



Excellence through
Perseverance,
Innovation, and
Creativity

Legacy Prep's E.P.I.C. COVID-19 PLAN

Revised 2023
We have now returned
to in-person learning.

A MESSAGE FROM OUR FOUNDER

We will keep our promise.

TO EDUCATE AND EMPOWER OUR SCHOLARS TO EMBRACE THEIR IDENTITY, LEAD LIVES OF CHOICE AND OPPORTUNITY, AND IMPACT THEIR COMMUNITIES AS THE NEXT GENERATION OF SOCIALLY-CONSCIOUS LEADERS.



We will continue to provide our scholars with the knowledge, skills, and habits and mindsets necessary to thrive in this world—ultimately leaving their legacies. We remain committed to ensuring our PREPsters and families have a meaningful and exceptional educational experience no matter the learning experience method. It is worth noting the intentional measures taken to ensure a thoughtful and strategic plan was developed. The timeline below details some of those actions. However, there are a few worth detailing. It was important for me to create an inclusive ecosystem of all stakeholder groups impacted by our reopening. The voices from our village is all the more critical during a time such as this. Thus, the Reopening Advisory Committee (RAC) was developed. The RAC includes the following members from our LP village: founder and CEO, leadership team members, instructional leadership team members, social worker, nurse, family & community engagement specialist, guides (teachers), director of scholar success (special education), and parents/guardians. Another key action worth noting is listening to our community's experiences as well as our observed successes and challenges from the spring to better inform our reopening plan. Surveys and reflection questions guided our discussions to ensure we hold true to our mission, vision, and village's needs. The guiding principles below encapsulate what we want to remain true for our scholars, families, and staff experiences.

The safety and security of our scholars and staff is our top priority, including their social, emotional, and mental health. We also recognize the value of scholars interacting with their peers and guides and share our school families' desire for a return to normal. To serve our scholars' educational needs, our goal is to develop a plan that maximizes face-to-face instruction. With great challenges comes great opportunities. I am inspired by how our team came together during the end of last year, and are also thankful for the time we've had since then to plan and pursue what is best for our scholars as we move forward.

Even as we prepare for the new school year with this plan in place, we realize the situation is ever-changing, and we expect state guidance to change as circumstances dictate. We will be nimble and flexible in our approach. Should it become necessary, we will be completely prepared to transition to 100% virtual learning. Our team continues to monitor resources from the Alabama Department of Education (ADOE), Jefferson County Department of Health (JCDH), American Academy of Pediatrics (AAP), and Centers for Disease Control (CDC) for the latest updates, and

adjustments will be made as needed. This plan contains measures that have been put in place to keep our scholars and staff safe by reducing risk. No plan is perfect, and no plan exists that eliminates all risk. So, we will continue to strive for excellence, work together, and refine. We are thrilled to be reunited (albeit in-person or virtually with our PREPsters and families!

Lastly, please know how much we value our partnership with you. We will all have to work together to carry out the details of this plan, and we are grateful for your continued support. I know that our powerful community will make for an EPIC 2020-21 school year! We are in this together. Together we will thrive as we continue to build a school that keeps love, children, and equity at the center.

Love & Gratitude,

Mrs. Morris

RE-OPENING FOCUSED TIMELINE

MAY	JUNE	JULY	AUGUST
<ul style="list-style-type: none"> ✓ Recruit RAC Members ✓ School leaders information gathering: Reopening best practices (webinars, public health officials, state officials, etc.) 	<ul style="list-style-type: none"> ✓ Conduct weekly RAC Meetings 	<ul style="list-style-type: none"> ✓ Conduct weekly RAC Meetings & sub-committee planning sessions ✓ Conduct live family information sessions (~every 2 weeks) ✓ 6/15: LP EPIC Plan Review & Release. All stakeholders will review the information and generate questions about the plan. Please email any questions about the plan to connect@legacyprepal.org ✓ 6/24: Learning Format Request Form & EPIC Plan Feedback due 	<ul style="list-style-type: none"> ✓ 8/3: Final Draft of EPIC Covid Plan released ✓ 8/7: Learning Format Confirmation and Follow-up - Families will receive an email confirming child's learning format. ✓ Conduct weekly RAC Meetings & sub-committee planning sessions ✓ Conduct live family information sessions (~every 2 weeks) ✓ 2020-21 Family Orientation ✓ Nightssoon)dates TBD_



THE HEALTH OF THE VILLAGE COMES FIRST.

01

GUIDING PRINCIPLE

In adherence to state and district guidance, all scholars and staff are kept physically safe, while taking precautions to prevent the contraction or spread of COVID-19. With local conditions changing quickly, we will stay nimble and adapt safely for both remote and in-person learning experiences.



