



CONTINUITY OF SERVICES

PLAN

2023-2024

REVISED SEPTEMBER 2023

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PURPOSE

The purpose of this plan is to aid Dayton Leadership Academies employees and families in feeling safe and to reduce the impact of COVID-19 conditions in our school. The guidelines referenced in this plan are based on the Dayton & Montgomery County Public Health and CDC recommendations. Periodic reviews and regular updates will be made to this plan every six months through September 2023 based on information provided by the CDC and applicable federal, state and local agencies.

If deemed necessary, at any point in time DLA is prepared to implement our remote learning plan.

GUIDING PRINCIPLES

In order to promote the continued well-being of our employees and students the following guiding principles have been put in place:

- **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
 - Implement face covering policy when required
- Prioritizing **student learning** and ensuring **effective teaching**

SECTION 1: CARING FOR STUDENTS AND ADULTS

Handwashing Etiquette

Staff and students will wash and 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
- During transitions in the classroom

Student and Staff Facial Covering Policy

DLA will follow the recommendations of the Department of Public Health up to and including wearing face coverings when necessary. If face coverings are required, the following exceptions include:

- While eating breakfast and lunch, students may remove their facial coverings as long as they are seated

- While outside and maintaining social distancing students may remove their facial coverings, until it is time to line up. This applies to recess and outdoor class activities
- Staff may remove masks when alone in classroom or office
- Students may remove their mask during a mask break, which would be after a brain break, or physical activity, in order to get a drink of water

Vaccinations

DLA worked with Public Health Dayton & Montgomery County to provide vaccines to eligible and interested staff members in February 2021. As of June 2021 75% of DLA staff has been vaccinated. DLA will continue to provide staff and families with updated information about vaccinations as the information is made available.

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 recommends** all employees and students to complete a self-screening prior to coming to work or school including:

- 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

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.

- 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.
- 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.

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. 5 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:
 - 5 days have passed since test without any symptoms developing

Classroom Exposure of Staff or Student

Public Health - Dayton & Montgomery County recommends the following based upon the current CDC COVID-19 Transmission Level in our area:

At all COVID-19 Community Levels:

- Stay up to date on vaccination, including recommended booster doses
- Maintain ventilation improvements
- Avoid contact with people who have suspected or confirmed COVID-19
- Follow recommendations for isolation if you have suspected or confirmed COVID-19
- If you are at high risk of getting very sick, talk with a healthcare professional about additional prevention actions

At Medium and High COVID-19 Community Levels:

- If you are at high risk of getting very sick, wear a well-fitting mask or respirator when indoors in public
- If you have household or social contact with someone at high risk for getting very sick, consider testing to detect infection before contact and consider wearing a mask when indoors with them

At High COVID-19 Community Levels:

- Wear a well-fitting mask or respirator when indoors
- If you are at high risk of getting very sick, consider avoiding nonessential indoor activities in public where you could be exposed

For Students:

Students diagnosed as having COVID-19 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. 5 days since symptoms first appeared

Non Covid-19 Health Situations

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

Facilities Preparation

The safety of our employees and students are our first priority. We have installed a plexiglass barrier in the main office to protect our employees and our guests. Prior to the first day of school the building will be 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 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.

Water, air, and some surfaces and spaces are hard to clean. Ultraviolet light (UVC) can be used for disinfection in these settings and destroys viruses, including COVID-19, mold, and bacteria. Dayton Leadership Academies has rooftop HVAC systems and UVC lights have been installed in the ductwork throughout the building. As air passes through the duct and over the UVC lights, it disinfects the air. This means that the air throughout the building is being sanitized at all times.

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

General Disinfection Measures

Category	Area	Frequency
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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.

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.

Staff Restrooms

Each restroom has 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.

Food Services

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.

