

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

Updated Spring 2022

A. Universal and correct wearing of masks

- It is recommended that all students, staff, bus drivers and visitors (except for children under the age of two and where medically unfeasible) will wear masks while inside the building and on the bus.
- Face coverings other than masks, like bandanas, are not recommended because research shows they do not work as well as cloth or paper masks.
- Face shields are not recommended, but students, staff, and visitors are welcome to wear them if they desire.

B. Physical Distancing

- Classroom seating of students will be three feet apart when at all possible.
- As much as possible, students and staff should retain this three foot spacing when away from their seats.
- Students and staff entering the building or walking through the building will maintain spacing of three feet or more whenever possible.
- Buses will operate according to CDC recommendations.
- Bus riders will sit according to seating charts at all times. With some exceptions based on age/maturity, assigned seats on the bus will be based on the order of the bus route – students who are earliest on the route will sit in the back. Students later in the route will sit in the front. This will help retain social distancing when loading the bus in the morning.
- Nursing areas at both buildings will have separate ‘sick child’ and ‘well child’ seating areas, similar to what is found in a pediatrician’s offices.
- Zoom will be used for parent meetings when possible. The only technology needed for this program is a cell phone or computer with a camera. For parents unfamiliar with this program, we will gladly provide assistance.
- For late arrivals and early dismissals, if at all possible, only one other family member will enter the building with the student to sign them in or out.
- Plexiglas barriers will help to create an appropriate socially distanced setup at the front desk areas. Floor markings will also help staff, students, and visitors remain socially distanced.
- One way traffic indicators will be provided on hallway floors.

C. Handwashing and respiratory etiquette

- Hand sanitizer stations will be in place for all rooms, office areas, and points of entry to the building. The hand sanitizer used will be of 60% alcohol or more.
- Students will wash their hands any time they change rooms, including before AND after they use the bathroom.
- Staff wash their hands any time they change rooms and any time a new group of students arrives in their room.
- Students and staff will wash their hands before AND after eating.

- All visitors to the building must sanitize their hands upon entering the building.
- Students at all grade levels will receive education about proper hand washing, sneezing, and coughing hygiene. Signage will be posted around the building to serve as reminders.
- Increasing the airflow from the outside helps to reduce the risk of COVID spread. Whenever possible, the windows on buses and classrooms will be left open. HVAC units will also be programmed to increase the flow of outside air.
- Classroom sets of recess equipment will be created for each group of students.

D. Cleaning and maintaining healthy facilities, including improving ventilation

- We will clean frequently touched surfaces such as light switches, doors, benches, bathrooms, etc. throughout the day as needed, and will disinfect frequently touched surfaces at the end of each day when students are no longer present in the building.
- We will minimize the sharing of materials between students. MOT will purchase additional materials to allow this to happen. In addition, students may need to bring in materials that will remain at their own work station.
- MOT will use technology in a targeted way to improve sanitization, including the continued use of ionization units in the HVAC units of the nursing suites, main hallways, and most classrooms.
- On buses, the transportation staff will wipe down frequently touched surfaces (door handles, handrails, seatbacks between each morning run and between each afternoon run. Additionally, bus staff will thoroughly clean buses when they return to bus yard after morning runs and after afternoon runs.

E. Diagnostic and screening testing

- All students should be screened at home by a parent or caregiver every morning for fever of 100.4 or greater, loss of sense of smell or taste, new cough, shortness of breath or sore throat, new vomiting, diarrhea or body aches, and for exposure to a COVID-positive person in last 14 days. A list of symptoms will be sent home to families to help with this screening.
- If students do have one of these symptoms, students are to stay home and contact their child's doctor for further guidance. A doctor's note will be required for students when they return to school.
- All school staff and bus company staff will self-screen at home for these same symptoms and report any positive symptoms to the school immediately.

F. Efforts to provide vaccinations to educators, other staff, and students, if eligible

- MOT Charter School has hosted three vaccination clinics for anyone 12 years of age and older. We will continue to look for opportunities to host other events, and communicate the availability of other free vaccination sites to our staff, students and families.

