



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

District Name:	Central Point Preparatory Academy
District Address:	680 Harrisburg Pike, Columbus, OH 44323
District Contact:	Dr. Salim Ucan
District IRN:	019199

Beginning in March 2020, education in the United States and the world, changed dramatically due to the COVID-19 pandemic. During the remaining months of the 2019-2020 school year, our students worked at home using paper packets carefully curated to meet the standards not covered during classroom instruction. Communication to families and students was constant to ensure continued student learning and to monitor the well being and support of families.

As the school year ended, it was apparent that the crisis would continue, and we needed to think differently about the 2020-2021 school year. As a result of this thoughtful planning, Central Point Preparatory Academy offered three learning options for families. The chosen option would be implemented on the first day of school, regardless of the student's grade level. These three options allowed families to consider their student's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families were asked to make a choice prior to the start of school and continue with that modality until the end of the first semester. But, our school leadership team had the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school changed, or the Governor enacted a closure order, all students were able to pivot to at home learning immediately.

During the 2021-2022 school year, the arrival of the Delta and Omicron variants of COVID-19 made it clear that the pandemic would continue to impact students across the nation. As a result, we again adjusted strategies and methods to meet the needs of our students and families while complying with the updated Ohio statutes. As of January 2022, we will be offering three options that vary slightly from the options previously provided. Option 1: Full Time in School learning, which continues to be the most desired and academically advantageous opportunity for most students. Option 2: Full Time at Home allows students to continue their schooling full-time, at home. Option 3: Emergency Contingency strategy provides an emergency strategy to allow building leaders to respond to significant upswings in student and/or staff infection rates. In all options, we strive to meet and exceed the needs and expectations of our students, families and staff.

Option 1: Full Time in School

Students come to the school building each day for a full instructional day based on the Board approved calendar. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their

social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President. Before or after school student clubs, activities, tutoring and events will continue as allowable by state and local ordinances.

While maximizing educational options for families, the school will minimize risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts may include facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Option 2: Full Time at Home

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students are provided a Chromebook and internet reimbursement if needed based on participation and eligibility guidelines. Designated on-line teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers modify activities within each lesson to provide additional practice opportunities, an alternative approach using programs such as iXL, iReady and other programs to differentiate for student learning needs around a given standard. Student growth is assessed within the virtual curriculum by the on-line teacher. Students learning full time at home will also have access to a variety of optional independent learning quest courses as well as live sessions focused on STEM, PE art and Spanish. Each day's instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Families are provided with guidance on how to support their child's learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, reading texts, exercising, etc.

Students with Special Education needs will receive these services as specified in their IEP virtually from specialists located at their home (brick and mortar) school. . The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature is also used by our Title I teachers and those who support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

Students engaged in the Full Time at Home option may choose to attend before or after school clubs, activities and events, however they will be required to comply with the COVID-19 mitigation strategies that are implemented at our school under the guidance of National, State and local health officials. Students who choose this option may decide to return to in-person learning when they feel ready, however they will be required to comply with the COVID-19 mitigation strategies that are implemented at our school under the guidance of National, State and local health officials.

Option 3: Emergency contingency plan

At our school, we know that it is important to be prepared in the event that a new or current COVID-19 variant reduces the opportunity for in-person learning. Examples of this type of event could include a staff shortage due to illness, cleaning recommendations, an increase in student infection rates or other unforeseen circumstances. If needed, the leadership team at our school is prepared to move all learning to a fully virtual

education program. This would require that all students and staff utilize the Canvas learning platform through the school-provided computer devices. Learning during this emergency scenario would include a mix of synchronous, asynchronous, and student-led exploration activities. Attendance would be tracked via the online platform. Student engagement and work expectations would remain as consistent as possible to maintain the authenticity of the learning environment and compliance with Board adopted policies and calendars. Children receiving IEP and other specialized services would continue to receive these services virtually, as required by the state of Ohio. In the event that this emergency contingency plan is necessary, clear and consistent communication with all families will be necessary through all media and print channels.

