

Safe Return to In-person Instruction and Continuity of Services Plan • 2021-2022 SY

Face to Face Instruction:

DAMPE Community School will start the 2021-2022 school year with our traditional instructional model of 100% in-person instruction for five days a week. The state of Ohio, in particular Hamilton County, Ohio, has seen the spread of COVID -19 decrease significantly and the spread of COVID-19 on our campus was extremely low as we ended the school year. The state of Ohio has also ended all health mandates related to the COVID-19 pandemic that impact schools.

The Ohio legislature and the Ohio Department of Education provided schools with the necessary flexibility to develop and institute remote instruction and learning plans. During this time, DAMPE offered a hybrid instructional model that offered our learning community with face to face and remote options. These options aligned with the Ohio Department of Education's and our school sponsor, Educational Resources of Ohio (ERCO) Sponsorship remote learning plan criteria.

In April 2021, the Ohio Department of Education informed school districts that the Ohio legislature had not extended the remote learning flexibilities granted for the 2020-2021 school year; therefore, DAMPE school district plans to return to in-person learning for all students during the 2021-2022 school year.

Health and Safety Guidelines:

Students and staff will be encouraged to continue to wear masks, regardless of vaccination status. If students are outdoors, they are not required to wear masks unless there is a congregation. Social distancing will be practiced as often as possible. Students and staff are encouraged to remain three feet apart while in doors as much as possible. Hand sanitizer has been provided for all locations. Sanitizer will be available throughout the buildings and sanitizer will be in every classroom. Classrooms and buildings will be cleaned daily. Cleaning supplies have been made available to all buildings and a cleaning crew comes 4 days a week to replace soap and towels and clean the environment.

Identifying Academic Needs:

Impacted Students and Needs Assessment: For the 20-21 SY, DAMPE can use data from the results of curriculum and classroom assessments as well as the results of the statewide assessments such as the

STAR assessment. This data can help determine what students have been most significantly impacted by the pandemic. The school will need to use the data that they have and also determine which students did not take the assessments. Teachers will need to assess students whom missed out on core instruction and/or statewide assessments. Data can be used to adequately understand what units and areas of content material students have missed due to the pandemic. Administrative staff can review data from transcripts and report cards as well as information from progress reports.

Using the data collected, the school can create a list of students with the most significant needs and prioritize these students. This data can also determine which content standards need the greatest focus at each grade level. Literacy and Math are subjects that will be prioritized as well as the prioritization of learning standards. Response to Intervention data will be used to determine which interventions work with particular students and need to be continued with students during the extended plan time. Interventions will continue to be progress monitored.

For current students, Administrative staff will be able to review statewide assessments for student data as well as data from report cards and transcripts. Incoming students that are applying to DAMPE should have transcripts and final grade reports.

Looking at the 22-23 SY, administrative staff can use data from transcripts and grade card review. School staff should have information on the last statewide tests that the student had taken to assess key concepts not understood.

How will academic gaps be filled?

Teachers call parents to address any academic concerns regarding student learning loss. The administrative assistant calls parents to address students' needs as well. DAMPE's communication with parents and students is strong. DAMPE staff is better able to understand the needs of students through talking with parents about the student's progress or lack thereof. Data from parent interviews, data from statewide (STAR) assessments and data collected from learning packets sent home and learning packets in the classroom determines the gaps that need to be filled. DAMPE Principal, Ms. Bronston, has created a Gap folder. The GAP folder contains classroom work as well as home packet learning that addresses deficiencies in learning. Technology is crucial for students to learn at the elementary level because students need to be proficient in completing work using technology, as technology is crucial for "today's world." Technology classes have been developed and these classes address learning deficiencies that students are currently facing.

DAMPE is starting an after school program on April 21, 2021. Teachers, paraprofessionals and volunteers will target areas obtained from data and provide individualized and group learning.

Summer school begins on June 7, 2021 and ends July 2, 2021. Students will arrive at 8:00 am. and depart at one. The Summer school program will be offered to students with the most significant need. Summer school will be a regular program offered by DAMPE through at least the 22-23 SY.

Instruction will need to be differentiated to meet the needs of all students including students with learning loss. Differentiated instruction occurs during the regular school year and differentiated instruction will continue as a practice at DAMPE to address learning loss.

Approaches/Partnerships to Identify Social and Emotional Needs:

Teachers continuously try to reach students and teachers will reach out to Administrative staff when a student is struggling with social and emotional needs whether it is related to the Pandemic or not. Licensed therapists and Dr. Hickman provide social and emotional learning currently at DAMPE. SEL instruction in areas of development are implemented and topics such as bullying have been discussed with the children at DAMPE. This focus on SEL is imperative to students at the elementary level especially during the time of a Pandemic. DAMPE mental health specialists are implementing a program called “Forty Developmental Assets” to address the current social and emotional needs. DAMPE is currently developing Success Plans for their students and students with greater needs have Individualized Education Plans (IEPS). The IEPS contain specific academic and behavioral goals that students work on regularly with a licensed Intervention Specialist. Response to Intervention and progress on goals will continue to be monitored during the extended learning plan time.

DAMPE has recently set aside time in the morning for students to have special social time with their parents. Muffins with Moms and Donuts with Dads are two social opportunities for students to participate in with parents, guardians or special family members or friends. These are two upcoming events in April that focus on social developmental areas.

The Pandemic has undoubtedly caused stress amongst families. DAMPE focuses on music, art and physical educational opportunities for students. Research shows that Art, Music and exercise helps with stress levels so this type of instruction is utilized during the pandemic and will be utilized for years to come. DAMPE will continue to staff caring teachers, administrators and therapists to reach out to students and address needs relating to the Pandemic or issues related to health and wellness. These services and staffing will not likely change through the end of the 2023 school year.

Resources and Budget:

Some of the resources provided by the school district have been mentioned. Other resources include possible online resources, curriculum materials and educational supplies.

Budget: Stimulus money was provided to the school and we will be utilizing this money. When reviewing the funding, the ESSER #2 funds will be utilized for resources etc. for the Extended Learning Plan.

Our district goal is for 85% of students in grades K-8 will demonstrate growth in Reading and Math by increasing their growth score on the STAR Reading and Math assessments (which assesses multiple CCSS Reading standards) by 5-7 points. DAMPE will continue to review Reading and Math STAR assessment data and identifying the gaps within the scores. DAMPE will continue to look at test data and identify areas of concern in order to provide the support needed for students to improve test scores. Offering an after school program as well as providing Summer school will help close gaps in learning loss due to the pandemic.

Periodic Review and Public Input:

DAMPE Leadership team will review this plan and provide the Board of Trustees and other relevant stakeholders with updates. Additions will be made to the plan as needed.

This plan will be published on the School's website and families can provide input during Curriculum night and conferences. Parents will also be able to provide input via email or online as directed on the webpage. Any future revisions will be added to this document and updated on the district website.