# RESET AND RESTART GUIDE

# FOR COVID19

# 2020-2021

**PURPOSE**

The purpose of this plan and document is to aid Dayton Leadership Academies employees and families in navigating the reestablishment of our school system where employees, students, and families feel safe and to reduce the impact of COVID-19 conditions upon returning to school. The guidelines referenced in this plan are based on the [Montgomery County Guidance for Schools](#) and [CDC Recommendations](#). Regular updates will be made to this plan based on information provided by the CDC and applicable federal, state and local agencies.

**GUIDING PRINCIPLES**

In order to promote the continued well-being of our employees and students the following guiding principles have been put in place:
1. **Caring** for students and adults- especially the most vulnerable
    ○ Protect the health and safety of students, parents, caregivers, educators and the community. This means adhering to health and safety guidelines including:
        ■ Vigilantly assess for symptoms
        ■ Wash and sanitize hands to prevent spread
        ■ Thoroughly clean and sanitize school environment to limit spread on shared surfaces
        ■ Practice social distancing
        ■ Implement face covering policy
2. Prioritizing **student learning** and ensuring **effective teaching**
    ○ Flexibility and choice of how students will learn is given to families (face-to-face and remote learning options)
    ○ Training for instructional staff on best instructional practices for blended and remote learning

**SECTION 1: CARING FOR STUDENTS AND ADULTS**

**Social Distancing**

Social distancing is an effective way to prevent potential infection. School staff and students will, when possible, maintain 3-6 foot social distance among students and staff in all school environments, including classrooms, hallways, restrooms, cafeteria, playground, drop-off and pick-up locations, and school buses. Where social distancing is difficult, face coverings are even more essential. Everyone is asked to reinforce distancing with visual cues such as floor markings and signs. We will avoid using shared materials or shared spaces (lockers, cubbies, etc.). Attempts will be made to reduce the mixing of student groups by content teachers changing classes instead of students.
   ● Electives - Due to the nature of art, music, and physical education, 6-feet social distancing may not be adequate. Teachers and students should maintain as much distance as possible when actively playing and performing.
   ● Transportation - DLA, First Student, DPS, and RTA realize that 6-foot distancing is not possible on buses and will require face coverings on buses. Non-family members will be limited to 1 in a seat

and buses may be loaded from back to front and unloaded from front to back. Seats will be assigned.
- Traffic Flow – DLA has devised plans to mitigate social distancing with procedures such as restricting traffic flow in two directions, distancing reminders, and appropriate signage.
- Interactions/Gatherings – Non-essential/informal meetups and visits should be avoided. Virtual meetings are encouraged in lieu of face-to-face meetings.

**Student and Staff Facial Covering Policy**



Students and staff need to adhere to the following procedures on facial coverings while at the building per CDC recommendations.
- Students, staff, and visitors must wear a mask when entering the building
- Students, staff, and visitors must wear a mask when in the main office
- Students and staff must wear a mask while in the hallways, atrium, or any common area
- When transitioning anywhere inside and outside of the classroom students and staff must wear a mask
- When in close proximity to others, students and staff must wear a mask. Examples include small groups, reviewing student work, circulating, playing outside, etc.
- Students and staff must wear a mask in the restroom
- Students must wear a mask on the bus per district/bus company regulations

Exemptions to wearing a facial covering:*
- Facial coverings in the school setting are prohibited by law or regulation.
- Facial coverings are in violation of documented industry standards.
- Facial coverings are not advisable for health reasons.
- Facial coverings are in violation of the school's documented safety policies.
- Facial coverings are not required when the staff works alone in an assigned work area.
- There is a functional (practical) reason for a staff member not to wear a facial cover.
- While students are at their individual seats/desks (which are 2ft apart), they may remove their facial covering as long as they are seated (students sharing 1 table are required to keep masks on).
- While eating breakfast and lunch at their desks, students may remove their facial coverings as long as they are seated.

- While outside and maintaining social distancing students and staff may remove their facial coverings, until it is time to line up. This applies to recess and outdoor class activities.
- Staff may remove facial covering if instructing at the front of the room.
- Staff may remove masks when alone in their classroom or office.

\* The Principal must be consulted for any of these exemptions.

*Please note that social distancing should still be practiced even with the use of face coverings.*

In addition to using PPE, please remember to:
- Wash your hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available
- Avoid touching your eyes, nose, and mouth
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.

**Proper use of Face Coverings/Hygiene**

*The following information about face coverings could change based on the guidance from Public Health.*

Face coverings are an important part of employee and student protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. Staff members should understand their role in influencing students and instructing them on proper prevention strategies. Face coverings will be required for all staff. Staff will encourage and educate students on the importance of wearing face coverings in accordance with local and state guidelines and requirements. A family member should alert the school building in writing if a student has a medical or developmental reason for not wearing a face covering.  Efforts will be made to not make face coverings a discipline situation for students. The school will need families to help in this partnership as we work to control the spread of viruses in our school buildings. Remote learning is an option for any student/family who prefers not to wear a face covering.

Touching your face with contaminated hands poses a significant risk of infection. Please remember to wash your hands properly as it is the number one defense against any virus.

For some students and/or staff, a face shield may be more appropriate and would be recommended in lieu of a face covering.

**Face Coverings/Shields/Hygiene in the School Environment**

**Classrooms:**
- Although DLA has safety protocols in place, students who attend school will incur some level of risk.
- DLA will decrease the likelihood of infection with hygiene, cleaning, and safety procedures, but being in a public place has a certain level of risk that cannot be eliminated.
- Classroom occupancy will be determined based on each individual circumstance with the maximum amount of safety considerations as possible.
- All staff will be required to wear face coverings.

- Students in grades K-8 will be required to wear face coverings in the classroom.
- Space seating/desks at least 3 feet apart when feasible.
- Turn desks to face the same direction, or have students sit on only one side of tables, spaced apart.
- If tables are used, keep students 3 feet apart from each other around tables.

**COVID-19 Case Protocols**

While we all hope to avoid exposure to illness from COVID-19, we need to be prepared for that possibility.  If you or someone you've been in contact with has been exposed to the virus, our first concern is for your health and safety and those around you.  In this rapidly changing situation, healthcare providers should have the most up-to-date information from the CDC and Public Health Dayton & Montgomery County.

**Employee/Student Screening And Protocols**

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, Dayton Leadership Academies is **requiring all employees to complete a self-screening prior to coming to work** and is **recommending families to complete a self-screening with each of their children PRIOR to coming to school**. Once at school, all employees and students will have their temperature checked to screen for fever and asked to answer a set of questions related to COVID-19 symptoms including one or more of these:
- Fever (100.4) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

*All screening information will be kept confidential by school employees.*

If a student or staff member begins to show symptoms or has a temperature above 100.4°F while at school, they must immediately be separated from other students, staff, or volunteers, given a face mask, directed to the isolation room, monitored by a staff member wearing appropriate personal protective equipment (PPE), and maintaining physical distance when possible.

School personnel must refer those displaying symptoms of COVID-19 to an appropriate health care professional or testing site. The local health department should be contacted in the case of positive or suspected COVID-19 cases in a school building. Local health professionals can help to identify potentially infected or exposed individuals and assist with appropriate notifications. Individuals who potentially

have been exposed should follow quarantine and other recommendations from local public health officials and their medical provider.

- The nurse must complete a Case Form and call the local health authority and seek advice regarding transportation and location.
- The nurse and others attending the suspected infected person, should also wear a protective mask and gloves while working with the suspected infected person.
- The nurse will direct the ill employee to leave work or call the parent of the student to be picked up to go home.
- Advise employees that they may have been in contact with a suspected employee and to carry out self-screening every morning, and based on the results, contact the nurse and the Principal.
- The isolation area and suspected employee's or student's work area/classroom must be thoroughly cleaned and disinfected, in addition to all other common surfaces recently touched by the employee or student.

If staff or a student has tested positive for COVID-19:

- Once the school is aware of staff or a student that has tested positive for COVID-19, we will contact Public Health to report the case at 937-225-4508.
- A positive case will prompt a case investigation on the positive case resulting in needed information on potential close contacts.
- DLA will cooperate with Public Health in contact tracing to identify close contacts of the case of COVID-19.
- Public Health will assist in developing a letter for DLA to use and the letter will explain/define what is considered close contact to a COVID -19 case and the need for a 14-day quarantine.
- Definition of close contact: someone within 6 ft. of a case for at least 15 minutes during the contact window.
- Definition of contact window:
  - Symptomatic case - 48 hours before symptom onset date until the date the case is isolated.
  - Asymptomatic case - 48 hours before the specimen was collected until the case was isolated.

**Quarantine Guidance Through Contact Tracing From Public Health**

Public Health will be notified when a positive test is found in the student body. Public Health will begin contact tracing to identify who in addition to the positive tested student will be placed in quarantine. The following guidance was shared with DLA, but please realize quarantine situations will be a case by case determination through Public Health. Public Health will conduct the contact tracing and DLA will provide information to help with this process.
Mitigating factors the agency will ask include:

1. Who has been in close contact (within 6 feet for 15 minutes)?
2. Was that 15 consecutive minutes or intermittent?
3. Were they wearing face coverings? (masks/shields)
4. What was the activity or shared interaction? (Sitting at desks 3ft apart doing an assignment, playing a game in gym class, recess outside, football practice, shared reading time, etc.)

Based on this type of questioning Public Health will determine other students in addition to the student tested positive to be quarantined.

**Returning To School/Work Protocol**

**For Employees:**
- If an employee becomes ill at work or if another person is exhibiting symptoms of COVID-19 at work, he/she may be asked to leave work and go home or to seek medical attention.
- Employees returning to work from an approved medical leave should contact administration. You may be asked to submit a healthcare provider's note before returning to work.
- Staff diagnosed as having COVID-19 with symptoms must meet the following criteria to return to school:
  1. 1 day with no fever (without using fever reducing medication) and
  2. Other symptoms improved and
  3. 10 days since symptoms first appeared
- If you have symptoms that could be COVID-19 and do not get evaluated by a medical professional or tested for COVID-19, it is assumed that you have COVID-19 and may not return to work until the three criteria listed above have been met.
- Staff diagnosed as having COVID-19 without symptoms (asymptomatic) must meet the following criteria to return to school:
  - 10 days have passed since test without any symptoms developing

**All procedures are subject to change as local, state, and federal entities provide guidance.

**For Students:**
Students diagnosed as having COVID-19 with symptoms must meet the following criteria to return to school:
  1. 1 day with no fever (without using fever reducing medication) and
  2. Other symptoms improved and
  3. 10 days since symptoms first appeared

Students diagnosed as having COVID-19 without symptoms (asymptomatic) must meet the following criteria to return to school:
- 10 days have passed since test without any symptoms developing

**Non Covid-19 Health Situations**

DLA will continue to use past practice and policy in non COVID-19 health situations.

