:</p> <ul style="list-style-type: none"> ● Heggerty’s screeners ● Running records ● Short cycle assessments

	<ul style="list-style-type: none"> ● Mock assessments ● Third Grade Reading Guarantee data ● Rtl process ● First and second semester report card conferences ● Interim and report card grades ● Daily school attendance ● Evaluation Team Reports
	<p>Summer 2021 During the summer we will use the following assessments to identify</p> <ul style="list-style-type: none"> ● I-Ready assessments ● Heggerty's screeners
	<p>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.</p> <p>Explain how you will continue to use the other assessments/data points explained in the Spring 2021 box during the 2021-2022 school year. 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, take ownership of meeting goals and teachers' decision making improves so that instructional strategies are targeted to meet the needs of students. Assessment data will be collected regularly as appropriate by the program or provider to monitor the process.</p>
	<p>2022-2023 Explain how you will continue to use the other assessments/data points explained in the Spring 2021 box during the 2022-2023 school year. Teachers will continue to use student progress monitoring data with the same programs available in the 2020-20 school year²¹ during 2022-2023 school year. This practice has shown students learn more, take ownership of meeting goals and teachers' decision making improves so that instructional strategies are targeted to meet the needs of students. Assessment data will be collected regularly as appropriate by the program or provider to monitor progress.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 Northside Preparatory Academy is using the following approaches to support impacted students during the Spring 2021:</p> <ul style="list-style-type: none"> ● Rtl ● Small Group Instruction ● Direct Instruction ● Progress Monitoring ● I-Ready <p>Summer 2021 The school will use the following approaches this summer to support impacted students:</p> <ul style="list-style-type: none"> ● Offer summer school learning opportunities to targeted-students ● Small group interventions <p>2021-2022 The school will use the following approaches to support impacted students:</p> <ul style="list-style-type: none"> ● Title 1 teachers and instructional aides for intervention support school wide for small group and classroom push in support for Reading and Math K-3, 4-8 ● Standardized school-wide intervention time ● One to one technology

	<ul style="list-style-type: none"> ● Rtl ● 1:1 student technology to support instruction <p>2022-2023 The school will use the following approaches to support impacted students:</p> <ul style="list-style-type: none"> ● Title 1 teachers and instructional aides for intervention support school wide for small group and classroom push in support for Reading and Math K-3, 4-8 ● Standardized school-wide intervention time ● One to one technology ● Rtl ● 1:1 student technology to support instruction
<p>Professional Learning Needs</p>	<p>Spring 2021 Professional Development plans for teachers included the following:</p> <ul style="list-style-type: none"> ● Tracking and Monitoring Data –Ohio’s 5 Step Process School-wide Plan ● Marzano’s Classroom Engagement Strategies ● Academic Vocabulary Development – Marzano’s 6 Step Strategies ● Everything Rtl ● Lesson Planning ● Lucy Calkins Writing Instruction
	<p>Summer 2021 Professional Development plans for the teachers will include the following:</p> <ul style="list-style-type: none"> ● Planning and Execution of Tier 1 Instruction ● Differentiated/Small Group Instruction ● Gradual Release ● Development of Academic Vocabulary ● Rigor (DOK) ● Unpacking Standards ● Lesson Plan Development ● School Local Literacy Plan – Creating a Culture of Literacy Achievement ● Lucy Calkins Writing Instruction ● Structured Teacher Planning Time ● Technology/Canvas Learning Management System ● Short Cycle Assessment Development ● Ready Reading ● Eureka Math ● Academic Vocabulary Development ● Rtl
	<p>2021-2022 Professional Development plans for the teachers will include the following:</p> <ul style="list-style-type: none"> ● Planning and execution of Tier 1 Instruction ● Differentiated/Small Group Instruction ● Gradual Release ● Development of Academic Vocabulary ● Rigor (DOK) ● Unpacking Standard ● Lesson Plan Development <p>Consideration will be given to changing trends in academic data to add additional professional development opportunities to support student learning needs and instructional practices and supports.</p>
	<p>2022-2023</p>