G. Appropriate accommodations for children with disabilities with respect to health and safety policies.

- When students whose documented disabilities limit their ability to follow our established COVID procedures and protocols, we will work with the student

and family to find a solution that allows the student to participate fully in their education while also ensuring the health and safety of the other members of the school community.

- H. How will the LEA ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?
- Offered additional summer instruction to students who were not making sufficient progress on grade level standards.
 - Purchased Bridges Intervention kits to support K-5 students who were not making sufficient progress on mathematics grade level standards.
 - Purchased phonics intervention programs to support struggling readers.
 - Provided credit recovery and extended school year options with individual plans to high school students who were not making sufficient progress towards credit completion.
 - Implement the Seamless Summer Option for the food service program to ensure all students can receive school breakfast and lunch each school day.
 - Implement a K-8 Mindfulness program to help address the social and emotional needs of our students and staff.
- I. How ARP ESSER Funds will be used by the LEA to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance
- MOT Charter will continue to follow federal and state guidance regarding COVID prevention and mitigation strategies. We will be using operational funds to pay for all prevention and mitigation strategies, and will be using ESSER funds to finance the mandatory 20% set-aside to address the academic impact of lost instructional time and to respond to the academic, social, emotional, and mental-health needs of all students impacted by COVID.
- J. How the LEA will use the mandatory 20% set-aside to address the academic impact of lost instruction time through the implementation of evidence-based interventions
- MOT will use the mandatory 20% set-aside to address the academic impact of lost instructional time by funding approximately 25% of the cost of one full time teacher providing research-based reading intervention support for all students in Grades K-2.
- K. How the LEA will use the remaining ARP ESSER funds consistent with the statutory requirements
- MOT will use the remaining ARP ESSER funds to fund approximately 50% of the cost of one full time teacher who will serve as mindfulness coach and wellness teacher. This teacher will provide social-emotional learning instruction and support to all students in Grades K-8.
- L. How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, 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 and youth in foster care, and migratory students

- MOT's ARP ESSER funded interventions, including both the part time reading interventionist in Grades K-2 and the mindfulness coach for Grades K-8, respond directly to the academic, social, emotional, and mental-health needs of all students, including those most directly impacted by COVID. Our K-2 reading interventionist will work with our youngest learners, who were forced to receive remote instruction during what may be the most important formative years in their academic careers. By providing additional, direct instruction in reading and language acquisition, we will provide much-needed support in order to ensure that any COVID impact is short-lived and will not follow them as they continue to progress through their elementary years. The reading interventionist will work directly with classroom teachers and our Director of Curriculum and Instruction to ensure that supports are targeted directly at any instructional and comprehension gaps. Our mindfulness coach, who will work with students in grades K-8, will create lessons and activities focused on the social and emotional needs of students who have spent the past eighteen months in varying degrees of isolation. This teacher will work to help students transition back into the classroom full time, and address the concerns and apprehensions that many will have regarding the return to fully in-person instruction.

M. Describe the promising practices the LEA has implemented to accelerate learning.

- MOT Charter has spent a great deal of time and effort addressing the learning needs of individual students. In addition to purchasing intervention materials in both math and reading to support students who were not making sufficient progress on grade level standards, and utilizing online diagnostic tools to determine learning needs and gaps, MOT offered additional summer instruction to students who were not making sufficient progress on grade level standards.

Use of ESSER III funds in specific Focus Areas

Beginning with the 2021-2022 academic year, MOT Charter has chosen to use available ESSER III funds in two specific focus areas.

Focus Area 1 - Address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. (Minimum 20% of Allocation)

- Total Amount of Funds to be spent in support of focus area over the next three years - \$72,406.33
- Fund approximately 25% of the cost of one full time interventionist providing reading support and instruction for all students in Grades K-2.

Focus Area 12 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors.