Attendance Tracking & Documentation:

While a student is utilizing online/at-home learning the School will document the hours the student spends engaged in online/at-home learning and will ensure that the documentation meets the expectations outlined in the FTE manual for documenting non-classroom-based learning opportunities.

When using synchronous remote learning (Option 2 and 3 above) teachers will log student attendance. When using asynchronous remote learning (Options 2 and 3 above), teachers will use evidence of participation to track attendance. Depending on the particular learning activity, evidence of participation may be determined by learning management system log-ins, completion of assignments, and/or interaction with the teacher via messages, emails calls, video, or other modalities. Student participation will be maintained on ODE's Alternative Learning Opportunity Documentation Log or on a similar template requiring teacher/staff signature. Documentation will include at least these elements:

- a. Student SSID
- b. Brief description of learning opportunities, for example, class or course information
- c. Dates and times of actual learning opportunities
- d. Total of verified learning opportunities time
- e. Teacher certification of the reported learning opportunities

Truancy:

A "habitual truant" is a child of compulsory school age who is absent without legitimate excuse for five or more consecutive school days, seven or more school days in one school month, or twelve or more school days in a school year. A "chronic truant" is any child of compulsory school age who is absent without legitimate excuse for seven or more consecutive school days, ten or more school days in one school month, or fifteen or more school days in a school year. Ohio law demands that any student who, without legitimate excuse, fails to participate in 105 consecutive hours of learning opportunities offered to the student by the Academy/School shall be automatically withdrawn from the Academy/School. The Academy/School will provide the parent/guardian notice and an opportunity to respond prior to an automatic withdrawal. The Academy/School will send notice of automatic withdrawal to the local courts and to the public school district where the student's parent/guardian resides. Unexcused absence from the Academy/School (truancy) is not acceptable. Students who are truant will receive no credit for Academy/School work that is missed. A student's designation as a habitual or chronic truant may result in a hearing before a judge in a court of law and/or a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child. A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing. A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year. The Academy/School shall attempt to address student attendance problems through a variety of prevention and intervention strategies. These measures may include, but are not limited to, the following:

1. Offering counseling to the family of a student with truancy problems;
2. Requiring the parent/guardian to contact the Academy/School to discuss the student's absences;
3. Giving a student and his/her parent/guardian written warning about the possible legal consequences of truancy;
4. Requiring the student's parent/guardian to attend a parental education or training program to encourage parental involvement in compelling the student's attendance at the Academy/School;
5. Referring the matter to local courts for consideration;
6. Initiating automatic withdrawal from the Academy/School;
7. Filing a complaint against the student and his or her parent/guardian in the local courts.

The Academy/School will endeavor to work cooperatively with the appropriate state and local agencies to deal with the issue of habitual and chronic truancy. The Academy/School will assure:

1. The attendance policy will be issued annually to parents/guardians (parents/guardians are asked to acknowledge receipt of the policy in writing).
2. The Academy/School will maintain a "flagging" system to identify absent students as potential habitual and chronic truants before they meet the mandatory timelines for classification as such. Parents/Guardians of these students are to be informed of the concern and consequence of such absenteeism.
3. The Academy/School has appointed its HOS/Principal as the attendance officer for the Academy/School. This person may be subpoenaed to Court to verify and testify should there be questions about attendance issues.
4. Letters of notification and warning will be sent via certified mail to the parents/guardians of each habitual and chronic truant.
5. The police may be notified when a child meets the habitual truant standard.
6. The Academy/School will send notice to the superintendent of the public school district where the parent/guardian of the truant student resides.

Teachers are encouraged to consult with the HOS/Principal about a student's attendance problems and to suggest to students and their parents that more formal interventions may become necessary. If an enrolled student is considered a chronic truant, and the enrolled student's parent/guardian fails to compel the student's attendance at the Academy/School, the Academy/School may file a complaint jointly against the student and the student's parent or guardian in the local courts, in accordance with Ohio law.