	<p>Professional Development plans for the teachers will include the following:</p> <ul style="list-style-type: none"> ● Planning and execution of Tier 1 Instruction ● Differentiated/Small Group Instruction ● Gradual Release ● Development of Academic Vocabulary ● Rigor (DOK) ● Unpacking Standard ● Lesson Plan Development <p>Consideration will be given to changing trends in academic data to add additional professional development opportunities to support student learning needs and instructional practices and supports.</p>
Partnerships	<p>Spring 2021 The following partnerships have been used to support impacted students with academic needs:</p> <ul style="list-style-type: none"> ● Foster Grandparent Program for one-on-one support with reading and math K-3 ● Men of Omega Mentoring to work with 3rd-5th grade students needing academic support mentors to help improve grades and performance. <p>Summer 2021 The following partnerships will be used to support impacted students with academic needs during our summer program:</p> <ul style="list-style-type: none"> ● Foster Grandparent Program for one-on-one support with reading and math K-3 ● Men of Omega Mentoring to work with 3rd-5th grade students needing academic support mentors to help improve grades and performance. ● University of Akron: Multiplying Your Options Engineering Summer Camp- Summer opportunity for rising 7th-8th grade students <p>2021-2022 The following partnerships will be used to support impacted students with academic needs:</p> <ul style="list-style-type: none"> ● Foster Grandparents Program for one-on-one support with reading and math K-3 ● Men of Omega Mentoring to work with additional grade levels to support a student's academic needs to improve grades and performance. <p>2022-2023 The following partnerships will be used to support impacted students with academic needs:</p> <ul style="list-style-type: none"> ● Foster Grandparents Program for one-on-one support with reading and math K-3 ● Men of Omega Mentoring to work with additional grade levels to support a student's academic needs to improve grades and performance.
Alignment	<p>Spring 2021 The plan aligns with the schools current Remote Learning Plan, CCIP grant and the Local Literacy Plan. The plan aligns with the current needs of the school. Each plan is based on current review of all applicable data of programs and assessment. The leadership team meets regularly to review and monitor the process of the school and set goals to assess the overall schools progress and growth.</p> <p>Summer 2021 The plan aligns with the schools current Remote Learning Plan, CCIP grant and the Local Literacy Plan. The plan aligns with the current needs of the school. Each plan is based on current review of all applicable data of programs and assessment. The leadership team meets regularly to review and monitor the process of the school and set goals to assess the overall schools progress and growth.</p> <p>2021-2022 The plan aligns with the schools current Remote Learning Plan, CCIP grant and the Local Literacy Plan. The plan aligns with the current needs of the school. Each plan is based on current review of all applicable data of programs and assessment. The leadership team meets regularly to review</p>

	<p>and monitor the process of the school and set goals to assess the overall schools progress and growth.</p> <p>2022-2023 The plan aligns with the schools current Remote Learning Plan, CCIP grant and the Local Literacy Plan. The plan aligns with the current needs of the school. Each plan is based on current review of all applicable data of programs and assessment. The leadership team meets regularly to review and monitor the process of the school and set goals to assess the overall schools progress and growth.</p>
<p>Resources and Budget</p>	<p>Resources and Curriculum</p> <ul style="list-style-type: none"> ● Chromebooks and Related Technology ● Ready Reading Curriculum ● I Ready Online Technology Program ● Title 1 Staffing to include Instructional Aides K-3, 4-8 ● Additional Grade Level Teachers ● Substitute Teachers <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 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. \$480,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021 Staff members defer to the RtI team to address social and emotional needs of students thus creating intervention plans or strategies to support students' SEL needs. Referrals are made to NECCO Behavioral Health Services with parental support and engagement. Staff members also meet with the Principal or Director of Academics to create individual plans and lessons on building positive relationships with students to support and enhance classroom culture. With the support of the schools Family and Community Engagement Coordinator weekly virtual parent workshops were developed and offered to parents to support the social and emotional of families. Men of Omega Mentoring will work with students in grades 3-5 to build resiliency skills to support social and emotional needs of students.</p>
	<p>Summer 2021 NECCO Behavioral Health Services will continue to work with students and families throughout the summer to address the social and emotional needs of students and their family. During summer school SEL curriculum will be built into the summer schedule to support positive outcomes/behavior during summer learning. PBIS team will develop and adopt school-wide systems of support for enhanced school culture and climate to support SEL needs. Continue to offer parent workshops to support students and families during the summer months. Men of Omega Mentoring will work with students in grades 3-5 through the summer to build resiliency</p>