SECTION 2: CONTINUITY OF SERVICES

Learning Options For 2023-2024

For the 2023-2024 school year, Dayton Leadership Academies will provide the following learning options:

- In-person classes following the 8:00am to 3:15pm school schedule
- Remote learning is not an option for Community Schools

Staff Training

DLA's 2023-2024 yearlong professional development plan includes training on:

- Closing the learning gap caused during the height of the pandemic
- Implementing diagnostics to assess student learning needs
- Analyzing assessments to inform instructional plans
- Methods for teaching and reinforcing classroom procedures and expectations
- Strategies for teaching social-emotional skills
- Practices for building teacher-student relationships and student-student relationships
- Strategies for data-driven small group instruction

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 class time teaching procedures and expectations, community and relationship building activities, and frequent check-ins with individual students.

Classroom Instruction, Curriculum, and Assessments

Classroom instruction, curriculum, and assessments from the DLA Student & Family Handbook

2023-2024: [Student & Family Handbook 2023-2024](#)

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 Wilson's Foundations (phonics and skills instruction), Heggerty (phonemic awareness instruction), 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:

[Download Curriculum - Core Knowledge Foundation](#)

<http://commoncoresuccess.ededucation.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-5 we implement the Eureka Math curriculum. Families can access the curriculum and supporting resources (also known as EngageNY) online:

[Math | Overview](#)

In 6-8 we implement the enVision Math curriculum. This curriculum combines problem based learning with visual learning. Students learn more about math by solving rich, reality-based problems. They gain a deeper, clearer understanding of math concepts with visual models and scaffolds in every lesson. enVision Math provides mathematical tasks that align with the Ohio Standardized Test in both class work and homework assignments.

Each unit builds on and connects prior knowledge to build deeper understandings and new insights. With this curriculum, students will continue to build their 21st century skills using the online components.

[Envision Math 6-8 Curriculum](#)

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:

[ScienceFusion | K–8 Science Curriculum](#)

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:

[Engaging K-12 Social Studies Curriculum Resources and Textbooks](#)

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 that 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.

Assessments

Testing Requirements

Dayton Leadership Academies is a community school established under Chapter 3314 of the Revised Code. DLA is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administrator or the Ohio Department of Education.

DLA uses 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. 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.

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).

Fontas & Pinnell Benchmark Reading Assessment (F&P): (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.

American Institutes of Research (AIR) Tests: (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 they are comfortable with 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 2023-2024:

 Student & Family Handbook 2023-2024

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: Notification of possible retention will be communicated to families during 3rd Quarter Conferences. Final retention decisions will be communicated to families by the end of June. Retention decisions are made with input from the instructional staff members at the grade level as well as admin team members. 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

Pursuant to Ohio House Bill 33, changes were made to the Third Grade Reading Guarantee that take effect in the upcoming 2023-2024 school year. Consistent with these changes, students who were retained in the third grade for the 2023-2024 school year due to a failure to attain the required minimum reading scores on assessments may now be eligible for promotion.

Consequently, your child may now be eligible for promotion to the fourth grade beginning in the 2023-2024 school year. If promoted, your child will continue to receive intensive reading instruction in the same manner as a retained student until the student is able to read at grade level.

Achievement of reading proficiency is essential to long-term academic success, and the School remains committed to supporting your child in reaching literacy goals.

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 2023-2024: [Student & Family Handbook 2023-2024](#)

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

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.

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 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)* serves 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 Thrive Therapeutics 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, seeing, 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 four hours a week 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

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.

- Use appropriate language
- Support others by using kind words
- Refrain from using inappropriate language to hurt others' feelings

We are safe in our actions.

- Follow school-wide procedures
- Follow classroom procedures
- Use appropriate touch
- Refrain from aggressive actions towards others

We feel safe in our classroom community.

- Positive peer-peer interaction
- Respectful and trusting relationship with teacher

We are Responsible

We are responsible for our work.

- Complete work on time
- Show our best work at all times
- Stay engaged in learning by participating
- Be prepared for class mentally and with materials

We are responsible for our choices

- Tell the truth
- Take responsibility for mistakes
- Make the right choice
- Accept consequences for our actions

We are Respectful

Be respectful of yourself.