In addition, utilizing options 1, 2 and 3 will not alter the 2021-2022 school calendar or learning time (more than 920 hours) approved by the board of directors. The 2021-2022 calendar was approved by the board in accordance with state legislation, school type and grades of students served.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students	<p>Spring 2021 For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-8. Given in the fall, winter, and spring to all students regardless of their modality, i-Ready measures our students' academic growth in mathematics and reading. Reports within the system allow us to see which students are on track to meet grade-level goals, exceed the expected growth pace, or not meet the growth targets. This crucial information forms the basis for the supports we provide to our students.</p>
--------------------------------------	--

	<p>In addition, teachers enacted personalized reading plans (Reading Improvement and Monitoring Plans-RIMP) for each student in grades K-3 to maximize student learning. These individualized plans included running records, HMH student benchmark assessments, intensive instruction in phonics and phonemic awareness, reading, mathematics, and multiple short cycle assessments. Prior promotion to the next grade level, students will receive a final diagnostic measurement in reading and mathematics to determine the need for summer instruction/tutoring in preparation for the coming academic year.</p> <p>Summer 2021 During the summer months of instruction, we utilized the i-Ready comprehensive assessment system for students in grades K-8 who attend our summer school. Additionally, we will use HMH student benchmark assessments to determine student needs and areas for growth.</p> <p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years' worth of data to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>We will continue to monitor student learning needs and growth using the running records and the HMH benchmark assessments associated with the intensive instruction in phonics and phonemic awareness and reading. To best track student learning in mathematics, we will use HMH mathematics student learning to track growth and the need for further interventions. Additionally, Title I teachers will work with our students who exhibit continued deficits due to the pandemic.</p> <p>2022-2023 We will use student data from the previous year to guide appropriate academic interventions and needs. The use of Title I reading and mathematics interventions will be available to Grades K-3. Students' diagnostics assessments in i-Ready, HMH benchmark assessments, running records, and Ohio State testing will provide data to determine the next steps in individual student learning goals.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 Central Point students who exhibited deficits due in-part to the pandemic are currently within the RtI process. Differentiation in the classroom, including small group instruction, was utilized to address our students' learning needs and provide targeted remediation. Students with previously identified needs receive ESL, Title I, and Special Education services (as appropriate).</p> <p>Summer 2021 Students with deficits due to the pandemic that cannot be remediated during the Spring of 2021 were welcome to attend our summer session, including tutoring in small groups targeting specific areas in reading and mathematics. These sessions provided intensive remediation for students who have not been successful with the RtI process or need additional support in a small and inclusive setting.</p> <p>2021-2022 Students with identified needs entering the school during the 2021-2022 school year will be given individual learning plans specifically targeting identified deficits. Specific interventions in reading and mathematics designed to remediate students using varied and multisensory programmed instructional activities will occur.</p> <p>2022-2023 Students will be assessed diagnostically prior to entering school for the 2022-2023 academic school year. These diagnostic assessments will consist of reading, comprehension, vocabulary, encoding, decoding, and authentic mathematics and problem-solving applications. We will utilize the diagnostics assessment results to create learning plans for students. Continued use of RIMPs for students with demonstrated deficits in reading. Continued use of the RtI process for struggling students and ESL, Title I, and Special Education services. Students in grades 4-8 will be eligible for tutoring with our paraprofessionals, who work in consultation with our teachers to provide programmed instruction targeting areas of deficits. Our leadership team will monitor student growth and learning plan adjustments through weekly check-in meetings with teachers.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 During the spring of 2021, staff received professional development in the new instructional practices associated with our curriculum. This professional development included the multiple diagnostic assessment features we utilized to identify student learning deficits, the learning resources necessary for student remediation, and identifying students who may have benefited from summer learning</p>

