

The Richland School of Academic Arts



Where Academics & Arts Come *Alive*

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

The Richland School of Academic Arts will return to full “In Person” schooling for the 2021-2022 school year. In the 2020-2021 school year, RSAA was in session from the beginning of the year, operating with a Hybrid model of in-person and a limited number of remote days.

The Richland School of Academic Arts will maintain their **“Re-opening Guidance”** provided by the Richland Public Health Department as well as Board policy guidelines on face masks and handwashing.

Face Masks: Board policy recommends that all staff and students wear face masks while at school unless they are unable to do so for health or developmental reasons. (These guidelines will be reviewed as local, state or national guidelines change.)

Social Distancing: Individual desks have been arranged to allow for physical distancing of students. Hallways have colored dots on the floor to mark distancing as students proceed through hallways. All classrooms including specials, have eliminated shared materials as much as possible. Visitors and volunteers are not permitted to enter the school.

Food Service: Cafeteria tables have been removed and individual desks have been placed to allow for physical distancing while students are eating. A second section of desks in the theater have been arranged to allow for physical distancing. Meals are provided by a catering company which has each meal individually wrapped for heating. Students pick up their own meals and no food is shared. Cafeteria aides clean each desk prior to the next class reporting to the cafeteria.

Daily Handwashing/Respiratory Etiquette: Staff and students will use hand sanitizer upon entering the building and at the end of the day. In addition, daily handwashing will take place before lunch, after recess, use of restrooms and whenever a child coughs or sneezes into their hands or blows their nose. School personnel are also not allowed to shuttle items to students that parents would want to drop off during the day.

Cleaning of Facilities: Classrooms are cleaned and sanitized on a daily basis. Frequently touched surfaces ie. door handles, crash bars, toilets, counters, sinks are cleaned frequently during the day as well. Classrooms are stocked with supplies for daily cleaning and wiping of surfaces frequently.

Ventilation: RSAA was renovated in 2016 and 2020 (final phase) allowing for all new ventilation systems to be installed. Air quality has been checked with each phase of renovation by professionals. RSAA enjoys a climate controlled environment.

Medical/Mental Health: RSAA has contracted with The Richland Co. Health Dept. for a school nurse. The nurse has her own clinic and a separate room across from the clinic for use. The clinic is cleaned and sanitized frequently during the day as well as after school in preparation for the next day. Mental health issues may also be addressed by the school nurse and administration or counselors from Family Life and Catalyst by the parent.. All staff members have been trained in Mindfulness and Suicide Prevention.

Contact tracing: The school nurse, which is assigned by Richland Public Health, will be in charge of calling parents and reporting cases to the local health department, who will then start the contact tracing.

Diagnostic/Screening Testing: Parents will be called if students are exhibiting symptoms of COVID-19 and advised of the 3RD STREET FREE CLINIC hours of operation.

Staff Vaccinations: All staff members were offered the opportunity to be vaccinated through an agreement with Discount Drug Mart. The school will recommend various clinics for student vaccinations if parents contact us.

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED:

All students' instructional needs, including students with disabilities, will be determined through a variety of online diagnostic assessment tools at all grade levels. All diagnostic assessment tools provide data assessment reports to determine and monitor each student's academic growth.

Grades K-6 will use Google Classroom online platform as their Learning Management System to access Zoom, Seesaw, and Book Widgets in addition to class meetings with direct instruction, assignments, tests, and asynchronous learning/intervention with students. Book Widgets, an interactive online platform, will allow students in K-6, to practice concepts from instructional lessons, while gaining immediate feedback. Students and families will have access to EPIC as an additional resource for online books.

Students in K-3 will be identified in the first month of school as either "On Track" or "Not On Track" based on the KRA-R and ESGI, The Benchmark Assessment System (Fountas & Pinnell/Reading Levels), and the iReady Reading and Math Diagnostic Assessments.