**Visitors and Main Office**

All visitors to DLA are admitted through the secured main office.  The main office lobby capacity at this time is limited to 8 people.  The safety of our staff and students remains our school's primary concern. All Students and staff will have their temperature taken before they are permitted beyond the entrances to the building.  To help prevent the spread of the virus and reduce the risk of exposure to our staff and students, no volunteers or visitors will be allowed in the school except by appointment, to attend special events such as Meet the Teacher night or Parent/Teacher conferences. If the visitor has to attend a meeting at the school he/she will be asked to conduct a simple screening questionnaire, conduct a

temperature check, and wear a face covering.  If your child needs to be picked up or items need to be dropped off during the day you will need to stand in the office lobby on a designated floor marker and wait for directions from school staff.

**Transition Procedures**
- Every effort will be made to practice safe social and physical distancing during class changes or transition times in each building.
- Face coverings will be required during transition times.
- Provide visual or physical guides, such as tape on floors or sidewalks and signs on walls, to allow staff and students to remain at least 3 feet apart in lines and at other times.

**Core Values**

| We are Safe | We are Responsible | We are Respectful | We are Leaders |
|---|---|---|---|
| ● Walk during transitions<br>● Safe actions and words while walking in line | ● Be in uniform<br>● Bring a book<br>● Model expectations | ● Respect classmates and teacher | ● Model expectations<br>● Support others to make good choices |

Students in K-5  are silent when walking in the hall.  Teachers can use HR procedures to teach this skill. Teachers and other staff should incentivize proper hallway procedures and silent lines with Thunderbucks.

Students in 6th-8th grades must be silent when transitioning out of the cafeteria or when walking in hallways with students in K-5 grades. While in the middle school hallways students should transition using a voice level 1.

| Procedure | Description |
|---|---|
| Walking in the Hall: K-5 | ● Students are silent<br>● Students are in double lines starting at the first white square from the green on both sides of the hallway (width)<br>● Students stand 2ft apart or 2 squares between (length)<br>● Grade levels with designated signals will use signals for all transitions<br>● Check your eyes, check your mouth, check your hands, check your feet<br>● Students and staff must wear masks when in the hallway |
| Grades 6 - 8 |  |

| | |
|---|---|
| | - Students are in double lines starting at the first white square from the green on both sides of the hallway (width)<br>- Students stand 2ft apart or 2 squares between (length)<br>- Students must keep their body in their personal space to maintain social distancing<br>- Students and staff must wear masks in the hallway |

**Stairwell Transition Procedures**
Students and staff will follow the following procedures when in a stairwell.
- Keep hands to self
- Stay one step apart
- Do not touch railings (if possible walk in the of the stairs to stay away from the rails)
- Do not touch door handle with hands (elbows and hips are great for opening the door via the push bar)
- Classes move into one line when on the stairway and move off the stairway as quickly as possible

**Bathroom Transition Procedures**
Teachers will take classes to a whole group bathroom break twice a day (once in the morning and once in the afternoon) based on the schedule created within the house team.

- Teachers will allow 2 boys into the restroom at a time and 2 girls into the restroom at at time to maintain distance
- Teachers will monitor students while in the bathroom to ensure students use proper handwashing technique
- All classes will follow hallway procedures during restroom breaks

K- 5 staff can send students individually to the restroom with a hall pass during the independent practice portion of a lesson.  6-8 students will be able to use the restroom 15 minutes after class begins and 15 minutes before it ends.

Students and staff must wear masks in the restrooms and sanitize as they  re-enter the classroom.

**Arrival, Breakfast, Lunch, and Recess Transition Procedures**

**Core Values**

| We are Safe | We are Responsible | We are Respectful | We are Leaders |
|---|---|---|---|
| - Walk during transitions | - Be in uniform<br>- Help with cleanup | - Respect breakfast and lunch staff | - Model expectations |

| | | | |
|---|---|---|---|
| ● Safe actions and words during breakfast and lunch | ● Bring a book | ● Support classmates with clean-up | ● Support others to make good choices |

| Routine | Description |
|---|---|
| **Arrival** | Students arrive either on foot, car or bus.<br><br>**Early drop off**<br><br>At 7:00 am, the gym doors will be opened by staff members and the student's temperature will be taken before entering. The students will sit on the bleachers at designated spaces, practicing social distancing.  The students will be required to keep their face coverings on at all times.  This option is by parent sign-up only. At 7:30 am, the doors will be closed and students will be sent to class.<br><br>**Bus/Walkers**<br><br>At 7:30 am, the school doors open and all students who have arrived by bus must line up in the grade level appropriate line.<br><br>● K-2 students will enter stairwell A door and report to their classrooms<br>● 3-5 students will enter stairwell B door and walk upstairs to their classrooms<br>● 6-8 students will enter the atrium doors- 6th graders will walk to stairwell C and report to their classrooms, and 7/8th grade students will report to the cafeteria<br>● Walkers will enter the atrium doors and report to their classrooms<br><br>While in line, students should place all electronic devices in their backpack and check uniforms.  Students should be in full uniform, with a face covering and  staff will check students temperatures as they walk in the door.<br><br>● Belts on<br>● Hoods/Hats off/Coats off<br>● Shirts Tucked in<br><br>● Temperatures 98.6 and below<br><br>All students are personally greeted by a school leader. |

| | |
|---|---|
| | **Parent Drop Offs** |
| | Students are dropped off in the back parking lot beginning at 7:30am. Two staff members will monitor students' arrival. One staff member will check temperatures at the stairwell C entry point for k-6 students and the other staff member will monitor and  check temperatures at the cafeteria entry point for 7-8 students . |
| | K-2 students will be directed to the atrium and use K-2 hallway entry points |
| | 3-6 grade students will go up the stairs and report to classrooms. 7-8 grade students will enter into the cafeteria for breakfast. 6th grade students will go down the MS hallway and 3-5 will cross the bridge and go to their hallway. |
| | Students assigned to NYU will meet in the cafeteria and sit at a cafeteria table, waiting for their instructor. |
| | After 8:01 all drop offs must enter the school building through the main office with a parent signing them into school, receiving a tardy pass from DLA staff, and have their temperature taken. |
| **K-6 Breakfast** | Kindergarten- 6th grade students will report directly to their classrooms from arrival . Teachers should be standing at the door greeting students. |
| | Breakfast will be served and eaten in the classroom. Breakfast should be finished by 7:50 am for all students. |
| | Students are expected to use the time to focus on eating breakfast and completing morning work. Students may not get out of their seats without permission. |
| | **Breakfast Procedures:**<br>● Teacher instructs students to keep all items of food on their tray<br>● When complete they will close their milk and dump their tray into the food labeled trash can<br>● Teacher or student assigned pulls the "food only" trash can outside of the classroom by the door.<br>● Teacher then sprays desks and students wipe down desks with a paper towel.Teachers and students sanitize their hands in order to prepare for morning meetings. |
| **7-8 Breakfast** | 7-8 Students will eat breakfast in the cafeteria following social distancing requirements. Tables will be marked by homerooms and |

| | seats will be marked as well. A teacher will stand by the cafeteria line with hand sanitizer for 7-8 students before grabbing a tray.

At 7:45am Breakfast staff verbally remind students of clean-up expectations. Students should place all garbage on their tray, dump tray and then exit through the assigned door. Breakfast should be completed by 7:45am.
7:45am HR teachers dismiss students by table groups and transition them to Specials class.

Dismissal from Cafeteria:
Gym class: Students exit using gym class door

Art class: Students exit using south door

Music Class: Students exit 1st using north door

Leadership class: Students exit 2nd using the north door. |
|---|---|
| **Late Breakfast** | If students enter at 8:01am, students report to their classroom and breakfast will be provided in the classroom while the class is holding a morning meeting. After 8:30am students will be issued breakfast and eat in the atrium. |

| Routine/Procedure | Description |
|---|---|
| **Lunch in Classrooms** | Staff members assigned to  lunch duty in the classrooms report 5 minutes before the beginning of lunch with lunch trays and materials. HR teachers may leave to eat their lunch at this time. Students will be given a lunch tray and follow similar procedures from breakfast.

**Lunch Procedures:**
- Teacher instructs students to keep all items of food on their tray
- When complete they will close their milk and dump their tray into the food labeled trash can
- Teacher or student assigned pulls the "food only" trash can outside of the classroom by the door
- Teacher then sprays desks and students wipe down desks with a paper towel
- Teachers and students sanitize their hands in order to prepare for morning meetings

Lunch duty staff will help sanitize the classroom after cleanup and once the class leaves for recess. |

| | Once the lunch period is over, teachers return to the classroom promptly, collect their students, and transition the class to recess. If a teacher wants to eat lunch with a group of students they can:<br><br>● Eat in the cafeteria at certain tables<br>● Eat in the back field on picnic tables<br>● Eat outside on a blanket<br>● Eat in the atrium on benches |
|---|---|
| **Exiting Lunch to Recess** | ● Staff should take students to recess at the designated time and location on the recess schedule<br>● Students line up in double rows and remain 3ft apart while walking to their assigned area for the day outside<br>● Teacher is responsible for monitoring and supervising their own students<br>● Teachers should follow recess procedures below<br>● One additional staff member will be on duty to assist and security will be monitoring the premises<br>● Staff should have eyes on the students and not be on their cell phones |
| **Recess Procedures** | ● Call security to accompany class to recess.<br>● Transition to recess in a silent line.<br>● Review "We are Safe" expectations prior to starting recess.<br>● Utilize the logical consequences of timeouts for students who do not meet expectations.<br>● Identify a signal to end recess. When students hear a signal , they should stop, put equipment away and line up.  While in line, students should tuck in shirts and be silent. |

### Transportation

Dayton Leadership Academies relies on Dayton Public Schools to provide bus transportation for its students.  This may be by DPS buses or the RTA public transportation.  About 60 students ride the First Student bus which is a service for which DLA pays.  Here is the protocol for riding the bus:

● All students must wear face coverings on buses.
● Students at bus stops with groups will need to wear face coverings.
● Upon boarding the bus students will utilize hand sanitizer stations mounted in buses.
● Students should go to their assigned seat and remain in the seat throughout the entire bus ride, and this will be strictly enforced.
● All surfaces must be cleaned with a disinfectant solution at the end of each use. Daily sanitation logs will be submitted to the respective Transportation Supervisor after completing the last route.

### Facilities Preparation

The safety of our employees and students are our first priority. Upon reopening, our school has been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions.

In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below.

We have installed a plexiglass barrier in the main office to protect our employees and our guests.  An infrared light filters the air in the office area including the 1st floor lounge, all the individual offices, the conference room, the clinic and quarantine room, and the reception area and kills virus and bacteria as they pass through the air exchange.  The classrooms have been set up to minimize the occurrence of COVID spread and each room has a basket of cleaning/sanitizing supplies, gloves, and masks.  The interior doors will be left open the majority of time except during safety drills in order to reduce the spread of the virus.