	<p>programs.</p> <p>Summer 2021 Staff took home a self-study, which was used in the fall when all new and returning staff incorporated it into student learning levels in all disciplines. This self-study was Keys to Literacy-Keys to Content Writing, which focuses on content writing, effective writing instruction, basic text structures, writing scaffolds, and writing assessment guides across the disciplines.</p> <p>2021-2022 As a whole staff, we will focus on improving reading and writing in the content areas across all grade levels. Staff will receive professional development in writing, vocabulary, comprehension, and phonics, all presented in and across multiple disciplines. Teaching/grade-level teams will work together (and work with members of the ESL, Title I, and Special Education team) to plan instruction and teaching strategies that will best meet students' needs using data from last year. Our Specials team will meet to plan how to integrate more reading and writing opportunities into their courses. We will also hire additional staff members to help us meet the needs of our students. This will include Title I teachers in reading and math, an additional intervention specialist, and a school counselor.</p> <p>2022-2023 Professional development will organically evolve from the professional development practices, which began during the 2021-2022 school year. However, in 2022-2023 we will provide our staff with additional professional development opportunities within their content area to maximize student learning within the scope of the school's mission and vision and the students' immediate needs.</p>
Partnerships	<p>Spring 2021 We partnered with Brightside Academy, an early learning facility, which provides our students with before and aftercare services that include academic support. Our teachers cooperate with Brightside Academy staff to ensure their academic support is targeted and effective.</p> <p>Summer 2021 With the easing of restrictions related to COVID-19, we were searching for tutors and teachers interested in providing our students with academic tutoring/teaching and other needed support. We worked with College of Education and Human Ecology at the Ohio State University and Columbus State Community College to recruit college students to work with our students during the summer school providing individualized and targeted academic support in addition to whole class instruction they were receiving.</p> <p>2021-2022 We will work with our community connections to procure partnerships with organizations across the west-side of Columbus to provide reciprocal services, i.e., retired teachers looking to tutor or read to students on a part-time basis.</p> <p>2022-2023 The school will develop academically oriented community projects in coordination with our community partners for our students to create authentic learning experiences, and consequently, improve their overall academic performance, attitude towards learning and school. Examples of such projects are including but not limited to community garden, web site and social media support for community-based small businesses, job shadowing, and career showcases.</p>
Alignment	<p>Spring 2021 The activities that we used to identify and serve our impacted students are directly aligned to our school's learning plans including the RIMP's (Reading Improvement Monitoring Plan) in grades K-3, our Literacy Plan, and our remote learning plan.</p> <p>Summer 2021 The activities that we used to identify and serve our impacted students are directly aligned to our school's learning plans including the RIMP's (Reading Improvement Monitoring Plan) in grades K-3, our Literacy Plan, and our remote learning plan.</p> <p>2021-2022 The activities that we will use to identify and serve our impacted students are directly aligned to our school's learning plans including the RIMP's (Reading Improvement Monitoring Plan) in grades K-3 and our Literacy Plan.</p> <p>2022-2023 During the 2022-2023 school year we will assess the strategies we used the year prior and adjust accordingly to meet any goals as articulated in our RIMPs, Literacy Plan or other state or sponsored</p>