- Come to school in uniform
- Complete classwork
- Set goals
- Use positive language when talking about myself
- Seek out help

Be respectful to others.

- Treat others with respect
- Use kind words
- Help others when needed
- Appreciate uniqueness
- Recognize the dignity of others
- Demonstrate empathy by showing compassion

We are Positive Leaders

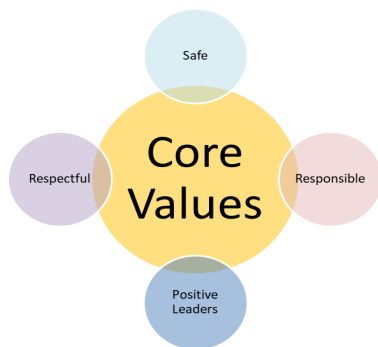
Be a positive leader in my school.

- Model expectations
- 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

DLA Core Values



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.

Leader in Me

As part of a five year strategic plan, Dayton Leadership Academies is in the third year of implementing Franklin Covey's The Leader in Me program. The Leader in Me program uses the Seven Habits of Happy Kids in order to help students become "leaders of their own learning." This philosophy is embedded within our school culture. It leads to higher levels of learning and greater satisfaction as the students take ownership of their academic goals and character development.

Students will be able to:

Create a Leadership Environment

- Physical Environment
- Social-Emotional Empowerment
- Leadership Events

Share Leadership

- Lighthouse & Action teams
- Leadership Roles
- Student Voice

The Seven Habits

Habit 1: Be Proactive

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2: Begin with the End in Mind

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision, and look for ways to be a good citizen.

Habit 3: Put First Things First

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4: Think Win-Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

Habit 5: Seek First to Understand, Then to Be Understood

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6: Synergize

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us alone. I am humble.

Habit 7: Sharpen the Saw

I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

Celebrations and Incentives

As part of DLA's PBIS framework, we celebrate students who are meeting school and classroom expectations.

Below is a list of all school-wide incentives to celebrate student successes and reinforce core values.

Incentive	Description
Eagle Thunderbucks	<ul style="list-style-type: none"> Staff members will recognize homerooms demonstrating core values by providing specific positive feedback linking the behavior to the core value and rewarding the homeroom with a thunderbuck. Homerooms can cash in Thunderbucks to receive class incentives such as extra recess and parties.
Leader Points	<ul style="list-style-type: none"> Teachers will recognize positive behavior by providing students with individual Leader points throughout the school day. Students can earn points during instruction or transitions. Students can earn thunderpoints each day for arriving to school on time and in uniform. Leader points will be used to determine nominations for eagle of the month and will be used for daily and weekly incentives such as fun Friday.
Eagle Leader of the Month	<ul style="list-style-type: none"> One student from each homeroom will be selected as the eagle leader of the month. This student will have demonstrated positive behaviors connected to the core value of the month. Leader points will be used to determine the eagle leader of the month. Students will receive a t-shirt at the house team celebration. Student's photos will be posted in the front entrance and on Classroom Dojo.
College Bound	<ul style="list-style-type: none"> One student from each homeroom will be selected for the college bound award. This student will have demonstrated positive academic success, like growth on the iReady assessments, success on iReady online lessons, or high achievement or growth on classroom tests and quizzes. Students will receive a t-shirt at the house team celebration. Student's photos will be posted in the front entrance and on Classroom Dojo.
Honor Roll	<ul style="list-style-type: none"> Students with straight As or all As and Bs will receive an honor roll certificate at the quarterly grade level celebrations.
Attendance	<ul style="list-style-type: none"> Students with perfect attendance for the month will be recognized at the monthly house team celebration as a member of the N.B.A - Never Been Absent club Students with perfect attendance for the quarter will receive a certificate at the quarterly grade level celebration. Homerooms will post "perfect attendance" signs on their door each day that their HR has perfect attendance.
Golden Clock	<ul style="list-style-type: none"> Homerooms with the highest attendance/punctuality percentage will earn the golden clock award at the end of each month.
Principal for the Day	<ul style="list-style-type: none"> At the end of each month, one student in the middle school will be nominated for principal for the day. The following criteria are used to determine the nomination: <ul style="list-style-type: none"> Highest Leader points for each month zero write-ups

Classroom Dojo

All teachers will utilize Classroom Dojo, an online tool, to track individualized Leader points and communicate student progress on behavioral and social skills throughout the school day. Parents will be provided with an individualized account at the beginning of the school year to track their child's progress.