**Preventative Material Inventory**

DLA has an adequate supply of the following in classrooms and throughout the building:
- Soap
- Disinfectant
- Hand sanitizer
- Paper towels
- Tissues
- Gloves
- Masks
- Touchless thermometers

**Deep Cleaning and Disinfection Protocol**

Deep cleaning is triggered when an active employee or student is identified as positive for COVID-19 based on testing.  Deep cleaning should be performed as soon as there is suspicion or confirmation of a positive test, if practical.  While the scope of deep cleaning is presumed to be the full site, sites may reduce the footprint to specific zones to be deep cleaned if there is sufficient rationale to do so, and they gain consensus of the administration and nurse.  Notwithstanding the above, if an active employee is confirmed to have a COVID-19 positive test, in lieu of performing deep cleaning, a site may shut down for a period of up to 72 hours to allow for natural deactivation of the virus, followed by site personnel performing a comprehensive disinfection of all common surfaces.

**General Disinfection Measures**

| Category | Area | Frequency |
|---|---|---|
| **Classrooms** | Desks, chairs, tables, door handles, door frame, light switches | Before and after meals, at the end of the day |

| | | |
|---|---|---|
| **Office** | Door handles, counter top, plexiglass, chairs, light switches | Every 2 hours and at the end of the day |
| **Healthcare Clinic** | Bathroom, countertop, chairs, beds, refrigerator, floor | At the end of each use/day and/or between use |
| **Staff Lounges** | Tables, chairs, countertops, refrigerators, water dispensers, coffee dispenser, microwaves | At the end of each use/day and/or between use |
| **Electronic Equipment** | Copier machines, shared computer monitors, telephones, keyboards' Chromebooks, Chromecarts, desktop computers | At the end of each use/day and/or between use |
| **General Used Objects** | Handles, light switches, sinks, restrooms | Every 2 hours and at the end of the day |
| **Common Areas** | Cafeteria, Library, Conference room, Gym, Atrium, picnic tables, playground | At the end of each use/day; between groups |

## Personal Workspace/Classroom

Dayton Leadership Academies will have signage posted to identify regularly sanitized areas.  All employees are asked to keep workspaces free of clutter.  Sanitizing during non-student hours may employ misting techniques that may impact items left on desks and tables.

All employees are expected to clean frequently, paying close attention to high touch areas (desks, phones,inside door handle, and other high touchpoint surfaces, etc.)  and shared materials, and to use disinfectants labeled for use against SARS-CoV-2 (COVID-19) available in each room and common space. The sharing of supplies and materials should be minimized and if items must be shared, sanitized between each user.

## Shared Workspace

Employees are encouraged to disinfect their own workspace multiple times throughout the day, giving special attention to commonly touched surfaces. Cleaning sprays are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards. The Custodial Team will clean all workspaces, bathrooms, and high touch areas at their designated cleaning time.

When cleaning iPads, Chromebooks, desktop computers and other electronic devices, be sure to use proper cleaning supplies so that the devices are not damaged.

There will be limited access to certain workspaces to reduce exposure to risks and promote employee safety. Workspace usage is as follows:

**Capacity**– DLA will be monitoring the number of employees and students in the common areas of the school while the risk of infection exists and as the county numbers improve or worsen.

**Conference Room** – The conference room will be limited to a maximum of 6 people.  At this capacity, it will be a requirement to wear a face covering. All meetings are encouraged to use a virtual option even for employees in the office or school.

**Flex Office -** The Flex office will be limited to 3 people and face coverings are required due to the size of the room.

**Staff Lounges -** The Staff lounges are limited to 6 people and face coverings are required unless you are eating.  We will wash hands and clean appliances when using these spaces as per CDC guidelines. This includes the use of shared appliances such as coffee machines, refrigerators, microwaves, counter tops, table tops, the telephone, and the copy machine.

## Staff Restrooms

Each restroom will have a spray bottle to disinfect all surfaces before and after usage. The custodial staff will thoroughly clean the restrooms every 2 hours during the day and in the evening.

## Provision of Food

### Student Breakfast and Lunch

Dayton Leadership Academies provides free breakfast, lunch, and fresh fruit and vegetable snacks to all students in grades K-8. The meals meet the requirements outlined by the USDA for reimbursable meals. This includes reduced fat white milk or fat-free chocolate milk, 4 ounces of 100% fruit juice with no added sugar, and drinking water, as well as an additional fruit and other food items as required. No vending machines are available to students before, during or after school hours. The vending machines that are on site are located in the staff lounges, and students are not permitted in these areas at any time.
During any period of time that students are not in the building due to the enactment of Remote Learning, breakfast and lunch will be provided to-go on Mondays (4 days worth) and Fridays (3 days worth).  Food meals will be available for no contact drive through pick-up from 10 am - 12 pm.  If a family is in need of meals and are not able to pick them up, DLA will use its support staff (culture keepers and substitute teachers) to make deliveries.  .

### Meetings/Professional Development

Sharing refreshments during meetings/PD is discouraged in order to limit the risk of contamination. Staff should bring their own snack items, candy, and drinks until further notice or purchase these from the vending machines.

**SECTION 2: PRIORITIZING STUDENT LEARNING AND ENSURING EFFECTIVE TEACHING**

## Staff Training

Dayton Leadership Academies adjusted the 2020-2021 school year calendar to provide a full ten days for staff training and professional development before students arrive. The professional development plan and daily agendas were shared with staff.

## Student Training

Students will be provided with experiences to help them transition back to the school setting that will address their social emotional needs and how to keep themselves and others as safe as possible during the school day. This includes videos and class time teaching procedures and expectations.

## Learning Options For 2020-2021

For the 2020-2021 school year, Dayton Leadership Academies' reopening plan includes the following options:
- In-person classes following the 8:00am to 3:15pm school schedule
- Remote learning with online instruction provided by DLA teachers

Families will be afforded the opportunity to choose either of these options unless the threat level for COVID spread restricts reopening to Remote Learning which may be the case at the beginning of the school year or any time during the school year.

## Remote Learning Plan

[DLA Remote Learning Plan 2020-2021](#)

Dayton Leadership Academies' remote learning plan is based on our fundamental commitment to providing our students with rigorous, engaging, and flexible learning opportunities. Our plan maximizes instructional time, leverages technology, and provides students with multiple, meaningful interactions with DLA teachers.  The plan outlines the methods our staff will use to stay in constant communication with families.  This will be available to any student who is medically fragile and/or families who are not comfortable sending their child to school in a face-to-face setting.  Students who choose the Remote Learning option will need to commit to it for the first quarter of the school year.  The student may continue Remote Learning or return to traditional face-to-face schooling after the first quarter.

### Section 1. Academics and Instruction

DLA teachers will continue to use district-created curriculum maps to implement Ohio state standards and develop lessons plans based on the standards.

We are utilizing existing platforms that teachers and students have used previously:
Google classroom, i-Ready online instruction, ReadWorks, RAZ Kids, Reflex Math, etc.

K-8 remote instruction includes teacher-recorded video lessons, classroom instruction live streamed, small group sessions, and independent assignments via Google Classroom and other online programs.

**Section 2. Student Daily Schedule**

Students are expected to log into Google Classroom everyday following their individual daily schedules that mirror classroom schedules and includes the following:

- Participate in whole class instruction via video
- Participate in small group instruction with interactive modeling via video
- Watch recorded teacher-led lessons
- Join 1on1 check ins with teacher
- Complete independent assignments via Google Classroom, iReady, and other academic programs.

Students are expected to participate online and submit assignments daily.
Parents need to notify the classroom teacher immediately of any technical problems that prevent the student from logging on or joining the class.

**Section 3. Teacher Daily Expectations**

- Create and assign online lessons and projects
- Using technology include remote learning students in class meetings
- Monitor completion of assignments
- Provide adequate feedback through comments on assignments, rubrics, and individualized feedback via 1-1 check ins
- Be available via text/phone to answer questions
- Schedule office hours for one hour via Google Meet
- Contact parents if student is not completing the assignments
- Enter grades weekly

**Section 4. Intervention Services for Equitable Access**

**DLA Intervention Team**

The intervention team is working closely with general education teachers to support students who are below grade level with online learning during the long-term closure.

- Intervention specialists are continuing to hold IEP meetings, meet student services outlined on the IEP and providing supports with completing assigned work from general education teachers
- Interventionists and instructional aides are working with students on completing assignments in core classes as well as providing 1:1 tutoring in reading and math skills

**School Psychologist**

The school psychologist is working to complete all ETRs and IEP meetings using teacher feedback, formative and summative assessment data. Meetings are held via phone with the IEP team and parent present.

**Speech Services**

DLA contracts with Lemontree to deliver speech services via teletherapy.

**Counseling Services**

Eastway Behavioral Health is providing counseling via teletherapy.

**Section 5. Remote Learning Attendance Policy**

All students between the ages of 6 and 18, who have not completed grade 12, are required to attend school unless otherwise exempted by law. School staff will monitor and report violations of the state compulsory attendance law. Attendance will be based on the number of assignments/work completed. Each assignment represents 5.11 hours of school attendance.  A full-time student is required to attend (complete) a minimum of 25-30 hours of school per week (according to the number of courses assigned) or 920 hours per school year. The Dayton Leadership Academies attendance policy includes but is not limited to the following:

- The student will be automatically withdrawn if a student, without legitimate excuse, fails to participate in 72 consecutive hours of learning opportunities offered to the student; and/or
- At the end of the eleventh day after a student has failed to participate physically or remotely as required.
- Students are required to meet face-to-face (in-person, or video conference) with teacher/administrator at least once per week. Time and place will be determined by the teacher.
- Issues with technology (no internet access, password not working) that prevent a student from submitting an assignment online, completing an assignment online, or joining a class virtually, will be considered an excused absence if the parent notifies the teacher immediately. In this case late classroom work will be accepted and count towards the student's grade.

**DLA Remote Learning Truancy Intervention Program**

To track and verify student attendance and participation, DLA will adhere to the following procedures:

- **10 Incomplete Assignments - (Warning Letter from DLA)**
  DLA notifies the parent by letter of the student's status with incomplete assignments. Parents are asked to contact school officials for a phone or in-person conference in order to remediate.

- **15 Incomplete Assignments - (Warning letter from the Truant Officer)**
  The DLA truant officer will send a warning letter to the student and the parent explaining Ohio's Compulsory Attendance Laws and the consequences of further incomplete assignments.

- **20 Incomplete Assignments - (Absence Intervention Meeting)**
  The student and the parent will be invited to meet with a DLA truant officer and a school official for an Absence Intervention Meeting to be held at DLA in-person or via video conference. Legal responsibilities of the student and parents regarding school attendance/assignment completion

will be addressed and intervention provided as needed. Students and parents will be warned of the consequences of court should the student continue to be truant/not complete his/her online assignments. If the student /parent does not attend the scheduled intervention meeting (and does not make alternate arrangements with the truant officer), and if they are over the 25 incomplete lesson limit, charges will be filed immediately against the student and the parent.

