



Safe Return to In-person Instruction and Continuity of Services Plan

District Name:	Horizon Science Academy Dayton Elementary
District Address:	4751 Sue Ann Blvd. Dayton, Ohio 45415
District Contact:	Alyse Pennington, apennington@horizondayton.org
District IRN:	000808

All students will return to in person learning for the 21-22 SY. There will not be a waiver for the number of hours therefore students will be in school for 6 hours a day, 183 days for the year. No online learning option will be provided as that allowance will not be available from the state of Ohio. Online learning is not included in our current charter. Students and staff will follow the traditional school calendar.

Communication with all stakeholders will occur through the database announcements, emails, SeeSaw, and SchoolReach.

The school will continue to provide report cards, progress reports for students with an IEP, parent teacher conferences and home visits.

Transportation will be provided by Dayton Public Schools via First Student and all guidelines and procedures set up by these districts will be followed.

Health and Safety

In the event that a COVID-19 breakout occurs, the school will follow all current guidelines from the CDC and the local health officials including contact tracing.

Wearing of masks will be strongly encouraged for all unvaccinated students, staff and visitors. Staff will discuss with their homeroom classes the correct way to wear a mask, making sure it covers the nose and mouth. Face shields will be available to any student or staff member who prefers to wear a face shield.

All staff members have already been vaccinated. New staff will be given information for vaccination if not already vaccinated and as vaccinations become available to students under the age of 12 that information will be provided to parents and guardian

All physical distancing guidelines recommended by the CDC and the local health will be practiced in the classrooms and hallways.

Staff, parents, and students will be encouraged to perform health checks including temperature checks before arriving to campus. Students will use hand sanitizer or hand washing upon arrival into classrooms. Handwashing will occur at various times throughout the school day including directly before lunch time.

School personnel will provide COVID safety training/materials as well as communicable disease training to faculty and staff. School personnel will provide education to staff and students regarding health and safety protocols as they relate to prevention of communicable disease. Any students or staff demonstrating symptoms will be referred to a health care professional. Prior to returning to school, the school nurse will be consulted or documentation from a health care provider will be provided. Exclusion procedures will follow best practices. Students and/or staff exhibiting COVID symptoms will be required to wear a provided mask. Students/adults who are symptomatic will be issued a mask to wear until they are picked up by a parent or leave the building.

Ventilation, duct cleaning and HVAC quality will be assessed the Summer of 2021 and will be upgraded based on recommendations from various HVAC companies.

Cleaning supplies are provided for each classroom. Students will have access to cleaning supplies and be trained on the proper uses. Students will be responsible for cleaning their desk, chair, lockers, and supplies. Each class will set up a cleaning schedule with handwashing available to all students prior to lunch. Janitorial staff will be cleaning classrooms, including door knobs, common areas such as restrooms, water fountains, etc. frequently throughout the day. Deep cleaning will be done at the end of each day.

All emergency drills will be conducted as required by the state and local government.

Field trips will be considered on an individual basis and all CDC and local health guidelines will be followed.

Academic/SEL

Impacted Students: How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?

- We will identify students through a variety of ways. STAR and NWEA map tests, teacher observation and assessment data, state test scores including Ohio State Tests and OELPA data, prior educational records, attendance data, percentage of completed work, IEP data, RTI data, discipline data including historical data, and input from parents will all be used to evaluate and identify which students have been impacted most by the pandemic.

Needs Assessment: How will schools and districts identify the needs of those students?

- The needs of students will be identified through standards gap analysis, STAR and NWEA growth tests, teacher observation and assessment data, state test scores including Ohio State Tests and OELPA data, prior educational records, attendance data, percentage of completed work, IEP data, RTI data, discipline data including historical data, input from parents.

- Once needs have been identified, a student learning path will be determined that will include goals for the student, who will provide the instruction, how the student will be monitored for progression towards the goals, and the strategies and tools that will be used. Students not making progress will be reviewed to determine if strategies and tools are appropriate or if the goal needs to be reconsidered and revised.
- STAR assessments will also be given a minimum of 3 times over the course of the traditional school year (Fall, Winter, Spring). This data will be used to begin the identification of student needs. STAR assessments can be given additional times as needed to measure student growth.
- 3rd grade Fall OST data will be collected and used to inform instruction for the current years' students.
- Spring OST data and OELPA scores will be reviewed to determine gaps for the upcoming year in terms of Tier 1 instruction and used as a piece of information to determine student goals and needs for the upcoming school year.

Resources and Budget: What resources are available to address those needs? Generally, what is the budget for the plan?

- We utilize STAR benchmark assessments for Math and Reading with all students. A committee has researched the best tools for diagnosing gaps that are evidenced based as well as researching evidence based teaching strategies to address these gaps. The current RTI tiered process is also under evaluation and will be updated to reflect the evidence based tools and strategies.
- Ongoing Professional Development (PD) is being planned throughout the next 2 years to support teachers in reading and math resources and differentiated teaching strategies. I.e Guided Reading, using data to guide instruction, SEL, new diagnostic tool training, dyslexia screening, progress monitoring, etc. Adjustments have been made to the 2021-2022 School Calendar to ensure additional PD time is available.
- Hiring additional instructional teacher aides to assist teachers with whole group and small group instruction has been included in the budget for the upcoming year.
- Budget- \$1,000,000 over the next 2.5 years to include salaries for extra hours for staff over contracted time, PD, Summer School, instructional supplies, online resources, transportation for students
 - Salaries- \$600,000
 - PD- \$120,000
 - Technology needs- \$120,000
 - Instructional Supplies- \$100,000
 - Online Resources- \$60,000

Approaches: What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)

- Summer School with a reading and math focus has been implemented for the summer of 2021. The program lasts for 4 weeks for 20 hours a week. We have accepted 60 students starting with those students who demonstrate a need.

- Summer School will also be implemented for the summer of 2022. This program will include reading as well as math academic support.
- Additional academic recovery programs and interventions will be implemented for 2021-2022 school year.
- There will be classroom and non-classroom based hands-on activities to support project based learning strategies.
- Community schools must provide a minimum of 920 hours of learning opportunities per year. We will be providing 1,098 hours during the 2021-2022 School Year.
- Parent informational classes will be held throughout the year to inform parents of the programs and curriculum their students are using for learning in school to best support them at home.
- We offer the Concept Young Scholars Program, which provides students with academic and SEL assistance throughout the school year as well as an assigned mentor. Students will work on academic, social, and emotional needs, as well as community service and leadership activities.
- Academic and enrichment activities will continue such as Science, Math, and Art competitions, as well as Writing Contests, and Spelling Bees allowing additional enrichment support and experiences for student academic and SEL needs.

Partnerships: Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?

- Concept Schools- management company, collaboration of academic and SEL needs
- Lake Erie West Educational Service Center- Accountability & School Improvement Department
- Samaritan Behavioral Health- SEL Second Step and character education programming
- Miami University- Ohio School Wellness Initiative
- State Support Teams-curriculum and resource support
- Montgomery County ESC- PD for staff

Alignment: How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

- Continuous PD throughout the year to focus on student learning, especially gap needs, and mental health needs.
- Common grade level standards based assessments
- Continued home visits and parent conferences both in person and using a virtual platform as a tool to have ongoing communication with teachers and families regarding student progress, academic needs, and SEL concerns.
- Increasing the amount of family engagement activities throughout the school year.

Public input:

We will periodically review and revise the plan as appropriate. We seek public input and take such input into account.

Thoughts and opinions can be submitted to apennington@horizondayton.org