Data will be used to develop Reading Improvement and Monitoring Plans (RIMPS) for each student who benchmarks as "Not On Track".

Student data will be maintained in the KReady System, the ESGI Management System, The Benchmark Assessment System, and the iReady Diagnostic Assessment System which will provide teachers with continuous access to student data. Specific attention will be given to students who are At Risk or have special needs.

Incoming **Kindergarten** students will be screened through the KRA-R which provides data on K Readiness and the ESGI Diagnostic Screener which provides data regarding letter recognition,

sounds, phonemic awareness, sight words, counting, patterns and number sense. ESGI can be customized to the students' academic needs.

Grade 1 student instructional needs will be determined through ESGI during the year and additionally, iReady Diagnostics the second half of the year for Reading and Math. Fountas & Pinnell's Benchmark Assessment System will provide data on reading levels. Fluency passages are assessed weekly and sight words are assessed daily to progress monitor student achievement.

K-1 students, in addition to classroom direct instruction, will utilize RAZ-Kids, an online platform that allows students to practice reading skills daily. This platform has a Reading A-Z tool which allows teachers to use reading resources from running records to fluency passages. Teachers can create digital assignments on platforms such as Seesaw for in person class or small groups. Teachers are able to print books for guided reading as well as books to read at home with their families.

Additionally, students in **Grades 2-3** will be given Fountas & Pinnell fluency assessments which will be downloaded and scored to determine reading levels. The Title I teachers and Intervention Specialists will provide intervention through class/individual meetings utilizing Zoom or Seesaw platforms.

Grades 2-6 students, in addition to classroom direct instruction, will be assessed monthly in Reading and Math using the iReady Diagnostic Assessments which generates individual student reports showing strengths and indicating learning gaps in concept knowledge. The assessment will provide each child an individual plan in order to fill their specific learning gap.

The iReady Teacher Toolbox for both Reading and Math is the online curriculum which allows the teacher to provide synchronous or asynchronous instruction as well as individualized intervention.

Teachers and students in **Grades 7-8**, in addition to classroom direct instruction, will be utilizing Canvas as their Learning Management System. Students will use "No Red Ink" as their writing curriculum which will be available online. Students will be required to work on three 45 minute individualized lessons per week. The iReady program provides feedback to the student on their tested lessons and prescribes intervention lessons to fill any gaps. Seventh and eighth grade students are assessed at the beginning of every month using the iReady Reading and Math Diagnostic Assessments. Students will be utilizing "Big Idea Math" online curriculum for Advanced Mathematics, Algebra and Geometry.

Data is stored in each Learning Management System in the form of reports that provide teachers with continuous academic feedback and access to student data.

II. METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGHER LEVEL.

All students, including students with disabilities, will be assessed with the iReady Adaptive Reading and Math Diagnostic.

Students in grades **K-2** are assessed daily and/or weekly on letter recognition, sounds, phonemic awareness, sight words, counting, patterns and number sense using the diagnostic tools; ESGI, Fountas & Pinnell and iReady. Teachers may work online and individually with students for guided practice or diagnostic assessment.

Students in **Grades 2-8** are assessed at the beginning of every month through the iReady Diagnostic Assessments. These assessments provide electronic reports on the student's growth level in Reading and Math as well as targeting individual learning gaps.

RSAA utilizes Marzano's Standard-Based Grading System to ensure that grade level standards are mastered. All students will be promoted based on their growth, and mastery of their grade level standards at a performance rate of 70%, achieving a grade of a #2, #3, or #4. Attendance and participation rate will also be considered towards promotion.

Additionally, in regard to retention, Board Policy #245 Promotion and Retention, A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study unless the Principal and the teachers determine that the student is academically prepared to be promoted.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES:

The Richland School of Academic Arts teachers' will develop lesson plans that provide student learning opportunities for a minimum of 5.5 hours per school day in the school's adopted school calendar that totals 951.5 hours. Teachers will be provided with three professional development days to support continued training in Learning Management Systems and designing learning opportunities for instruction.