- **25 Incomplete Assignments - (Court Charges Will Be Filed)**
  25 incomplete assignments is equivalent to 25 days of unexcused absences. Court charges would go into effect after the Absence Intervention Meeting/Plan has been established.

**Section 6. Remote Learning Grading Policy**

We use grades to give families and students a snapshot of how well a student is doing academically compared to grade-level expectations. Students earn grades based on homework completion, in-class participation, in-class assignments, quizzes, and tests.

| Grade Weights | | |
|---|---|---|
| **K-3rd Grades** | **4th-8th Grade** | **Specials** |
| Participation: 25% <br> Homework: 75% <br> *Pass/Fail Grading Scale | Assessment: 50% <br> Participation: 10% <br> Classwork/Homework: 40% | Participation/Classwork: 100% <br> *Pass/Fail Grading Scale |

| | |
|---|---|
| **K-3rd Grades** | <ul><li>**Participation**: Comment and review material on Class Dojo <br> 1 entry per week</li><li>**Classwork/Homework**: Complete weekly assignments, submit through Class Dojo <br> 2-3 entries per subject per week</li></ul> |
| **4th-8th Grades** | <ul><li>**Participation**: Comment and review material on Google Classroom, Class Dojo <br> 2-3 entry per week per at a minimum</li><li>**Classwork/Homework**: Complete weekly assignments and submit through Google Classroom or Class Dojo <br> 2-3 entries per week at a minimum</li><li>**Assessments**: Quizzes, unit assessments, final exams <br> 1 entry per week</li></ul> |
| **Specials Classes** | <ul><li>**Participation/Classwork**: Complete weekly assignments and submit through Class Dojo or Art, Music, and PE Google Classrooms <br> 1 entry per week per class (Art, Music, PE)</li></ul> |

**Section 7. Family Communication**

DLA's remote learning plan is posted on our website and will be shared with any family that selects the remote learning option for their child. Families must complete and sign the remote learning plan agreement at the beginning of the school year.
Teachers are contacting families through Class Dojo, text messages, phone calls, and video chats.
The school leadership team is contacting families through Class Dojo-School Story, One Call Now texts, emails, Facebook and Instagram posts, and our DLA website.
The culture team and intervention team are conducting additional outreach via phone calls, texts, and home visits to families to help them overcome any obstacles to learning.

**Section 8. Technology Distribution**

For Students:
- K-2: DLA will deliver and install a desktop computer, mouse, webcam, and wifi hotspot (if needed).
- 3-8: DLA will issue and/or deliver a Chromebook with webcam, charger, wifi hotspot (if needed).

For Teachers:
- Live streaming classroom instruction - The Meeting OWL 360 degree camera and speaker system
- Interactive modeling - Touchscreen Chromebook with stylus and sharing capabilities
- Small groups - Chromebook with webcam and Google meet for multiple participants
- 1on1 tutoring - Chromebook with webcam and Google meet

**Section 9. Professional Development for Teachers**

**Professional Development for Delivering Online Instruction**

All teachers are being trained on the DLA remote learning expectations before the start of the school year. This includes training on the remote learning plan, expectations, and any technology that is being used. These trainings are taking place before the start of the school year and will continue during weekly grade level meetings, 1-1 coaching sessions, and weekly Friday professional development.

**Professional Development for Remote Teachers**

Teachers who are teaching remotely are still required to attend different professional development opportunities throughout the school week. Some of these opportunities are:

- Weekly grade level meetings via Google Meet
- Weekly planning meetings with colleagues via Google Meet
- Weekly 1-1 check-ins and coaching meetings via Google Meet with their administrator coach
- Weekly whole Friday staff professional development via The Meeting OWL 360 degree camera and speaker system
- Teacher selected outside online professional development opportunities
- Teacher selected book studies

**SECTION 3: DAILY ROUTINES**

**Arrival/Breakfast/Morning Meeting Routines and Procedures**

**Core Values**

| We are Safe | We are Responsible | We are Respectful | We are Leaders |
|---|---|---|---|
| ● Walk during transitions<br>● Safe actions and words during breakfast | ● Be in uniform<br>● Help with cleanup<br>● Bring a book | ● Respect breakfast staff<br>● Support classmates with clean-up | ● Model expectations<br>● Support others to make good choices |

It is important that we have a strong hallway presence in the morning to ensure a positive start to the day. This will help us **maximize learning time** and minimize behaviors that distract from learning. We want to model core values for students by **being respectful** and greeting each student as they walk in the building and at the classroom door for morning meetings.

| Routine | Description |
|---|---|
| **Arrival** | Students arrive either on foot, car or bus.<br><br>**Early drop off**<br><br>At 7:00 am, the gym doors will be opened by staff members and the student's temperature will be taken before entering. This option is by parent sign-up only. The doors will be closed and students sent to class at 7:30am.<br><br>**Bus/Walkers**<br><br>At 7:30 am, the school doors open and all students who have arrived by bus must line up in the grade level appropriate line.<br><br>● K-2 students will enter stairwell A door and report to their classrooms<br>● 3-5 students will enter stairwell B door and walk upstairs to their classrooms<br>● 6-8 students will enter the atrium doors- 6th graders will walk to stairwell C and report to their classrooms, and 7/8th grade students will report to the cafeteria<br>● Walkers will enter the atrium doors and report to their classrooms<br><br>While in line, students should place all electronic devices in their backpack and check uniforms. Students should be in full uniform, |

| | with a face covering, staff will also check students temperatures as they walk in the door. |
|---|---|
| | <ul><li>Belts on</li><li>Hoods/Hats off/Coats off</li><li>Shirts Tucked in</li><li>Temperatures 98.6 and below</li></ul> All students are personally greeted by a school leader. **Parent Drop Offs** Students are dropped off in the back parking lot beginning at 7:30am. Two staff members will monitor students' arrival. One staff member will check temperatures at the stairwell C entry point for k-6 students and the other staff member will monitor and  check temperatures at the cafeteria entry point for 7-8 students . K-2 students will be directed to the atrium and use K-2 hallway entry points 3-6 grade students will go up the stairs and report to classrooms. 7-8 grade students will enter into the cafeteria for breakfast. 6th grade students will go down the MS hallway and 3-5 will cross the bridge and go to their hallway. Students assigned to NYU will meet in the cafeteria and sit at a cafeteria table, waiting for their instructor. After 8:01 all drop offs must enter the school building through the main office with a parent signing them into school, receiving a tardy pass from DLA staff, and have their temperature taken. |
| **K-6 Breakfast** | Kindergarten- 6th grade students will report directly to their classrooms from arrival . Teachers should be standing at the door greeting students. Breakfast will be served and eaten in the classroom. Breakfast should be finished by 7:50 am for all students. Students are expected to use the time to focus on eating breakfast and completing morning work. Students may not get out of their seats without permission. **Breakfast Procedures:** |

| | |
|---|---|
| | ● Teacher instructs students to keep all items of food on their tray<br>● When complete they will close their milk and dump their tray into the food labeled trash can<br>● Teacher or student assigned pulls the "food only" trash can outside of the classroom by the door.<br>● Teacher then sprays desks and students wipe down desks with a paper towel.<br>● Teachers and students sanitize their hands in order to prepare for morning meetings. |
| **7-8 Breakfast** | 7-8 Students will eat breakfast in the cafeteria following social distancing requirements. Tables will be marked by homerooms and seats will be marked as well. A teacher will stand by the cafeteria line with hand sanitizer for 7-8 students before grabbing a tray.<br><br>At 7:45am Breakfast staff verbally remind students of clean-up expectations. Students should place all garbage on their tray, dump tray and then exit through the assigned door. Breakfast should be completed by 7:45am.<br><br>7:45am HR teachers dismiss students by table groups and transition them to Specials class.<br><br>Dismissal from Cafeteria:<br>Gym class: Students exit using gym class door<br><br>Art class: Students exit using south door<br><br>Music Class: Students exit 1st using north door<br><br>Leadership class: Students exit 2nd using the north door. |
| **Late Breakfast** | If students enter at 8:01am, students report to their classroom and breakfast will be provided in the classroom, while the class is holding morning meeting. After 8:30am students will be issued breakfast and eat in the atrium. |

**Duty Posts at 7:30 (see duty schedule)**

- Bus line monitors
- K-2 Greeter- at stairwell A
- 3-5 Greeter- at stairwell B
- 6-8 Greeter- front entrance
- Drop-off Greeters- stairwell C
- Atrium posts- 1 in the middle to direct traffic
- Hallway monitors- to direct traffic

- Cafeteria Breakfast Monitors (7/8 staff)

**Morning Duty Responsibilities**

- Greet students and let them know how happy you are to see them at school and on time
- Check temperatures at points of entry
- Reinforce routines and procedures for arrival and breakfast
- Set goals and address important data points with students
- Reinforce uniform and cell phone policy
- Direct students to their classroom (or cafeteria for 7/8 grade students)

## Lunch and Recess Routines and Procedures

**Core Values**

| We are Safe | We are Responsible | We are Respectful | We are Leaders |
|---|---|---|---|
| ● Walk during transitions<br>● Safe actions and words during lunch | ● Be in uniform<br>● Help with cleanup | ● Respect lunchroom staff<br>● Support classmates with clean-up | ● Model expectations<br>● Support others to make good choices |

| Routine/Procedure | Description |
|---|---|
| **Lunch in Classrooms** | Staff members assigned to lunch duty in the classrooms report 5 minutes before the beginning of lunch with lunch trays and materials. HR teachers may leave to eat their lunch at this time. Students will be given a lunch tray and follow similar procedures from breakfast.<br><br>**Lunch Procedures:**<br>● Teacher instructs students to keep all items of food on their tray<br>● When complete they will close their milk and dump their tray into the food labeled trash can<br>● Teacher or student assigned pulls the "food only" trash can outside of the classroom by the door<br>● Teacher then sprays desks and students wipe down desks with a paper towel<br>● Teachers and students sanitize their hands in order to prepare for morning meetings<br><br>Lunch duty staff will help sanitize the classroom after cleanup and once the class leaves for recess.<br><br>Once the lunch period is over, teachers return to the classroom promptly, collect their students, and transition the class to recess. |

| | If a teacher wants to eat lunch with a group of students they can: <br><br> ● Eat in the cafeteria at certain tables <br> ● Eat in the back field on picnic tables <br> ● Eat outside on a blanket <br> ● Eat in the atrium on benches |
|---|---|
| **Exiting Lunch to Recess** | ● Students line up in double rows and remain 3ft apart while walking to their assigned area for the day outside <br> ● Teacher is responsible for monitoring and supervising their own students <br> ● Teachers should follow recess procedures below <br> ● One additional staff member will be on duty to assist and security will be monitoring the premises |

## Lunch Duty Expectations

- Staff should always be standing while on duty to make sure that they are a presence and foresee potential conflicts in the classroom
- Staff should be positive and reward students who are modeling core values with Thunderpoints
- Staff should award Thunderbucks to HRs who follow proper procedures
- Staff should encourage clean-up, remind students of responsibilities and use language such as "We leave places better than we found them."
- Lunch duty staff should help sanitize the area once clean up is complete

## Recess Expectations
- Staff should only take students to recess at the designated time on the recess schedule. If HRs earn extra recess, teachers must first let an administrator know prior to taking students outside
- Staff should have eyes on the students and not be on cell phones

## Recess Procedures
- Call security to accompany class to recess.
- Transition to recess in a silent line.
- Review "We are Safe" expectations prior to starting recess.
- Utilize the logical consequences of timeouts for students who do not meet expectations.
- Identify a signal to end recess. When students hear a signal , they should stop, put equipment away and line up.  While in line, students should tuck in shirts and be silent.