Restorative Practices

DLA utilizes restorative practices as an approach to discipline. We believe in the 5 R's 5 R's include relationship, respect, responsibility, repair and reintegration. At the heart of every restorative process is a damaged relationship between the person who caused the harm, the recipient of the harm, and the community in which the harm was felt. We allow the opportunity to EVERY student to RESTORE.

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	<p>General</p> <ul style="list-style-type: none">● Teachers set-up dojo accounts to build classroom community with students and families<ul style="list-style-type: none">○ Teachers will share accounts with all specials teachers, intervention specialists, building subs, and admin.● All families should receive invitations to join classroom dojo the first week of school (dojo creates invitations for you)<ul style="list-style-type: none">○ Families will be asked to join on Meet the Teacher Night and Parent Teacher Conferences● 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● Teachers will invest students in Dojo by developing classroom specific accountability systems and class incentives based on Thunder point earned● Teachers will track attendance through classroom dojo● 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. <p>Communication</p> <ul style="list-style-type: none">● Teachers may use dojo for daily communication with families<ul style="list-style-type: none">○ Teacher and families will utilize direct message feature on the app○ Teachers will respond to messages within 24 hours and during work day hours● Parents/guardians may check dojo for daily behavior reports, classroom announcements, and celebrations <p>Incentives</p>
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	<ul style="list-style-type: none"> • Students will earn individual, class, and school-wide incentives based on dojo points • Students will earn dojo points for attendance, being in uniform even while in Remote Learning mode, and turning in homework • Students will earn points for completing assignments, participating in class, and demonstrating core values/meeting behavior expectations throughout the school day • Dojo points will be used to determine the Eagle of the Month for each classroom <p>*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.</p>
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SECTION 3: DAILY PROCEDURES

Dayton Leadership Academies will follow the Montgomery County K-12 Schools COVID-19 Back to School Guidance as part of its daily procedures. [COVID-19 Back to School Guidance](#)

This guide includes recommendations on everyday measures regarding vaccinations, staying home when sick, ventilation, hand washing and cough hygiene, use of face masks and cleaning.

Arrival/Breakfast/Morning Meeting Routines and Procedures

Core Values

We are Safe	We are Responsible	We are Respectful	We are Leaders
<ul style="list-style-type: none"> • Walk during transitions • Safe actions and words during breakfast 	<ul style="list-style-type: none"> • Be in uniform • Help with cleanup • Complete morning work when finished 	<ul style="list-style-type: none"> • Respect breakfast staff • Support classmates with clean-up 	<ul style="list-style-type: none"> • Model expectations • 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	<p>Bus Riders/Walkers</p> <p>At 8:00 am, the school doors open and all students who have arrived by bus must line up in the grade level appropriate line. All students are personally greeted by a school leader.</p> <ul style="list-style-type: none"> • All students will enter the building through the atrium doors • 6th grade students go through the atrium to stairwell C to enter middle school hallway and report to their classrooms • 7th-8th grade students go through the atrium and enter the cafeteria through the South Door <p>While in line, students should place all electronic devices in their backpack or give to their teacher for safekeeping and check their uniforms.</p> <ul style="list-style-type: none"> • Belts on • Hoods/Hats off/Coats off • Shirts Tucked in <p>Car Rider Drop Offs</p> <p>Students are dropped off in the back parking lot beginning at 7:30am. Two staff members will monitor students' arrival. One staff member will be at the stairwell C entry point for K-2 students and the other staff member will secure the parking lot, helping students out of the car and directing them to the building.</p> <ul style="list-style-type: none"> • K-2 students will be directed to the atrium and use K-2 hallway entry points • 3-6 students will be directed to go up stairwell C • 3-5 students will go across the bridge and enter into 3-5 hallway and report to their classrooms • 6th students will report to their classrooms • 7th-8th grade students will report to the cafeteria for breakfast <p>After 8:30 all students must enter the school building through the main office, obtain a tardy pass from DLA staff, and report to their classrooms.</p>