02

OUR EXPECTATIONS WILL STAY HIGH, REGARDLESS OF THE MODEL.



GUIDING PRINCIPLE FOR SCHOLARS

This adherence does not change our commitment to learning. It has also always been true that every student is capable of growth with effort and support, and that all students merit high expectations and the personalized support to fulfill them.

GUIDING PRINCIPLE FOR STAFF

Tenacity & Relentlessness: Doing whatever it takes to ensure scholars are able to learn no matter where they are.

03

NOT EVEN A PANDEMIC CAN DEFEAT OUR LOVE, JOY, AND COMMITMENT TO EXCELLENCE.



GUIDING PRINCIPLE

Legacy Prep's school culture is driven by love, joy, support, and excellence.

LOVE

- Create physical, mental, and social wellness for children and adults
- Cultivate Social-Emotional learning (SEL) skills scholars need to cope and thrive
- Scholar and Family Connections with one another and the Legacy Prep Team
- Empowering Village Voices (including families, community, etc.) to inform roadmap and changes as necessary
- Equity & Equality: Our response and support must meet the individual needs of all of our scholars

JOY

- Make the Legacy Prep Effect and Legacy Prep Experience even more *EPIC*
- Celebrating scholar and staff achievements both in-person and virtually
- Honor & celebrate our village
- Continue to actualize our Legacy Prep Mantra

EXCELLENCE

- Our scholars will continue to establish their legacy, impact their communities as the next generation of socially-conscious leaders, and create a life full of opportunity, choice, connection, and meaning
- Our staff will continue to create the conditions for our scholars to thrive

Trimester 1 Plan: 8/24-11/20

LEGACY PREP IS GOING
VIRTUAL
THROUGH NOVEMBER 20

*WITH AN ON-SITE.
EQUITY-BASED
ALTERNATIVE FOR QUALIFYING
SCHOLARS & FAMILIES



WHO
All scholars*



WHERE
All learning takes place at home with Legacy Prep Guides & curricula



MORE INFO:
A combination of live & recorded teaching sessions, electronic assignments & projects, video conferencing, & tutoring



WHO
Scholars with exceptionalities and/or families with essential workers and/or hardships



WHERE
All learning takes place on-site at Legacy Prep



MORE INFO:
To be considered for on-site learning, please complete our Learning Form Request

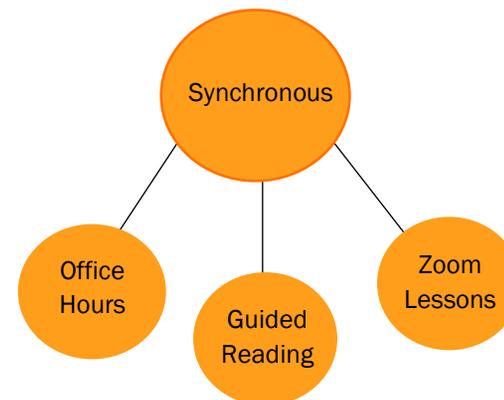
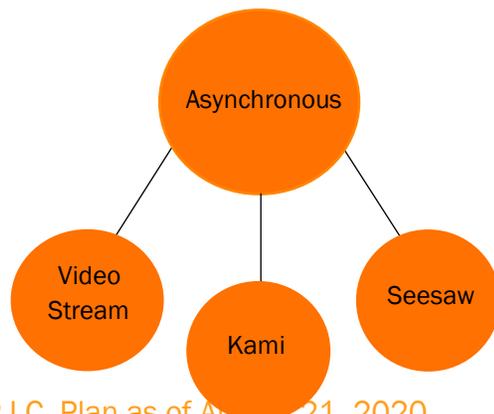
The Process for Virtual Learning

VIRTUAL LEARNING

School begins for all scholars on August 24th. Virtual scholars will participate in both synchronous and asynchronous learning Monday through Friday. The schedule is forthcoming. Screen time breaks and bathroom breaks will be included throughout the day. Virtual Learning is the broad term to describe the transmission and exchange of information through an online model. Scholars are physically separated from teachers and classmates without being absent from school. We have the flexibility to provide lessons that are either *asynchronous* or that are based in literacy, social sciences, math, exploratory arts classes, and social and emotional learning (SEL). Legacy Prep will continue to honor our core instructional delivery method, personalized learning. (differentiation) through enrichment or acceleration or by modifying content and programs.