	documents.
Resources and Budget	<p>We will hire additional members of staff in the form of Title I reading and mathematics teachers to provide additional interventions and supports to our at-risk students. Additionally, we will hire another intervention specialist to assist with our special learners as our population of students with special needs continues to grow. We will also purchase additional supplemental curricular materials to assist us in our efforts.</p> <p>The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state funds to meet the needs of the students and close the gaps.</p> <p>Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning.</p> <p>ESSER II funds will be used to hire additional intervention teachers who will target instruction to help student's fill any academic gaps. Additional funds will be used to retain properly licensed teachers and purchase supplemental curriculum and progress monitoring tools. \$278,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 Each homeroom teacher had a daily morning meeting with their students. During these meetings, homeroom teachers identified students with high-risk of social-emotional status and informed the admin team, which consists of principal, intervention specialist, and assistant principal. The team then met with those students to further assess their needs and determine the type of assistance needed with their high-risk emotional status. The admin team also tracked students with high-risk emotional status to assess the level of support needed. Based on their assessment, students are referred to NYAP counselors, the school psychologist, or outside help is recommended to the parents.</p> <p>Additionally, staff met regularly with building administration to discuss student welfare and needs, both academic and social/emotional. Students with identified needs were referred to NYAP for general intake and counseling. Staff and administration provide individual counseling where social-emotional needs are identified, and behavioral interventions are planned as a team.</p> <p>When a student was identified, all members of the school community worked to assist the student by providing supports such as check-ins with a trusted staff member; Regular conversations and communications with family ensured they were included in the life of their child while at school and seek their unique perspectives in developing plans for their child.</p>
	<p>Summer 2021 During the summer months, student wellness-checks were scheduled with those families whose students exhibited real social/emotional issues during the school year. The wellness-checks included a phone call, email, or home visit to assist the student and family as needed. NYAP was also available this summer to provide multiple and varied supports to our students and families. Staff begin to read "The SEL Solution." We used this to assist students in the fall.</p>
	<p>2021-2022 During this academic school year, we will establish PBIS committees and begin to implement the new SWIS (School-wide Improvement System), which will allow us to track student behaviors and needs in real-time and provide purposeful interventions to better support all our students. Additionally, the school will hire a full-time counselor who will use tools such as Panorama student wellness surveys, PBISrewards.com, and Go Guardian to identify students with high-risk social-emotional needs. The counselor will also establish a self-referral process with students. The Panorama survey will help us</p>

	<p>understand students' positive feelings, negative feelings, and the social support that students receive from and provide to others. PBISrewards.com creates a history of social-emotional status of our students. Go Guardian tracks students' activities on their Chrome Books and provides us with useful data in identification of social-emotional issues our students may be dealing with.</p>
	<p>2022-2023 During the 2022-2023 school year, a new committee will be developed entitled the Student Social-Emotional Learning Team. This committee will be an off shoot of the PBIS committee and focus on our students' specific SEL needs. Greater attention will be placed upon our students' resources and professional development for our staff to ensure the learning community supports our struggling students.</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 Students continued to receive social and emotional supports through our NYAP healthcare provider. Staff and administration worked in conjunction with our NYAP provider to discuss students' needs and provide supports and interventions. When a student was identified, all members of the school community worked to assist the student by providing supports such as check-ins with a trusted staff member; rip-cord, which allowed a student to temporarily leave an uncomfortable or anxiety provoking situation to calm themselves and reflect upon the situation and come back with a staff member. With this staff member they were able to discuss potential solutions and supports needed to reassure the student and allow them to return to the learning environment with dignity and safety. Regular conversations and communications with family ensured they were included in the life of their child while at school and sought their unique perspectives in developing plans for their child.</p> <p>Staff met regularly with building administration to discuss student welfare and needs, both academic and social/emotional. Students with identified needs were referred to NYAP for general intake and counseling. Staff and administration provide individual counseling where social-emotional needs were identified, and behavioral interventions were planned as a team.</p> <p>The staff and administration worked in committees dedicated to addressing the students' social-emotional learning goals. The first of these committees was the PBIS committee, which met monthly to address the students' behavioral needs. Positive, building-wide interventions were designed to address specific behavioral needs at each development level. This committee incorporated the Responsive Classroom model to provide explicit modeling and instruction of expected behaviors while in school. Another committee, the Intervention Assistance Team, worked to identify valid academic concerns, impacting the student emotionally or socially.</p> <p>Summer 2021 During the summer months, students had access to NYAP healthcare services in counseling and therapy. Students were able to continue their treatment without changing providers. Families and community members could also refer students for these services during the summer holiday.</p> <p>2021-2022 NYAP will return during the 2021-2022 academic school year. Our healthcare providers will continue to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p> <p>Beginning this year, the school will begin implementing and SEL program designed to integrate social-emotional learning into the curriculum. The staff will acquaint themselves with the practices, which will be integrated over the course of the coming year based upon readings completed during the summer months.</p> <p>During the 2021-2022 academic school year, we will integrate the Touchstone Core Values of our school into our learning community. A Climate Improvement Team will be recruited and will meet to collect student behavioral data. (This team will be a separate entity from the Student Social-Emotional Learning team and will serve as a means of gauging the overall culture of our school.) A parent survey will be sent home in the early fall. These data will be analyzed. Late fall we will begin the touchstone process with staff. In early winter, staff will begin teaching SEL in their classes. In spring will we meet as a school to unveil the touchstone, administer a spring survey, and begin planning for Year 2.</p>