	<p>skills to support social and emotional needs of students.</p> <p>2021-2022 Implementation of schoolwide PBIS to track and monitor student behavior, social needs, school attendance, create plans and goals.</p> <ul style="list-style-type: none"> ● Implement SEL Curriculum in grades K-8 ● K-3 – Conscious Discipline – Building Resilient Schools and Homes ● 4-8 – Myerson Academy’s Thriving Learning Communities for the development of social and emotional learning skills. <p>2022-2023 Implementation of schoolwide PBIS to track and monitor student behavior, social needs, school attendance, create plans and goals. Implement SEL Curriculum in grades K-8</p> <ul style="list-style-type: none"> ● K-3 – Conscious Discipline – Building Resilient Schools and Homes ● 4-8 – Myerson Academy’s Thriving Learning Communities for the development of social and emotional learning skills.
<p>Approaches for Impacted Students</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Referral to Behavioral Health Service with NECCO ● Referral for Rtl ● Individualized student plans to address social and emotional needs. <p>Summer 2021</p> <ul style="list-style-type: none"> ● NECCO provide services to students and families during the summer months to support social and emotional needs ● Life Church will distribute Free Healthy Groceries to families to provide them with healthy options that they may not have access to in their communities <p>2021-2022 Implementation of school-wide PBIS to track and monitor student behavior, social needs, school attendance, create plans and goals.</p> <ul style="list-style-type: none"> ● Implement SEL Curriculum in grades K-8 ● K-3 – Conscious Discipline – Building Resilient Schools and Homes ● 4-8 – Myerson Academy’s Thriving Learning Communities for the development of social and emotional learning skills. <p>2022-2023 Implementation of school-wide PBIS to track and monitor student behavior, social needs, school attendance, create plans and goals.</p> <ul style="list-style-type: none"> ● Implement SEL Curriculum in grades K-8 ● K-3 – Conscious Discipline – Building Resilient Schools and Homes ● 4-8 – Myerson Academy’s Thriving Learning Communities for the development of social and emotional learning skills.
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Classroom Management Systems and Routines ● PBIS Planning ● Best Practices for Increasing Student Attendance ● SEL Training, Planning and Implementation ● Developing Positive Culture and Climate in the Classroom ● Goal Setting <p>Summer 2021</p>

	<ul style="list-style-type: none"> ● Classroom Management Systems and Routines ● PBIS Planning ● Best Practices for Increasing Student Attendance ● SEL Planning and Training ● Developing Positive Culture and Climate in the Classroom ● Goal Setting <hr/> <p>2021-2022</p> <ul style="list-style-type: none"> ● Classroom Management Systems and Routines ● PBIS Planning ● Best Practices for Increasing Student Attendance ● SEL Planning and Training ● Developing Positive Culture and Climate in the Classroom ● Goal Setting <p>Consideration will be given to changing trends in behavior and attendance data to add additional professional development opportunities to support student learning needs and SEL practices and supports.</p> <hr/> <p>2022-2023</p> <ul style="list-style-type: none"> ● Classroom Management Systems and Routines ● PBIS Planning ● Best Practices for Increasing Student Attendance ● SEL Planning and Training ● Developing Positive Culture and Climate in the Classroom ● Goal Setting <p>Consideration will be given to changing trends in behavior and attendance data to add additional professional development opportunities to support student learning needs and SEL practices and supports.</p>
<p>Partnerships</p>	<p>Spring 2021</p> <p>The current community partnerships are established with the school to offer students and families support with SEL needs and skills to enhance academic learning, appropriate social skills, mental health and wellness to support school readiness. These partnerships service to work hand and hand with the school to enhance school culture and climate thus leading to positive learning outcomes for students.</p> <p>Community Partnerships:</p> <ul style="list-style-type: none"> ● NECCO Behavioral Health Services ● Men of Omega Mentoring Program ● Life Church ● New Leaf Kitchen ● United Way ● Foster Grandparents Program ● Agape Distribution Center ● Free Store Food Bank <hr/> <p>Summer 2021</p> <p>The current community partnerships are established with the school to offer students and families support with SEL needs and skills to enhance academic learning, develop positive social skills, address mental health and wellness to support school readiness. These partnerships service to work hand and hand with the school to enhance school culture and climate thus leading to positive learning outcomes for students.</p> <p>Community Partnerships:</p> <ul style="list-style-type: none"> ● NECCO Behavioral Health Services ● Men of Omega ● Life Church

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Alignment	<p>Spring 2021 The plan aligns with the schools current Wellness Plan. The plan aligns with the current needs of the school. Each plan is based on current review of all applicable data of programs and assessment. The leadership team meets regularly to review and monitor the process of the school and set goals to assess the overall schools progress and growth.</p> <p>Summer 2021 The plan aligns with the schools current Wellness Plan. The plan aligns with the current needs of the school. Each plan is based on current review of all applicable data of programs and assessment. The leadership team meets regularly to review and monitor the process of the school and set goals to assess the overall schools progress and growth.</p> <p>2021-2022 The plan aligns with the schools current Wellness Plan. The plan aligns with the current needs of the school. Each plan is based on current review of all applicable data of programs and assessment. The leadership team meets regularly to review and monitor the process of the school and set goals to assess the overall schools progress and growth.</p>

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<p>Resources and Budget</p>	<p>Resources and Curriculum</p> <ul style="list-style-type: none">● SEL Curriculum and Training● PBIS Program and Incentives● PBIS Technology Based Tracking System <p>Additional Staff Supports</p> <ul style="list-style-type: none">● Dean of School Culture and Climate● School Counselor <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000</p>