Key Definitions

- **Synchronous:** learning in real time
- **Asynchronous:** learning without real time interaction
- **Virtual Learning:** learning through an online model without being physically present in school



Equity-Based Rubric and Application

SCHOLARS WITH SPECIAL CIRCUMSTANCES

Scholars with special circumstances will be admitted to in-person learning through an equity-based rubric. Applications and rubrics will be reviewed by our reopening committee to fill our limited number of in-person seats. School begins for all scholars on August 24th. In-person scholars will begin their day at 7:35a.m.

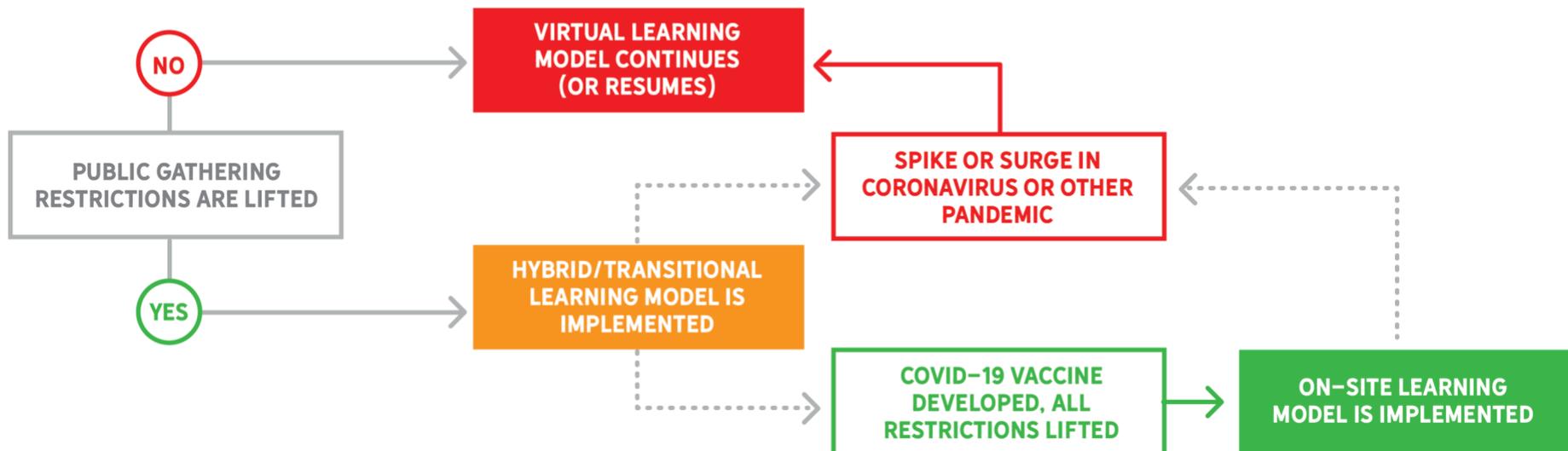
EQUITY-BASED RUBRIC INDICATORS

- Scholars with a current Individualized Education Plan (IEP), 504 plan, or referral
- Scholars of a Legacy Prep employee working on-site
- Scholars who are food insecure
- Scholars who do not have someone 18 years old or older to help them complete virtual learning
- Scholars of an essential worker
- Other situations may arise and will be evaluated on a case-by-case situation

What follows is how our plan may change as we move through the year. Because we are small, we are able to quickly address safety and health concerns without bureaucratic delay. Under the guidance and expertise of the Alabama State Department of Education, public health officials, the Board of Directors, CEO, along with the leadership team and Reopening Advisory Committee will reevaluate the conditions in mid-November to determine the path forward for trimester two and beyond. With this big flexibility, we will continue to provide a comprehensive educational program with a nurturing environment as we move bravely into the 21st Century of Education. Any family that is not comfortable with a staggered re-opening, and prefers to continue Virtual Learning, will be accommodated.

Reopening Guidelines

HOW OUR PLANS MAY EVOLVE:





CONSIDERATIONS FOR TRANSITIONING TO ON-SITE LEARNING

The health and safety of our scholars and our staff, along with families will remain at the forefront of all decisions. Our goal is to transition to a full in-person model as soon as it is safe to do so. We will continue to evaluate the current health risks and updated guidelines from the CDC with hopes of being able to provide in-person instruction to all scholars at the beginning of the second trimester.

The following pages outline the guidelines and systems in place for our return to on-site learning. These systems and guidelines will also be in place for the scholars qualifying for in-person instruction in the Fall determined by the equity-based rubric.

Health & Safety + Operations

PREVENTION & SOCIAL DISTANCING

The health and safety of our scholars and our staff, along with families is of the utmost importance to us. Below we will outline our plan for doing our part to ensure to the best of our ability that we keep everyone in our village safe.