	<p>2022-2023 With the addition of the Student Social-Emotional Learning Team, greater attention will be placed upon resources for our students and professional development for our staff to ensure the learning community supports our struggling students. This will include resources available to our families and members of the community.</p>
Professional Learning Needs	<p>Spring 2021 During the spring, staff received School Crisis Prevention and Intervention training, which was designed to provide our staff with the skills necessary in assisting our students who are struggling socially and emotionally. This training provided staff with the ability to identify students who are struggling and provide supports to students who challenge with their behaviors based upon their internal struggle.</p>
	<p>Summer 2021 During the summer, additional professional development was provided around how to use Panorama, Go Guardian, and PBISrewards.com. They were also trained on the new SWIS (School-wide Improvement System). The summer professional development opportunities also included how to identify and support the emotional needs of their students, and how to create a classroom community where students felt physically and emotionally safe and able to thrive.</p>
	<p>2021-2022 During the course of the 2021-2022 academic school year, we will integrate the Touchstone Core Values of our school into our learning community. Teachers and staff will need professional development on this program.</p>
	<p>2022-2023 The school counselor will provide further SEL training for teachers. This school year, families will begin to partner with the school to learn how SEL works at Central Point Preparatory Academy and become a role model who supports SEL at home.</p>
Partnerships	<p>Spring 2021 During the 2020-2021 school year, we partnered with the National Youth Advocate Program (NYAP). The trained mental health providers and therapists at NYAP provided our students with counseling and group therapy sessions throughout the school year.</p>
	<p>Summer 2021 NYAP provided services to our families this summer via locations around Central Columbus. This will ensure students have access to emotional and psychological services throughout the summer months.</p>
	<p>2021-2022 Beginning in the fall of 2021, Central Point Preparatory Academy partnered with Nationwide Children's Hospital Central for Healthy Weight and Nutrition. We will have Dr. Ihuoma Eneli, MD (Director of the center), and her staff came to our school to discuss healthy eating and the importance of physical activity and exercise for our students. They will make regular visits to work with our students discussing nutrition, exercise, mental health, and the importance of sleep for a healthy body.</p> <p>NYAP will return during the 2021-2022 academic school year. Our healthcare providers will continue to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p>
	<p>2022-2023 During the 2022-2023 academic school year, our goal is to begin to offer family counseling services to assist our parents and families and provide psychological support. We would also like to start working to provide a clothing and food pantry for our community members. Students would work to assist by giving back to their community through community service.</p>
Alignment	<p>Spring 2021 The identification and supports to address the social-emotional needs of our students are directly aligned with our building's Wellness Plan.</p>
	<p>Summer 2021 The identification and supports to address the social-emotional needs of our students are directly aligned with our building's Wellness Plan.</p>

	<p>2021-2022 The identification and supports to address the social-emotional needs of our students are directly aligned with our building's Wellness Plan.</p>
	<p>2022-2023 The identification and supports to address the social-emotional needs of our students are directly aligned with our building's Wellness Plan. We anticipate that after a year of implementing these supports, we will adjust them to best meet the students' needs.</p>
<p>Resources and Budget</p>	<p>We will invest in a school counselor and adopt the SEL curriculum from the SEL Solution. Monies and time will be spent on family visits and interventions to support our students.</p> <p>Budget: The Academy will continue partnering and working with the National Youth Advocate Program (NYAP) to support student mental health. \$36,000.</p>