## Hallway and Stairwell Procedures
### Core Values
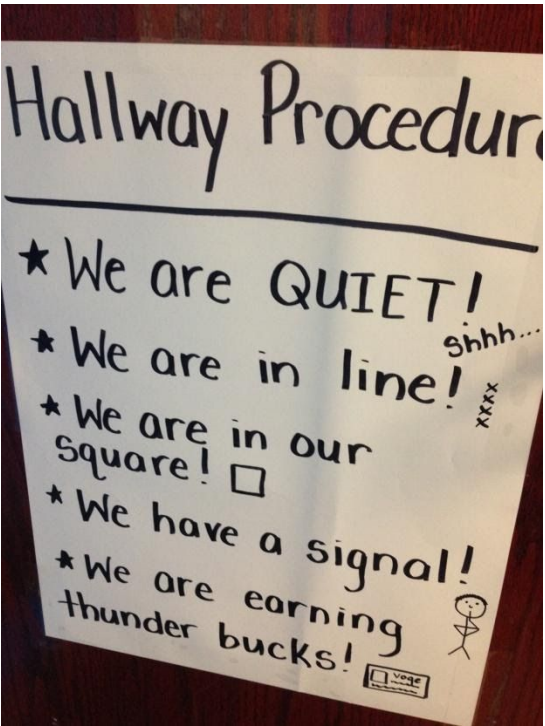
| We are Safe | We are Responsible | We are Respectful | We are Leaders |
|---|---|---|---|
| ● Walk during transitions <br> ● Safe actions and words | ● Be in uniform <br> ● Bring a book <br> ● Model expectations | ● Respect classmates and teacher | ● Model expectations |

| | | | ● Support others to make good choices |
|---|---|---|---|
| while walking in line | | | |

Students in K-5 are silent when walking in the hall. Teachers can use HR procedures to teach this skill. Teachers and other staff should incentivize proper hallway procedures and silent lines with Thunderbucks.

Students in 6th-8th grades must be silent when transitioning out of the cafeteria or when walking in hallways with students in K-5 grades. While in the middle school hallways students should transition using a voice level 1.

| Procedure | Description |
|---|---|
| Walking in the Hall: K-5 | ● Students are silent<br>● Students are in double lines starting at the first white square from the green on both sides of the hallway (width)<br>● Students stand 2ft apart or 2 squares between (length)<br>● Grade levels with designated signals will use signals for all transitions<br>● Check your eyes, check your mouth, check your hands, check your feet<br>● Students and staff must wear masks when in the hallway<br><br> |

| Grades 6 - 8 | ● Students are in double lines starting at the first white square from the green on both sides of the hallway (width)<br>● Students stand 2ft apart or 2 squares between (length)<br>● Students must keep their body in their personal space to maintain social distancing<br>● Students and staff must wear masks in the hallway<br>● *See Middle School Model Guide* |
|---|---|

## Stairwell Procedures
Students and staff will follow the following procedures when in a stairwell.
● Keep hands to self
● Stay one step apart
● Do not touch railings (if possible walk in the of the stairs to stay away from the rails)
● Do not touch door handle with hands (elbows and hips are great for opening the door via the push bar)
● Classes move into one line when on the stairway and move off the stairway as quickly as possible

**Bathroom Procedures**
**Core Values**

| We are Safe | We are Responsible | We are Respectful | We are Leaders |
|---|---|---|---|
| ● Walk during transitions<br>● Safe actions and words during tutoring and on bus | ● Be in uniform<br>● Get on bus<br>● Stay engaged during tutoring | ● Respect bus drivers and tutors | ● Model expectations<br>● Support others to make good choices |

Teachers will take classes to a whole group bathroom break twice a day (once in the morning and once in the afternoon) based on the schedule created within the house team.

- Teachers will allow 2 boys into the restroom at a time and 2 girls into the restroom at at time to maintain distance
- Teachers will monitor students while in the bathroom to ensure students use proper handwashing technique
- All classes will follow hallway procedures during restroom breaks

K- 5 staff can send students individually to the restroom with a hall pass during the independent practice portion of a lesson.  6-8 students will be able to use the restroom 15 minutes after class begins and 15 minutes before it ends.

Students and staff must wear masks in the restrooms and sanitize as they  re-enter the classroom.

## Room Sanitizing & Hand Sanitizing Procedures

### Room Sanitizing

Teachers and students will work to sanitize personal spaces throughout the day.  Members of the custodian team will be assigned to a specific zone.  They will empty breakfast and lunch trash, clean desks and chairs when students are not in the room and at the end of the day, and clean bathrooms and high touch areas at least once every 2 hours.

### Hand Sanitizing

Staff and students will sanitize their hands multiple times a day.

Examples:

- When entering the classroom- at arrival (while greeted by teacher), and any other time students enter
- Before and after eating
- Before and after specials
- When lining up from recess (sanitize before entering the building)
- During transitions in the classroom

## K-5 Student Carpet Squares

Instead of classroom carpets, K-5 classrooms will be 10 carpet squares to use during the school day. Teachers and students will be responsible for disinfecting the carpet squares each day

**Expectations:**

- Teachers should number and label the carpet squares, then assign two students to each one to minimize sharing

- The carpet squares should be disinfected every day - for example, create a used bin and a clean bin that students can access. The teacher will spray the carpet squares after use and then place in the clean bin
- When in use, students should still be 2ft apart, spread across the room.

## Classroom Libraries

We are still committed to promoting a school culture of reading at DLA. In order to do that we need to get books into the students hands. The use of classroom libraries is still important, however in a safe way. Please see the following expectations for classroom libraries:

**Expectations:**

- Students should select 5-7 books to keep in their desks or individual book bins to avoid sharing books at the same time.
- Teachers should limit the number of students in the classroom library area at the same time. Two at a time is recommended.
- After a student reads the books, the books should be left out of circulation for 72 hours.

## Dismissal Procedures

**Core Values**

| We are Safe | We are Responsible | We are Respectful | We are Leaders |
|---|---|---|---|
| ● Walk during transitions <br> ● Safe actions and words during tutoring and on bus | ● Be in uniform <br> ● Get on bus <br> ● Stay engaged during tutoring | ● Respect bus drivers and tutors | ● Model expectations <br> ● Support others to make good choices |

| Routine/Procedure | Description |
|---|---|
| **Pack-up** | ● Varies by HR/class/grade, but should include putting homework and maroon folders in backpacks, cleaning up the classroom, sweeping the floor, and stacking chairs against the wall or on desks. Sanitizing should also take place at this time, wiping down desks and chairs. Sanitizing and spraying down materials. <br> ● Continue to practice social distancing during the day <br> ● dismissal procedures. <br><br> 6-8 Procedure - *see Middle School Model* |

| | |
|---|---|
| **Closing Circle** | The closing circle routine is a manageable way to peacefully wrap up the day and send students off feeling a sense of accomplishment and belonging. Like Morning Meeting at the beginning of the day, closing circle brings a sense of calm, safety, and community to students and teachers. The routine also helps students practice reflecting on what's meaningful to them about their schoolwork, their classmates, and themselves. After a five- to ten-minute closing circle, students leave school feeling excited about their accomplishments and looking forward to the next day's possibilities. |
| **Pick-up Students** | K-3 <br><br> ● Students who are pickups, line up with masks on and all their materials in the pick-up line in the classroom. A staff member comes to the classroom and escorts the students to the cafeteria where they will sit at an assigned seat 2-3 feet apart. <br> ● Student's name will be called by a staff member on the microphone to indicate when he/she  should come to the back parking lot. <br> ● Students must remain in the cafeteria at their assigned seats for pick up. <br><br> Staff members on duty must supervise students, listen for names to be called, and call for  on the radio who are not present. <br><br> 4-8: <br><br> ● Students who are pickups, line up in the pick-up line in and a staff member will pick them up and escort them to the gym where they will sit at an assigned seat <br> ● Student's name will be called by a staff member on the microphone to indicate when they are dismissed <br> ● Students will be seated in an assigned area, and are not to use any equipment while in the gym. <br><br> Staff members on duty must supervise students, listen for names to be called, and call for  on the radio who are not present. |
| **Bus Riders** | Students riding a bus will stay in the homeroom with the teacher until the bus is called. Students must stay seated at their desks and be ready to walk out the door when called. Masks need to be on when walking to the bus and while on the bus. Teachers should be standing in the doorway, monitoring students inside the classroom and in the hallway. |

| | K-2 |
| --- | --- |
| | ● K-2 students will be called first to go to the bus. When their bus number is called on the radio, students need to quickly exit the classroom and walk to the stairwell A exit. |
| | 3-5 |
| | ● 3-5 students will be called second to go to the bus. When their bus number is called on the radio, students need to quickly exit the classroom and walk to the stairwell B exit. |
| | 6-8 |
| | ● 6-8 students will be called last to go to the bus. When their bus number is called on the radio, students need to quickly exit the classroom, walk across the bridge, and to the stairwell A exit. |
| | Nurse Jodi will call buses by grade level bands and bus number. |

Routine is Royal - Response to COVID-19

## Classroom Instruction, Curriculum, and Assessments

Classroom instruction, curriculum, and assessments from the DLA Student & Family Handbook 2020-2021:  Instruction and Curriculum

**Academics**

Our school makes every reasonable effort to provide all children with a significant opportunity to receive a fair, equitable, and high quality education, and to close the educational gap between the school's high and low performing students.

**Curriculum**
Our school uses a curriculum designed for the Common Core and Ohio Academic standards.  Our well-rounded curriculum requires students to engage in discussion with each other about what they're learning in all subjects, write about what they are learning, cite evidence to support statements, and compare and contrast different concepts. Students are expected to complete homework each night to practice what they have learned in class.