VIRTUAL	IN PERSON
<ul style="list-style-type: none">Follow recommendations from the CDC and local officials in your home and any time you leave your home	<ul style="list-style-type: none">Scholars are required to wear face coverings each day to school. Scholars will not be required to wear a face covering once seated at his or her desk in the classroom.Personal Protective Equipment (PPE) will be provided to staff and will include face coverings, hand sanitizer, thermometers, and gloves

<ul style="list-style-type: none"> When leaving your home and going to any area in which social distance cannot be observed, please wear a mask and follow local ordinances 	<ul style="list-style-type: none"> Hand sanitizer stations with easy-to-read instructions will be located throughout the building Furniture will be arranged in classrooms and common areas to support social distancing Consistent, scheduled times will be established for restroom breaks and handwashing breaks Scholars will be “bubbled” with those in their classroom and will not share common space with other classes (we will stagger opportunities for classes to leave classrooms for PE and other physical activities) Breakfast and lunch will be served in classrooms Gatherings of large groups for events such as JOYFest or Field Trips will not be held until it can be done so without risk of transmission Visual cues for one-way traffic will be added, and may include visual cues for socially-distanced lines <p>Among the key responsibilities for parents/caregivers is commitment to keeping the virus at bay. What this looks like is ensuring that scholars wear their mask each day to school, encourage strong handwashing at home, and keep all materials that go to and from school clean and sanitized (such as backpacks, lunch boxes, shoes, etc.).</p>
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Health & Safety + Operations

CLEANING/SANITIZING & RISK MITIGATION

VIRTUAL	IN PERSON
<ul style="list-style-type: none"> Follow recommendations from the CDC and JCDH to keep your family safe at home 	<ul style="list-style-type: none"> Staff will receive training on cleaning techniques and a schedule for breaks daily to sanitize classroom space
	<ul style="list-style-type: none"> Legacy Prep staff will coordinate and communicate with Daniel Payne staff to develop daily, weekly, and monthly cleaning schedules that uphold CDC recommendations, including an emphasis on disinfecting surfaces where bacteria or viruses are more likely to be transmitted Legacy Prep’s School Nurse will consult with the Jefferson County Department of Health (JCDH) and the Alabama Department of Public Health (ADPH) to ensure appropriate and timely measures are taking place to protect the village CDC Guidance

Health & Safety + Operations

LEARNING MATERIALS

VIRTUAL	IN PERSON
<ul style="list-style-type: none"> ▪ Legacy Prep staff will schedule a time for families to pick up materials to use at home ▪ Legacy Prep will provide a device for any scholar that needs a compatible device to facilitate virtual learning ▪ Legacy Prep will provide technology training for both scholars and adults to ensure a smooth transition to the virtual learning platform 	<ul style="list-style-type: none"> ▪ Guides will limit use of shared items in the classroom ▪ Each scholar is required to bring a pencil pouch or other organizer for use in the classroom to keep personal materials separate from those belonging to other scholars. These items will include: pencils, markers, crayons, erasers, etc. ▪ Devices such as chromebooks and iPads will be assigned to scholars 1:1 to ensure that scholars are using the same device daily

Health & Safety + Operations

SCHOOL-SPECIFIC TRANSITIONS & RESTROOM BREAKS

IN PERSON

Transitions

- All scholars are required to wear face coverings during transitions
- Whole-class transitions will only take place when no other classes are in the hallways
- A divider will be placed on the 2nd floor to separate 2nd and 3rd Grade side of the building from the Kindergarten and 1st Grade side of the building
- Kindergarten and 1st Grade will only use the main stairwell and 2nd and 3rd grade will only use the secondary stairwell

Restrooms

- All scholars are required to wear face coverings during trips to and from the restrooms
- Should a scholar need to remove his or her mask for face washing in the restroom, the scholar should place it temporarily in his or her pocket. Legacy Prep is also providing lanyards for each scholar to keep masks around the scholar's neck when not in use.
- Kindergarten and 1st Grade will use only the restrooms located on the east side of the building
- 2nd and 3rd grade will only use the restrooms located on the west side of the building
- 2nd and 3rd grade will have designated restroom break times and cleaning supplies will be available for guides to wipe down high-traffic surfaces between class restroom breaks, including sinks and doorknobs
- The number of scholars allowed in the restroom at one time will be limited
- Restrooms will be cleaned by a member of the custodial team 3 times daily, with a deeper clean occurring each evening
- Soap will be readily available with proper handwashing techniques taught often