K-6 Breakfast	<p>Kindergarten- 6th grade students will report directly to their classrooms upon arrival. Teachers should be standing at the door greeting students.</p> <p>As they enter their hallways, students will pick up a grab-and-go breakfast bag from the distribution station.</p> <p>Breakfast will be eaten in the classroom. Breakfast should be finished by 8:30 am for all students.</p> <p>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.</p> <p>Breakfast Procedures:</p> <ul style="list-style-type: none"> ● Staff will ensure students either wash their hands or use hand sanitizer before eating ● 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.
7-8 Breakfast	<p>7-8 Students will eat breakfast in the cafeteria. 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.</p> <p>At 8:30 am 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 8:30 am.</p> <p>8:30 am HR teachers dismiss students by table groups and transition them to Specials class.</p> <p>Dismissal from Cafeteria:</p> <p>Gym class: Students exit using gym class door</p> <p>Art class: Students exit using South Door and proceed to the art room.</p>

	<p>Exploration class: Students exit using the South Door and proceed to the classroom.</p> <p>Music Class: Students exit using the North Door and proceed to the music room.</p>
Late Breakfast	Students who arrive after 8:30 am will report to the office for a tardy pass, pick up a breakfast bag at the distribution station, and report to their classrooms. Late students will eat breakfast in their classrooms.

Duty Posts at 8:00 am (see duty schedule)

- Bus line monitors
- K-5 Greeter- at stairwell A
- 6-8 Greeter- front entrance
- Drop-off Greeters- back parking lot and 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:

Purpose:

- Greet students and let them know how happy you are to see them at school and on time
- 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
<ul style="list-style-type: none"> • Walk during transitions • Safe actions and words during lunch 	<ul style="list-style-type: none"> • Be in uniform • Help with cleanup 	<ul style="list-style-type: none"> • Respect lunchroom staff • Support classmates with clean-up 	<ul style="list-style-type: none"> • Model expectations • Support others to make good choices

Routine/Procedure	Description
<p>Lunch in the Cafeteria - assigned by grade level days 2-3 days a week</p>	<p>Routine/Procedure Description</p> <p>Entering cafeteria</p> <ul style="list-style-type: none"> ● Students approach cafeteria in a straight and silent line ● Teachers will escort the class to the cafeteria and wait at the lunch line until another staff member on duty signals that they have responsibility for the class ● Students enter the cafeteria using the south door in a single file, silent line and proceed through the lunch line. Students sit at their homeroom/grade level table and may only sit on one side of the table. Students can talk quietly with friends during designated times ● Student may not get out of their seat during lunch without permission. <p>Restroom Breaks</p> <ul style="list-style-type: none"> ● Students who need to use the restroom during lunch must raise their hand (restroom use is discouraged). Staff members must write a pass for students to use the restroom or leave to see the nurse. ● No more than 1 student should be allowed to use the restroom at one time. <p>Clean Up Clean-up starts 5 min prior to the end of lunch:</p> <ul style="list-style-type: none"> ● Staff members signal that it is clean up time - students immediately begin gathering their trash and are silent. ● Clean-up <ul style="list-style-type: none"> ○ Students gather trash from table and on floor ○ Students close up all milk cartons ○ When students have their area cleaned up, they should remain silent ● When teacher arrives, administrator dismisses HR and students stand in a line and dump trash <p>Exiting Lunch to Recess K-5</p> <ul style="list-style-type: none"> ● Students exit through the back doors for recess or to the gym for indoor recess