Additionally, RSAA will follow all Board adopted attendance policies and the state guidelines for truancy in determining and documenting whether a student is meeting attendance requirements. We will be keeping track of the hours that each students attends through the time spent in the following:

- Teacher led learning activities (synchronous)

- **Self-directed learning (asynchronous) with evidence of daily logins (iReady, Flipped Learning lectures) and/or evidence of daily work/diagnostic assessments completed.**
- **Assignment completions-Teachers will assign daily work or homework to be completed by the next day or with extended time as indicated by an IEP or 504.**
- **Per our Board Policy #251 (Attendance/Truancy/Withdrawal) we will automatically withdraw a student from the school if the student, without legitimate excuse, fails to participate in 72 consecutive hours of the learning opportunity offered by the teacher.**

All attendance will be submitted to EMIS as usual.

The expectation and requirement is that all students will be in classes per the daily schedule. All grade level teachers will build calendar schedules for class sessions and daily work for students and parents to follow. Online, recorded classes, may be archived for students who need to hear class discussion again or for those students who may have missed a daily in person class session.

Teachers will take attendance daily at the beginning of every class and confirm weekly, the work accomplished by the students. Assignments may be turned in on Canvas, Seesaw and Book Widgets which allows the teacher to monitor grade assignments. Remote learning will not be used to make up absences from in-school learning.

Students with disabilities will receive all services as determined by their IEP goals through synchronous learning sessions, work assignments and asynchronous instruction and/or intervention. Related Services will be provided through individually scheduled in-person sessions with therapists.

IV. STUDENT PROGRESS MONITORING:

Students in grades K-2 are assessed daily and/or weekly on letter recognition, sounds, phonemic awareness, sight words, counting, patterns and number sense using the diagnostic tools; ESGI, Fountas & Pinnell and iReady. Teachers will work individually with students for guided practice or diagnostic assessment.

Students in grades 2-8 are assessed at the beginning of every month through the iReady Diagnostic Assessments. These assessments provide electronic reports on the student's growth level in Reading and Math as well as any learning gaps.

Progress monitoring of students in grades K-8, including students with disabilities, takes place daily, weekly and monthly using the diagnostic tools mentioned above. Progress monitoring is used to insure that students' achieve academically, that learning gaps are addressed. Progress monitoring is also used as a tool for reflection upon lessons. Classroom teachers, Title I teachers and Intervention Specialists can effectively support learning and provide intervention based on the diagnostic data.

V. ASSURANCE OF EQUITABLE ACCESS:

Classroom teachers and administrators checked with all students and families to determine their needs for a computer and/or WiFi in order to accomplish homework, diagnostic assessments, and class work. By communicating with parents, RSAA was able to determine which families needed WIFI and provided information on where to obtain free access. Through a grant to the school, we are able to pay for hotspots if a student(s) needs WiFi. We have also worked with NCOCC to acquire 40 free hotspots for students in need.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT:

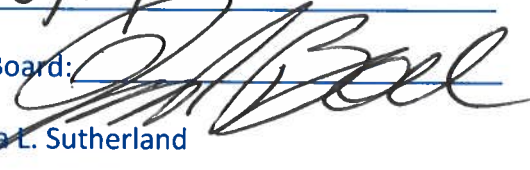
Teachers have received professional development prior to the start of the school year on:

- 1) State and CDC guidelines regarding safe school restart
- 2) COVID19 prevention, symptoms and reporting
- 3) Learning Management Systems ie. Canvas, SeeSaw, Book Widgets, and Google Meets
- 4) PBIS, De-Escalation Techniques
- 5) Child abuse, Blood-borne Pathogens, Sexual Harassment, Basic First Aid
- 6) Empowering Leadership/Expectations of Children of Poverty
- 7) Cultural Sensitivity and Mindfulness

Date of Board Approval: _____

6/17/2021

Authorized Signature for the Board: _____



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