**Reading**
In grades K-2 we ensure students learn to read so that in grade 3rd-8th students can read to learn. Students are expected to read multiple texts each day and a variety of them – passages, excerpts, articles, books, novels, and more. Students read across all subject areas – reading, writing, math, science and social studies.
In K-2 we implement the Core Knowledge Language Arts (Skills and Listening & Learning) curriculum and

in 3-8 we implement the Expeditionary Learning English Language Arts curriculum.
Families can access the curriculum and supporting resources (also known as EngageNY) online:
https://www.coreknowledge.org/curriculum/download-curriculum/
http://commoncoresuccess.eleducation.org/curriculum

**Mathematics**
To support our students' growth in mathematics, we emphasize focus and coherence. We work to ensure students can make connections across the "what" of math (content) and the "how" of math (processes) at all grades. We build connections across content and grades to drive coherence and ensure that students' knowledge, skill, and sophistication in math increase.
In K-8 we implement the Eureka Math curriculum. Families can access the curriculum and supporting resources (also known as EngageNY) online:
https://greatminds.org/math


**Science**
Across all grades, our science curriculum focuses on core scientific concepts of life science, human science and physical science. Science instruction places heavy attention on student inquiry and exploration. All students regularly complete hands-on labs and activities to further explore scientific concepts.  Additionally, science classes incorporate reading, writing, and research skills.

In K-2 science lessons are embedded in Core Knowledge Listening and Learning units.
In 3-8 we implement the Science Fusion curriculum. Families can explore the curriculum online:

http://www.hmhco.com/shop/education-curriculum/science/elementary-science/sciencefusion#sthash.KyEewLeQ.dpbs


**Social Studies**
Across all grades, our social studies curriculum focuses on core social sciences concepts of history, geography, and economics. Social studies develop students' understanding of how the country and the world was shaped over centuries at a time.  Additionally, social studies classes incorporate reading, writing, and research skills.

In K-2 social studies lessons are embedded in Core Knowledge Listening and Learning units.
In 3-8 we implement the Social Studies Alive/History Alive curriculum. Families can explore the curriculum online:
https://www.teachtci.com/social-studies/


**Blended Learning**
All students participate in blended learning opportunities, using programs including i-Ready, RazKids and Reflex Math. i-Ready is a  computer-based program supports the development of foundational skills in reading and writing. Students take a diagnostic at the start of the year and regularly assessments during the year to build their skills. Your child's teacher will provide you with login information so your child can use the programs at home to practice.

**Remote Learning Resources**

During remote learning, DLA will use Google Classroom school-wide as our learning management system. Teachers will provide synchronous instruction in all subject areas via Google Meet, as well as asynchronous instruction with recorded and shared videos. For remote learning periods, teachers will use a variety of web-based platforms and apps, including:
i-Ready Online Instruction, Zearn, ReflexMath, RAZ Kids, Khan Academy, Educeri, PearDeck, and Flipgrid.

**Assessments**
We use assessments to determine what students have learned and to monitor student progress. Assessments vary depending on grade level and subject area.  They include both formative and summative assessments.

**Formative Assessments**
Formative assessments are used to gauge a student's mastery or progress towards mastery of a given topic or skill in order to adjust instruction to meet students' needs.   Students may be given the opportunity to retake a formative assessment in order to demonstrate improvement or determine if further intervention is needed. Performance on formative assessments will be factored in a student's progress report/report card grade.

Exit Tickets: (K-2 Reading and Math; 3-8 All Subjects) Teachers use daily exit tickets at the end of a lesson to check for understanding and to inform their instruction.  Exit tickets can come from the curriculum or be teacher-created and typically range from 3-5 questions.

Weekly/Bi-Weekly Tests: (K-2 Reading and Math; 3-8 All Subjects) Teachers use tests at the end of the week to check for understanding, to determine what students learned and recall, and to inform their instruction. Weekly tests can come from the curriculum or be teacher-created and typically range from 8-15 multiple choice and open response questions.

Quarterly Exams: (3-8 Reading and Math)  All our 3rd-8th grade students will complete quarterly exams in math and reading, science in 5th and 7th-8th and social studies in 7th-8th. These assessments will be a compilation of all the material covered in that quarter or up until the last unit assessment. Quarterly assessments are created by the DLA academic team and made available in the Edulastic platform.

i-Ready Diagnostic: (K-8 Reading and Math) These computerized tests are given three times a year – at the very beginning of the year, in the middle of the year, and again at the end of the year.  During remote learning, students will come to DLA to take the i-Ready diagnostic. These tests are adaptive, meaning that students answer questions that are exactly on their level.  We use the results to know how our students are performing in comparison to students all over the country and to pinpoint specific skills and concepts with which students may need extra help.  We also use the results to measure our progress as a school. Our goal for this assessment is for all students to make 1.5 years of growth from the fall assessment by the spring test administration.

AIMs Web: (K-3 Reading) AIMSweb is designed for universal screening and progress monitoring to identify struggling students early and to monitor student acquisition of foundational academic skills. This assessment will be administered in K-3 only to identify students reading strengths and needs. The scores from this assessment can also be used as a promotion criteria for the third grade reading guarantee. During remote learning, students will come to be assessed by a DLA teacher.

**Summative Assessments**
Summative assessments are used to assess students' overall progress toward grade level material and will be factored in their progress report/report card grade.

Unit Assessments: (Grades K-2: Reading, Math; Grades 3-8: all subjects) All of our students will take unit assessments at the end of each unit of study.  These unit assessments come from the curriculum and are designed to measure student application of complex standards. Our goal is for all students to demonstrate mastery on these assessments (70% correct or higher, as measured by questions or rubrics).

<u>Fontas & Pinnell Benchmark Reading Assessment (F&P)</u>: (Grades K-8) All students will be administered the F&P reading assessment two-three times a year.  The F&P assessment measures reading foundations, fluency, comprehension, and independence.  Student reading levels are determined by the assessment. Our goal for this assessment is for all students to grow at least 1.25 reading level years each school year, and for all students to end the year on the next grade level.

<u>American Institutes of Research (AIR) Tests</u>: (Grades 3-8 in Reading and Math, Grades 4&6 in Social Studies, Grades 5&8 in Science) This end of year test is given to all public school students across the state of Ohio. It is a timed, multiple choice and short answer assessment.  It is used to measure students' skills and progress toward mastery grade level standards. We use the results to plan academic supports and programs for students the following year and to measure our success as a school.

**Accountable Independent Reading**
Because we value reading, we require our students to read independent texts that they choose. We monitor student reading progress, make recommendations about new things students might like to try, and give students an opportunity to interact and to develop reading skills through independent reading. We both support and hold students accountable for this reading. Accountable Independent Reading has five purposes:
1. To engage and motivate students in learning things they care about
2. To promote students' love of reading
3. To build students' vocabulary: reading a lot exposes students to new words and ideas
4. To build students' knowledge about the world (through both fiction and informational text)
5. To build students' reading "stamina": their ability to read harder texts for longer periods of time

We encourage students to choose texts and topics that interest them. They also should choose books that are at a comfortable  and at their independent reading level.

**Specials Classes**
Students are offered one specials class each day and rotate through music, art and physical education throughout the week. Specials courses are graded and participation is required. Please ensure that your child wears appropriate footwear on P.E. days.

**Homework Policy**
All students in K-8 grade receive homework every night and during extended breaks/remote learning. The purpose for assigning homework is to give students the opportunity to practice skills and develop good work habits.  Students should read a grade level text for at least 15 minutes every night.  If you notice your child is having difficulty completing homework, please contact your child's teacher.

Because we are committed to our mission of preparing our students for high school, college and career, we strongly emphasize the accurate and thorough completion of homework. Homework helps students develop grit, self-control, desire, discipline and dedication – all of which are important tools for success.

Homework completion and effort is also a percentage of your child's overall grade - *see DLA Grading Policy above*.

**Promotion And Retention**

Promotion and retention from the DLA Student & Family Handbook 2020-2021:  <u>Promotion & Retention</u>
Our team will place students at the grade level best suited for them academically, physically, socially,

and emotionally.  Typically, students will progress at the level commensurate with their achievement and social and emotional development. However, *student retention may result when a student is required to repeat a grade level due to poor academic performance*. Our instructional staff and administration reserve the right to retain any student who fails to demonstrate grade-level academic mastery in core subject areas and/or who has excessive absences from school.

### Promotion

A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria.  The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

### Retention

Grade level retention meetings are held by April of the school year, and input from the instructional staff members at that particular grade level is considered when making retention decisions.  The following criteria are used to determine retention in the current grade:
- ➢ Academic performance
- ➢ Attendance rate of 92% or below
- ➢ Level of social and emotional development
- ➢ Students who have 10 or more days of out-of-school suspensions
- ➢ Students in grades 3-8 who did not score proficient in reading or math on state test

* By Ohio State Law, 3rd Grade students who have not met the cut score for the Third Grade Reading Guarantee will be required to participate in DLA's Summer Launch and will be retained if they do not meet the cut score on AIR, AIMs Web or iReady.  This may change based on ODE guidelines.

In some cases, attendance in DLA's Summer Launch program will be required in order to be promoted to the next grade.

### Students with Disabilities and Retention

Students with disabilities receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.

### Retention Appeals

A student's parent or guardian has the right to appeal the school's decision to promote or retain a student and may appeal any promotion and retention decision before the start of the next school year. If a parent or guardian is not satisfied with the school-level decision pertaining to a retention or promotion, the parent may appeal in writing to the Principal.

**Special Services, IEP, 504, and Counseling Services**
DLA Student & Family Handbook 2020-2021:  Special Services
Special Education Resource Guide:  Special Education Resource Guide


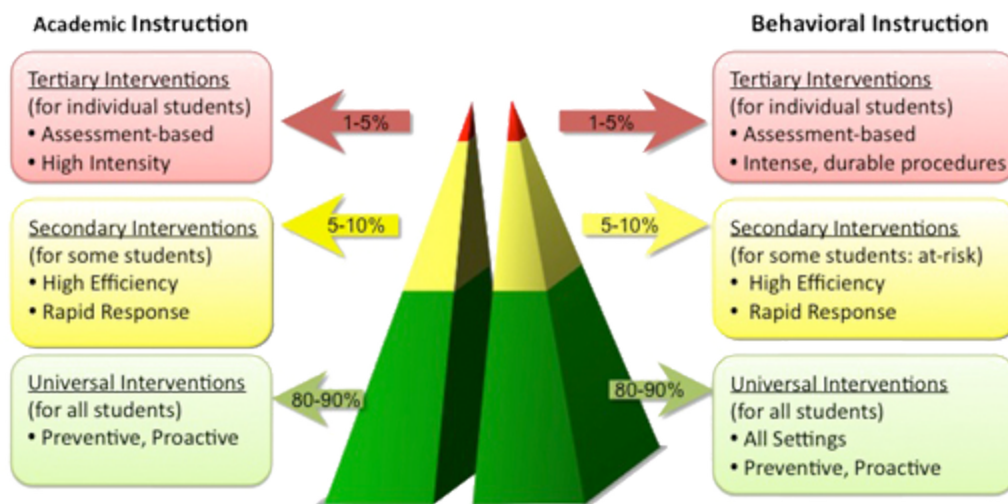**Special Education Vision and Model**  Ohio SPED Operating Standards

DLA's academic intervention program ensures that every student is being taught at the appropriate level, including those who may enter school significantly below grade level or those performing at or above grade level. Our model is based on multi-tiered systems of support (MTSS) which is defined as "the practice of providing high-quality instruction and interventions matched to student need,

monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added).