<p>Lunch in Classrooms - assigned by grade level days 2-3 days a week</p>	<p>Staff members assigned to lunch duty in the classrooms report 5 minutes before the beginning of lunch. HR teachers may leave to eat their lunch at this time. Students will be given a lunch tray and follow similar procedures from breakfast.</p> <p>Lunch Procedures:</p> <ul style="list-style-type: none"> ● 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 recess <p>Lunch duty staff will help sanitize the classroom after cleanup and once the class leaves for recess.</p> <p>Once the lunch period is over, teachers return to the classroom promptly, collect their students, and transition the class to recess.</p> <p>If a teacher wants to eat lunch with a group of students they can:</p> <ul style="list-style-type: none"> ● Eat in the cafeteria at certain tables ● Eat in the back field on picnic tables ● Eat outside on a blanket ● Eat in the atrium on benches or at the Eagles Nest Cafe
<p>Exiting Lunch to Recess</p>	<ul style="list-style-type: none"> ● Students line up in double rows while walking to their assigned area for the day outside ● Teacher is responsible for monitoring and supervising their own students ● Teachers should follow recess procedures below ● One additional staff member will be on duty to assist and act as security to monitor the premises

Lunch Duty Expectations

- Staff will ensure students either wash their hands or use hand sanitizer before eating
- 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 by spraying the desk and giving the student a paper towel to wipe down desk
- All students and staff should sanitize their hands following lunch and clean up

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

- 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 Procedures

Core Values

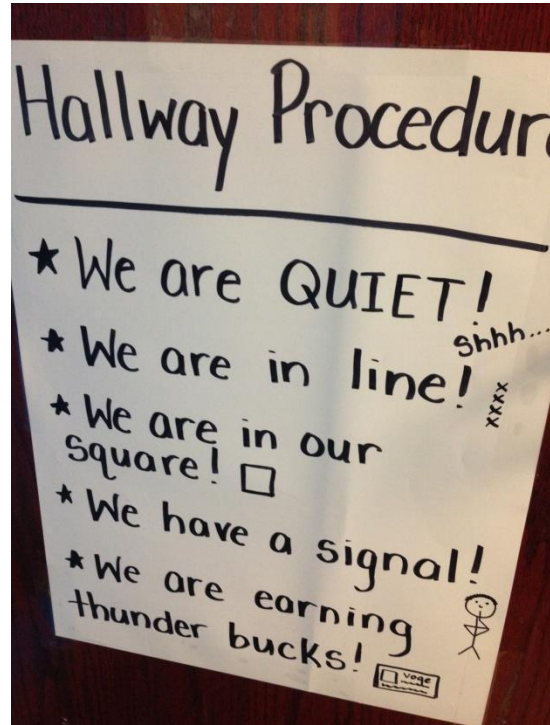
We are Safe	We are Responsible	We are Respectful	We are Leaders
<ul style="list-style-type: none"> ● Walk during transitions ● Safe actions and words while walking in line 	<ul style="list-style-type: none"> ● Be in uniform ● Bring a book ● Model expectations 	<ul style="list-style-type: none"> ● Respect classmates and teacher 	<ul style="list-style-type: none"> ● Model expectations ● 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	<ul style="list-style-type: none"> ● Students are silent ● Students walk in a single-file straight line ● Grade levels with designated signals will use signals for all transitions

- Check your eyes, check your mouth, check your hands, check your feet



Stairwell Procedures

Students and staff will follow the following procedures when in a stairwell.

- Keep hands to self
- Stay one step apart
- 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
<ul style="list-style-type: none"> • Use safe actions and words while in the bathroom • Keep the water in the sink 	<ul style="list-style-type: none"> • Clean up after yourself - use the trash can • Fix your uniform 	<ul style="list-style-type: none"> • Respect neighboring classrooms 	<ul style="list-style-type: none"> • Model expectations • Support others to make good choices



Hand dryers in the bathrooms will be turned on and used to eliminate waste.

Water fountains outside the bathrooms will be turned on for student use. Teachers will remind students to keep their mouth off of the faucet to avoid spreading germs.