- Total Amount of Funds to be spent in support of focus area over the next three years - \$138,482.67
- Fund approximately 50% of the cost of one full time teacher to serve as mindfulness coach and wellness teacher, providing social-emotional learning instruction and support to all students in Grades K-8.

Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Table

Student Group	Highest Priority Needs
All students	<p>All students across the country have been impacted by COVID-19 and MOT Charter students are no different. Fortunately, when the COVID-19 pandemic arrived full force, MOT was prepared and was able to quickly transition to a fully remote, and later hybrid, instructional model. Over the past year our students and families have remained engaged in their learning and have continued to receive high quality instruction. Our attendance rates remained high across both of our campuses and while student proficiency rates did drop (approximately 12%, as opposed to an average drop of 13.5% across the state), they remained well above state averages across content areas and subgroups. We have spent a great deal of time and effort in the past year analyzing testing data to determine where our instructional efforts are best spent moving forward. We utilized that data analysis to guide our instruction this past spring and summer and have every confidence that our students will quickly find themselves back on track.</p> <p>We have closely monitored the impact that COVID has had upon the academic, social, emotional and mental health needs of our students and have determined that the greatest area of need for all students lies in ensuring a seamless transition back to full-time, in-person instruction. There still remains a great deal of anxiety and uncertainty surrounding the pandemic and we feel that the social-emotional needs of all students are worthy of additional support. We will, of course, target specific academic, social, emotional, and mental health strategies and interventions to individual and small groups of students as needed, but we will utilize our ARP ESSER funds in support of all students, regardless of subgroup.</p>

Students from low-income families	In addition to the concerns raised above, we remain cognizant of the impact of COVID on the education of our low-income students, and we have taken a number of steps to ensure their success. In addition to providing ready access to SEL counselors at each campus, we will once again participate in the seamless summer meals program, allowing all students to receive free breakfast and lunch. As a group, our low-income students actually realized a smaller drop-off in their proficiency as compared to our overall student population.
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	Again, the impact of COVID on student learning was felt across our entire student body and was not limited to certain racial or ethnic groups. In examining proficiency data across demographic subgroups, no clear pattern emerged. As compared to our overall student population, African American students saw less of a drop in proficiency in ELA, but a larger drop in math proficiency. Asian students saw a smaller proficiency drop in both ELA and math. Hispanic students saw a larger drop in ELA but a smaller proficiency drop in math. We will continue to address learning loss for all students, based upon their individual and grade-level standardized testing results, as well as teacher-generated assessments and analysis.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Again, the impact of COVID on student learning was felt across our entire student body and was not limited to one gender. While our female students saw a smaller than average drop in ELA proficiency (which therefore makes our proficiency drop for male students larger than average), the drop in proficiency in math was the same across genders. We will continue to address learning loss for all students, based upon their individual and grade-level standardized testing results, as well as teacher-generated assessments and analysis.

English learners	Our population of English learners is small enough that standardized testing data is not reported in the aggregate. We will continue to address learning loss for all students, including English learners, based upon their individual and grade-level standardized testing results, as well as teacher-generated assessments and analysis.
Children with disabilities	The performance of students with disabilities continue to be a priority for MOT. Over the past eighteen months, we have implemented a number of strategies to ensure that our students with disabilities receive the support they need. While students with disabilities saw a larger drop in ELA proficiency (as compared to the overall student population), their overall math proficiency actually improved during the 2021 testing period. We will continue to address learning loss for all students, including students with disabilities, based upon their individual and grade-level standardized testing results, as well as teacher-generated assessments and analysis.
Students experiencing homelessness	MOT currently only has 1 student experiencing homelessness. As such, any data analysis regarding their performance would not be considered statistically significant. We monitor this student's performance closely and work very hard to ensure their success.
Children and youth in foster care	MOT does not have any students identified as being in foster care.
Migratory students	MOT does not have any students considered to be migratory students.
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	The above categories capture all relevant student sub-groups.