MTSS is grounded in differentiated instruction and begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning using a multi-tier model:
- Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions
- Tier 2: Targeted Interventions
- Tier 3: Intensive Interventions and Comprehensive Evaluation

## Designing Schoolwide Systems for Student Success

**Academic Instruction**

**Tertiary Interventions**
(for individual students)
• Assessment-based
• High Intensity
1-5%

**Secondary Interventions**
(for some students)
• High Efficiency
• Rapid Response
5-10%

**Universal Interventions**
(for all students)
• Preventive, Proactive
80-90%

**Behavioral Instruction**

**Tertiary Interventions**
(for individual students)
• Assessment-based
• Intense, durable procedures
1-5%

**Secondary Interventions**
(for some students: at-risk)
• High Efficiency
• Rapid Response
5-10%

**Universal Interventions**
(for all students)
• All Settings
• Preventive, Proactive
80-90%

At DLA, intervention and services are provided by a variety of personnel, including general education teachers, special educators, and related service care providers. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Additionally, our model allows for the inclusion of students with special needs in regular classrooms and activities and provides intensive academic support for students who enter school significantly below grade level.

**Role of Intervention Team**

The DLA intervention team is dedicated to providing academic intervention to students with disabilities or students who are below grade level in reading and math. Intervention specialists will work primarily with students with special needs and students in the SST process with tier 3 academic or behavioral needs. Reading and math interventionists will provide targeted small group instruction  part of the SST process. Instructional aides provide either classroom or 1:1 support for students with more to students with tier 2 needs or help support intervention specialists with providing specialized instruction for students with disabilities.

| Role | Grade Level | Overview of Services |
|---|---|---|
| K-1 Intervention Specialist | K/1 | <ul><li>Provide specialized instruction to students with special education learning needs</li><li>Response to intervention: guided reading groups and small group math</li></ul> |
| 2-3 Intervention Specialist | 2/3 | <ul><li>Provide specialized instruction to students with special education learning needs</li><li>2nd and 3rd grade reading and math inclusion</li></ul> |
| 2-3 Reading Interventionist | 2-3 | <ul><li>2-3 LPH</li><li>Guided reading during ELA block to tier 2 students</li></ul> |
| 4-5 Intervention Specialist | 4-5 | <ul><li>Provide specialized instruction to students with special education learning needs</li><li>4th and 5th grade reading and math inclusion</li><li>4th and 5th grade LPH</li></ul> |
| 4-6 Reading Interventionist | 4-6 | <ul><li>Enrichment for students above grade level</li><li>4-6 LPH</li><li>Guided reading during ELA block to tier 2 students</li><li>Phonics intervention for students who struggle</li></ul> |
| 3-5 Math/Reading Intervention | 3-5 | <ul><li>3-5 LPH</li><li>Support 3-5 inclusion</li></ul> |

| 6-8 Reading Intervention | 6-8 | ● 6th Grade LPH ● 7-8 reading intervention ● Support 6-8 inclusion |
| --- | --- | --- |

**Least Restrictive Environment (LRE)**

At DLA, students with disabilities are serviced in the least restrictive environment or inclusion setting to the maximum extent possible.  Students who are on a life skills curriculum may receive more services outside of the general education classroom.  Additionally, students who are below grade level in reading or math may receive services during lightning power hour or another time during the day when it is appropriate to be removed from the general education setting.

**Inclusion/Co-Teaching Service Model at DLA**

- Large groups/small group: One teacher teaches the larger group, while another teacher pulls a small group to a back table or to another classroom to teach the same material
- Centers teaching: two teachers lead small group teacher led centers or instruction while groups of students work independently in centers
- Parallel teaching: teachers split the class in half and both teach the content to smaller groups of students

At DLA, intervention specialists work with all students regardless of disability status.  Students in the SST process may be pulled by an intervention specialist to receive specialized instruction as part of response to intervention.

**Academic Intervention**

DLA offers intensive academic support for students who enter school significantly below grade level or who have special learning needs including students eligible for special education services.  During any period that students are participating in Remote Learning, DLA will provide in-person instruction in the school classroom for small group instruction or individualized instruction.

**Enrichment and Intervention**

Lightning Power Hour is a designated time during the school day in which students are group based on formative assessment data to receive targeted academic intervention or enrichment in reading and math.  Both general education and intervention teachers provide students with academic intervention based on individualized learning needs.

*iReady Instruction:* DLA utilizes iReady Instruction, an online tool, which provides personalized instruction to students in reading and math. Every student has a personalized iReady account to utilize throughout the school year. Students receive weekly individualized instruction in reading and math on iReady.  Students take periodic assessments to monitor progress and adjust for learning needs.

**Student Support Team (SST)/Child Find**

DLA utilizes the SST as a multi-tiered problem-solving approach to support individual student needs. The SST provides suggestions for comprehensive, classroom-based, student-centered interventions and determines whether or not a child should be referred for further evaluation based on data gathered

throughout the SST process. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact the school's Assistant Principal.

**Individualized Education Program**

Special education programming at DLA is structured to provide specialized instruction, support, and related services to students with disabilities based on a student's Individualized Education Program (IEP). Students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with IDEA and the Ohio Operating Standards.

An integral part of DLA's mission is to promote the inclusion of students with special needs in general education classrooms and activities in order to provide high-quality instruction to all students. To meet this goal, DLA is committed to:
- Making every student the responsibility of every staff member.
- Using the best pedagogical practices for the benefit of all students.
- Involving families as essential partners on the Multidisciplinary Team (MDT).
- Implementing accommodations and modifications, related services, and supplementary aids as needed for students with special needs.
- Adhering to special education regulations and requirements at all times.
- Aligning IEP goals with the general education curriculum to ensure access, authenticity, and relevance.
- Educating students in the LRE, removing them from the general education setting only when doing so is necessary to provide appropriate instruction.

In Ohio, *A Guide to Parent Rights in Special Education (2017) s*erves as the procedural safeguards notice. Dayton Leadership Academies will provide the parents/guardians of a child with a disability a copy of this guide at the time of referral or request for evaluation once a year, and at the request of a parent/guardian.  Please contact the Assistant Principal or see our website if you are in need of a copy of the guide.

**Mental Health Therapy**
DLA has a partnership with Eastway Behavioral Health to offer school-based mental health programming for children in need of behavioral and mental health services. Mental health therapy provides students with a safe, comfortable place for them to learn and build the skills necessary to be successful in the school setting.

**Section 504**
Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance.  The Act defines a person with a disability as anyone who:
- has a mental or physical impairment which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeking, hearing, breathing, learning)
- has a record of such an impairment, - or -
- is regarded as having such impairment.  [34 CFR 104.3(j)]

In order to fulfill obligations under Section 504, Dayton Leadership Academies is responsible for nondiscrimination in policies and practices regarding its personnel and learners.  No discrimination

against any person with a disability shall knowingly be permitted in any of the programs and practices of the Dayton Leadership Academies.

**After-School Tutoring**

DLA offers after school tutoring in reading and math for students below grade level.  The tutoring will consist of small group instruction on core academic skills and homework support.

**Social Emotional Learning Supports - School Culture Principles**

Rigorous academics and character education are at the heart of what we do. Therefore, we are committed to teaching, modeling and reinforcing social emotional learning skills in order for students to meet the DLA core values throughout the school day.

# DLA Core Values

Safe

Respectful

Core Values

Responsible
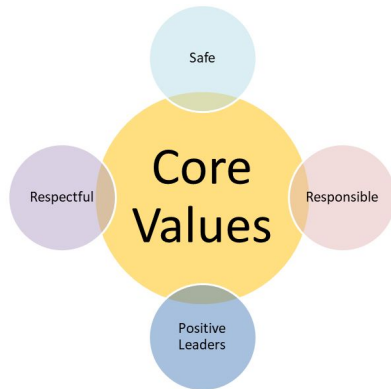
Positive Leaders

All members of the DLA community strive to live out our core values: we are safe, responsible, respectful and positive leaders. Below is a description of each core value and what it looks like in the classroom and school community.

| **We are Safe** |
| --- |
| We are safe in our words.<br><br>    ● Use appropriate language<br>    ● Support others by using kind words<br>    ● Refrain from using inappropriate language to hurt others' feelings<br><br>We are safe in our actions.<br><br>    ● Follow school-wide procedures<br>    ● Follow classroom procedures<br>    ● Use appropriate touch<br>    ● Refrain from aggressive actions towards others<br><br>We feel safe in our classroom community.<br><br>    ● Positive peer-peer interaction |

| ● Respectful and trusting relationship with teacher |
| --- |

| **We are Responsible** |
| --- |
| We are responsible for our work.<br><br>● Complete work on time<br>● Show our best work at all times<br>● Stay engaged in learning by participating<br>● Be prepared for class mentally and with materials<br><br>We are responsible for our choices<br><br>● Tell the truth<br>● Take responsibility for mistakes<br>● Make the right choice<br>● Accept consequences for our actions |

| **We are Respectful** |
| --- |
| Be respectful of yourself.<br><br>● Come to school in uniform<br>● Complete classwork<br>● Set goals<br>● Use positive language when talking about myself<br>● Seek out help<br><br>Be respectful to others.<br><br>● Treat others with respect<br>● Use kind words<br>● Help others when needed<br>● Appreciate uniqueness<br>● Recognize the dignity of others<br>● Demonstrate empathy by showing compassion |

| **We are Positive Leaders** |
| --- |
| Be a positive leader in my school.<br><br>● Model expectations<br>● Support others with meeting expectations |

- Remember others are watching you

Be a positive leader in my community.