Teachers will take classes as a whole group for 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 a 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 with a hall pass 15 minutes after class begins and 15 minutes before it ends.

Room Sanitizing & Hand Sanitizing Procedures



Room Sanitizing

Teachers and students will work to sanitize personal spaces throughout the day. A basket of supplies is provided for each room and includes sanitizing spray, hand sanitizer, gloves, and sanitizing wipes.

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

Specials Classes

- Art, music, and PE classes will take place in their respective rooms.
- HR teachers escort and transition their students to and from all specials classes following the hallway procedures.
- Students will sanitize their hands when entering the rooms and at the end of class while transitioning out.
- At the end of the specials period, students will wipe down their desks and chairs.
- When possible, students will use personal supplies for art and music class.
- Between classes, specials teachers will sanitize any shared equipment and supplies.

Lockers for 6th-8th Grades



Students will be assigned an individual locker spaced apart from others. Students will put coats and backpacks in their **ASSIGNED** lockers. Students may NOT share lockers. All classroom materials are to be taken into the classrooms. Students will **NOT** be able to return to lockers until the end of the day. No food or drinks will be kept in the lockers.

K-5 Classroom carpets

K-5 classrooms will have classroom carpets or carpet squares to use during the school day. Carpets will be vacuumed and disinfected with disinfectant spray at the end of each day.

Dismissal Procedures

Core Values

We are Safe	We are Responsible	We are Respectful	We are Leaders
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<ul style="list-style-type: none"> • Walk during transitions • Use safe actions and words while loading and riding the bus 	<ul style="list-style-type: none"> • Get on correct bus • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Respect bus drivers and the bus safety rules 	<ul style="list-style-type: none"> • Model expectations • Support others to make good choices
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All staff report to duty posts by 3:15. Please reference the duty schedule.

Routine/Procedure	Description
Pack-up	<ul style="list-style-type: none"> • 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, and sanitizing and spraying down materials. • Continue to practice social distancing during dismissal procedures. <p>6-8 Procedure - <i>see Middle School Model</i></p>
Closing Circle	<p>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.</p>
Pick-up Students	<p>Parent Pickups</p> <ul style="list-style-type: none"> • Students who are pickups, line up with 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 or gym where they will sit at an assigned seat. • K-3 pick up students will be in the cafeteria. 4-8 pick up students will be in gym.

	<ul style="list-style-type: none"> • 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. • Students must remain in the cafeteria or gym at their assigned seats throughout the pick up process. <p>Staff members on duty must supervise students, listen for names to be called, and call for students on the radio who are not present.</p>
Bus Riders	<p>Bus Riders/Walkers</p> <p>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 unless the transportation provider states this is no longer necessary. Teachers should be standing in the doorway, monitoring students inside the classroom and in the hallway.</p> <ul style="list-style-type: none"> • K-2 students will be called by grade level to go to their assigned bus. When their bus number is called on the radio, students need to quickly exit the classroom and walk to the stairwell A exit. • 3-8 students will be called by house teams to go to their assigned bus. When their bus number is called on the radio, students need to quickly exit the classroom and walk to the stairwell A exit.

SECTION 4: REMOTE LEARNING PLAN

In the event that the Health Department or Ohio Department of Education requires schools to go into remote only learning, DLA will implement our remote learning plan. DLA's 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.

Academics and Instruction

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

Student Daily Schedule

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

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

Intervention Services for Equitable Access

DLA Intervention Team

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

- Intervention specialists will continue 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 will work 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 will work to complete all ETRs and IEP meetings using teacher feedback, formative and summative assessment data. Meetings will be held via phone with the IEP team and parent present.

Speech Services

Lemontree (contracted service provider) will deliver speech services via teletherapy.

Counseling Services

Thrive Therapeutics (contracted service provider) will provide counseling via teletherapy.

Remote Learning Attendance Policy

All students between the ages of 6 and 18, who have not completed grade 12, will be 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. DLA's remote learning 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 Attendance 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.

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% Homework: 75% *Pass/Fail Grading Scale	Assessment: 50% Participation: 10% Classwork/Homework: 40%	Participation/Classwork: 100% *Pass/Fail Grading Scale

K-3rd Grades	<ul style="list-style-type: none"> ● Participation: Comment and review material on Class Dojo 1 entry per week ● Classwork/Homework: Complete weekly assignments, submit through Class Dojo 2-3 entries per subject per week
4th-8th Grades	<ul style="list-style-type: none"> ● Participation: Comment and review material on Google Classroom, Class Dojo 2-3 entry per week per at a minimum

	<ul style="list-style-type: none"> ● Classwork/Homework: Complete weekly assignments and submit through Google Classroom or Class Dojo 2-3 entries per week at a minimum ● Assessments: Quizzes, unit assessments, final exams 1 entry per week
Specials Classes	<ul style="list-style-type: none"> ● Participation/Classwork: Complete weekly assignments and submit through Class Dojo or Art, Music, and PE Google Classrooms 1 entry per week per class (Art, Music, PE)

Family Communication

DLA's remote learning plan will be posted on our website and will be shared with any family that selects the remote learning option for their child.

Teachers will contact families through Class Dojo, text messages, phone calls, and video chats.

The school leadership team will contact 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 will conduct additional outreach via phone calls, texts, and home visits to families to help them overcome any obstacles to learning.

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 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 any time 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.

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.

SECTION 6: LOCAL USE OF FUNDS

Q1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

A1. In order to promote the continued well-being of our employees and students the following guiding principles have been put in place:

- 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

Q2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

A2. Learning Options For 2023-2024

For the 2023-2024 school year, Dayton Leadership Academies will provide the following learning options:

- In -person classes following the 8:00am to 3:15pm school schedule
- Only in the case of a severe emergency will this option be used: Remote-only learning with online instruction for students who are eligible, qualify, and apply for this option. Remote-only students will be enrolled at DLA and instruction will be provided by the Montgomery County Educational Services Center Remote Learning Center. Families will be afforded the opportunity to choose either of these options for the first semester unless the threat level for COVID spread restricts opening which may be the case at any time during the school year.

Q3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

A3. Classroom Instruction, Curriculum, and Assessments

Classroom instruction, curriculum, and assessments from the DLA Student & Family Handbook
2023-2024: 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. 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.ededucation.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-6 we implement the Eureka Math curriculum. Families can access the curriculum and supporting resources (also known as EngageNY) online: <https://greatminds.org/math>

In 6-8 we implement the enVision Math curriculum. This curriculum combines problem based learning with visual learning. Students learn more about math by solving rich, reality-based problems. They gain a deeper, clearer understanding of math concepts with visual models and scaffolds in every lesson. enVision Math provides mathematical tasks that align with the Ohio Standardized Test in both class work and homework assignments. <https://www.savvas.com/index.cfm?locator=PS3cCn>

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.>

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.teachtc.com/social-studies/>

Q4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students?

A4. 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.

Q5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

A5. Parent surveys and meetings with community partners as well as BLT meetings to review all testing results (state assessments, biweekly assessments, etc).

Q5(a). Estimated number of jobs created or retained as a result of this funding.

A5(a). 10 jobs

Q6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

A6. Funds will be used from the beginning of the plan and in their entirety before the end of June 2024.

Q7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

A7. Blended Learning: All students participate in blended learning opportunities, using programs including i-Ready, RazKids and Reflex Math. iReady is a computer-based program that 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 used Google Classroom school-wide as our learning management system. Teachers provided synchronous instruction in all subject areas via Google Meet, as well as asynchronous instruction with recorded and shared videos. For remote learning periods, teachers used a variety of web-based platforms and apps, including: i-Ready Online Instruction, Zearn, ReflexMath, RAZ Kids, Khan Academy, Educari, PearDeck, and Flipgrid.

Q8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

A8. 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 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: (K2 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.

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).

Fontas & Pinnell Benchmark Reading Assessment (F&P): (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.

American Institutes of Research (AIR) Tests: (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 growth.