- Be a positive role model in the community
- Demonstrate core values to your community
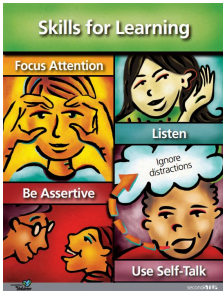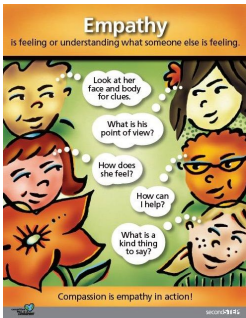- Volunteer/provide service to others in the community
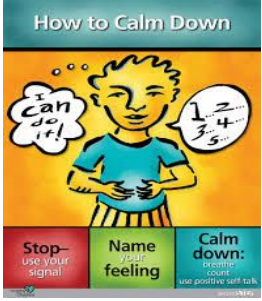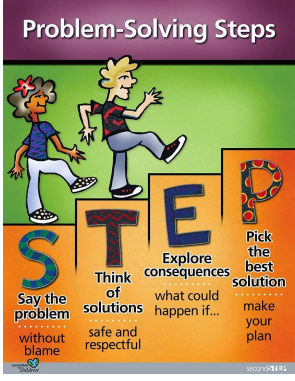
**Social Emotional Skills Curriculum**

DLA utilizes the Second Step Social-Emotional Learning (SEL) curriculum in kindergarten through 8th grade to teach the SEL skills needed to be successful in school and life. The Second Step curriculum provides a fully integrated framework for promoting social, emotional, and academic success. Each component's lessons are age-appropriate, easy to teach, and fun to learn.

Second Step Social Skills Curriculum Highlights

- Evidence-based, sequenced curriculum teaches essential life and learning skills.

- Media-rich content engages students and reinforces positive behavior.

- Fully scripted lessons are easy to integrate into the day.

- Take-home materials bolster family engagement and support

Teachers implement the social emotional skills curriculum during Morning Meeting and Closing Circle and reinforce concepts and objectives throughout the entire school day. Below is an overview of each SEL component and a description of skills needed to demonstrate the component.

| Component | Skills to Teach | Self-Talk |
|---|---|---|
|  | ● Active listening<br>● Focused attention<br>● Following directions<br>● Self-Talk for Learning<br>● Being Assertive<br>● Planning to learn | "Ignore distractions" |
|  | ● Identifying feelings<br>● Identifying anger<br>● Showing care and concern<br>● Accepting differences | "Look at her face and body for clues"<br><br>"What is his/her point of view"<br><br>"How does she feel?"<br><br>"How can I help?<br><br>"What is a kind thing to say?" |

| Emotional Management<br> | ● Identifying emotional management<br>● Self-talk for calming down<br>● Managing anger<br>● Managing disappointment | "Take deep breaths, count down from 10."<br><br>"I know my emotions and feelings."<br><br>"I can control my behavior and calm down strong feelings." |
|---|---|---|
|  | ● Fair ways to play<br>● Taking responsibility<br>● Solving classroom problems<br>● Dealing with negative peer pressure<br>● Dealing with conflict | "What could happen if …?"<br><br>"How can I help?" |

**Supplemental 6-8th Grade Social Emotional Curriculum**

As a supplement to Second-Step, 6-8th grades will incorporate lessons from Teaching Tolerance.  This program emphasizes social justice and anti-bias. The anti-bias approach encourages young people to challenge prejudice and learn how to be agents of change in their own lives. The Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice and action.

The social justice domains that are covered in this curriculum are:

● Identity
● Diversity
● Justice
● Action

https://www.tolerance.org/

**Growth Mindset**

Growth mindset is the belief that you can grow your talents and abilities with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks. DLA is committed to teaching and reinforcing a growth mindset with students. Below are links to resources to use in your classroom to teach growth mindset:

https://www.mindsetkit.org/topics/teaching-growth-mindset

https://www.transformingeducation.org/wp-content/uploads/2018/07/2018_Growth-Mindset-Strategies_website.pdf

**Classroom Dojo**

Class Dojo is an online behavior tracking and communication tool intended to foster positive student behaviors and classroom culture. Students earn 'Dojo Points' based on their behavior and engagement in academics. Teachers use Class Dojo to keep parents up to date on student progress and classroom happenings.

| Classroom Dojo Accounts | General |
|---|---|
| | <ul><li>Teachers set-up dojo accounts to build classroom community with students and families<ul><li>Teachers will share accounts with all specials teachers, intervention specialists, building subs, and admin.</li></ul></li><li>All families should receive invitations to join classroom dojo the first week of school (dojo creates invitations for you)<ul><li>Families will be asked to join on Meet the Teacher Night and Parent Teacher Conferences</li></ul></li><li>Teachers will make 5 positive phone calls home each week to different students and track these on dojo by awarding students a positive phone call point</li><li>Teachers will invest students in Dojo by developing classroom specific accountability systems and class incentives based on Thunder point earned</li><li>Teachers will track attendance through classroom dojo</li><li>Teachers will use the "Class Story" feature in classroom dojo to post pictures of student activities, class projects, celebrations for goals that have been met, attendance recognition, EOM recognition, etc.</li></ul><br>Communication<ul><li>Teachers may use dojo for daily communication with families<ul><li>Teacher and families will utilize direct message feature on the app</li><li>Teachers will respond to messages within 24 hours and during work day hours</li></ul></li><li>Parents/guardians may check dojo for daily behavior reports, classroom announcements, and celebrations</li></ul><br>Incentives<ul><li>Students will earn individual, class, and school-wide incentives based on dojo points</li><li>Students will earn dojo points for attendance, being in uniform even while in Remote Learning mode, and turning in homework</li><li>Students will earn points for completing assignments, participating in class, and demonstrating core values/meeting behavior expectations throughout the school day</li><li>Dojo points will be used to determine the Eagle of the Month for each classroom</li></ul><br>*Teachers will establish an individualized routine and determine when it is appropriate to praise/use positive narration and when it is most appropriate to use points. This is a school wide incentive program and is |

| | required. Each homeroom teacher must be consistent in using dojo in order for all students to participate and be a part of the DLA community. |
|---|---|

**Monthly House Team Celebrations**
Monthly House Team Celebrations will take place at the end of each month to celebrate students' successes throughout the month. We will record these in the building and share with students remotely. Below is the agenda of a house team celebration:

1. Open with HR presentation
2. Eagle of the Month/College Bound Award
3. Golden Clock
4. N.B.A

| Month | House Team Celebration |
|---|---|
| August | August 28th |
| September | October 2nd |
| October | October 30th |
| November | November 24th w/ Attendance Raffle |
| December | December 17th |
| January | January 29th |
| February | February 26th |
| March | March 26th |
| April | April 30th |

**Quarterly Award Ceremonies**
Quarterly Awards Ceremonies also take place to celebrate the following student achievements:
● Perfect attendance
● High honor roll
● Honor roll

**Dates:**
Quarter 1: Monday, October 28th 5:00-6:00 pm
Quarter 2: Monday, January 27th 5:00-6:00 pm
Quarter 3: Monday, April 6th 5:00-6:00 pm

COVID 19 precautions will be in place and when necessary, these ceremonies will be done virtually.

**Town Hall Meetings**
House teams will meet monthly or quarterly in the atrium or hallway for town hall meetings to discuss culture expectations. The purpose of the meetings will be to celebrate successes, discuss upcoming incentives and goals and review areas for improvement.


## SECTION 4: FAMILY ENGAGEMENT

**Family Engagement Plan**
Engagement is the participation of parents/guardians with the school, in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring:

- Families play an integral role in assisting their child's learning
- Families encourage, support and enforce the Student Code of Conduct and Uniform Codes while advocating 100% daily and on-time attendance;
- Parents/guardians are encouraged to be actively involved in their child's education at school
- Parents/guardians are full partners in their child's education and are included in decision-making and on advisory committees to assist in the education of their child.

An important factor in the success of Dayton Leadership Academies is the strong working relationship between parents, teachers, and children. In order for this to happen, there must be constant communication. In addition to phone conversations, home visits by admin or staff, DLA also hosts conferences between parents, teachers and children once a quarter.

**DLA Family Compact**
At the beginning of each school year, families, students, teachers, and school leaders review and sign the DLA Family Compact to define our expectations and demonstrate our commitment to each other.

**Teacher/School Leader Commitment**
- We will always protect the safety, interests, and rights of all individuals.
- We will believe in and model the DLA core values.
- We will educate and nurture each child to perform at his/her highest academic ability.
- We will communicate regularly with families and make ourselves available in-person and by phone.
- We will strive to improve our teaching and leadership abilities through continuous learning opportunities.

**Family Commitment During Remote Learning**
- We will ensure our child is in uniform and ready for school by 9 am Monday - Friday.
- We will check our child's homework and Classroom Dojo reports daily.
- We will read DLA newsletters, One Call Now, and Classroom Dojo messages regularly.
- We will support our child by believing in and demonstrating the DLA core values and adhering to school policies.
- We will attend three quarterly conferences (in person or via google/zoom) and at least one school event.

**Student Commitment During Remote Learning**
- I will be ready for school and in my uniform every day by 9 am.

- I will be safe in my words and actions.
- I will be responsible for my work and for my choices.
- I will respect myself and others.
- I will be a positive leader in my school and my community.

## Communication

Dayton Leadership Academies are committed to keeping families informed about every aspect of school life, including the anticipated change to or from Remote Learning. The One Call Now voice, text and email message system, phone calls, zoom meeting, google classroom, and Class Dojo are used to communicate important information to parents quickly. We also produce a monthly newsletter highlighting important information for the current or coming month. Please also check the school's website (www.dlaeagles.org) whenever possible.

**It is important that the school have current addresses and phone numbers in order to maintain communication.** Contact information changes, including those for emergency contacts, should be given to the school office as promptly as possible. Staff will insure that this information is given to the appropriate classroom teachers.

## SECTION 5: OTHER INFORMATION

## Information Technology

DLA provides Chromebooks 1-on-1 to students in grades 2-8; desktop computers for 1st grade, and iPads and desktop computers for kindergarten students. During anytime that Remote Learning is in effect, these technologies will be sent home with the students and returned to school when in-person learning resumes. Students have access to Google Classroom where they can interact with their teachers while at home, participate in classroom meetings and lessons, and complete and submit assignments. During Remote Learning, students who need assistance with internet access will be provided with a hotspot or hard-wired service, whichever meets the need of each individual student.

## Budget

Dayton Leadership Academies contracts Mangen, LLC to provide school treasury services including budgeting, payroll, payments to 3rd party vendors, monthly expense reports, and the coordination of the submission of tax forms and the annual audit. Since the long-term closure that started March 17, 2020 Mangen has added a line-item budget line for COVID-19 related expenses. To meet the additional unexpected expenses, DLA will be applying for any and all financial assistance to cover safety and social distancing responsibilities, additional technology (Chromebooks, hotspots, hardwired internet services, etc.), and technology needs to improve the ability for teachers to provide Remote Learning to their students.

## Staff and Human Resources

The Staff Roster and qualifications and the Employee Handbook are included as a separate document with the Reset & Restart Plan.

**Signage**

Signage will be placed throughout the offices and school to promote hand washing, safe distancing, face coverings, and to specify the capacity maximum per space.

**Travel Restrictions**

Dayton Leadership Academies will discontinue staff travel to conferences and workshops, student field trips, and community-based education programming until further notice unless pre-approved by the school Principal.