Health & Safety + Operations

WHOLE-CHILD WELLNESS

VIRTUAL	IN PERSON
<ul style="list-style-type: none"> ▪ Scholars will have access virtually to PE, Martial Arts, and Dance classes on a weekly basis ▪ These videos will be uploaded to our Learning Management System (LMS) ▪ Scholars will also have the chance to be a part of a virtual group that focuses on social-emotional learning (SEL) that will be facilitated by our Social Worker 	<ul style="list-style-type: none"> ▪ Scholars will participate in PE, Martial Arts, and Dance on a weekly basis ▪ Scholars will leave their classrooms for these experiences, which will take place on a rotating basis between the gym, cafeteria, large PD room, and outside ▪ Scholars will participate in recess daily that may take place in the classroom, outdoors, gym, cafeteria, or professional development room ▪ In any of these spaces, sanitizing procedures will be followed after every class leaves these areas and there will always be a break from class to class to allow airborne droplets to disperse ▪ Scholars will have all-day access to our School Nurse and a separate area of Legacy Prep has been set aside for any scholars that are displaying COVID symptoms until they can be picked up by an authorized adult

Health & Safety + Operations

ARRIVAL & DISMISSAL

IN PERSON

Arrival

- Upon arrival, scholars will have their temperatures taken with infrared thermometers. Any scholar presenting a temperature over 100.4 will need to be taken home for the day and remain fever-free without the help of fever reducers for at least 24 hours before returning to Legacy Prep.
- After passing the temperature check, families will be asked to fill out a symptom checker either on their phone in an app or via paper/pen to keep a record of symptoms
- Finally, scholars will be checked to ensure they have a facial covering and are wearing it correctly before they exit their vehicle to get hand sanitizer and enter the building
- Upon entering the building, scholars will be given an individual breakfast which has been pre-packaged by our food service vendor to carry upstairs to his or her classroom
- Upon staff arrival, staff will also be temperature-checked and complete the symptom checker as well. The school nurse will keep a record of this data.

Dismissal

- Scholars will be assigned a zone: A, B, or C
- Kindergarten and 1st grade individual riders will move to the first floor for dismissal as Zone A and will be held as separate classes in individual classrooms and separate hallways
- Families of these scholars will line up in the main entrance U and children will be dismissed by number to their correct vehicle
- 2nd and 3rd grade individual riders will move on the second floor for dismissal as Zone B and will be held in separate classes in individual classrooms and separate hallways
- Families of those scholars will line up around the back exit of the building and will be dismissed by number to their correct vehicle
- Scholars with a sibling/family member/family friend at Legacy Prep who are riding together will move to the exit located closest to the gym as Zone C
- Families of those scholars will line up at the entrance off Cherry Street and will be dismissed by number to their correct vehicle

Health & Safety + Operations

VISITORS

IN PERSON

- All visitors must wear a mask when gaining entry to the building
- Visitors are permitted in the Main Office only unless a special circumstance is granted
- On site gatherings for families are currently suspended—family meetings will be communicated via email and hosted on Zoom

TECHNOLOGY AND INTERNET SAFETY

VIRTUAL

- Scholars will be assigned a Chromebook if needed to complete virtual learning
- All devices will be monitored by Go Guardian to ensure internet safety for your scholar
- Lessons and assignments will be posted on our online learning system
- Staff will be assigned to virtual learning and technology support will be available through our Technology Specialist, Noah Ward, by emailing nward@legacyprepal.org.

IN PERSON

- All scholars will be assigned a 1:1 Google Chromebook device
- All devices will be monitored by Go Guardian to ensure internet safety for your scholar
- Scholars will use this device during in-person instruction to familiarize themselves with the platforms available

Health & Safety + Operations

ADDRESSING SICK OR SYMPTOMATIC STUDENTS OR FACULTY

IN PERSON

- Symptomatic staff and scholars will be sent to an isolation room, which is separate from the Nurse's Office (which will remain available for other needs) until they can safely leave the building
- While presenting symptoms, scholars and staff must remain at home
- In the event that a positive case for a student is confirmed, the family of that student will call the Main Office to let Ms. Hillman know and document. Immediately, we will contact families of scholars in that class to let them know (while protecting the identity of the COVID-positive child). That particular class will be required to move to virtual learning for 10 days, provided by their guides, and will be permitted to return to Legacy Prep as long as they do not show signs or symptoms of COVID.
- Any child who has tested positive for COVID **must** quarantine for 10 days from the day of the test. The child must also be fever-free for 24 hours without medications. If the fever-free criteria is met within the 10 day period, then return after 10 days is allowed. If the child continues to have a fever near the end of the 10 day period, they must remain in quarantine until the fever free criteria is met.
- If any person living in the home with a Legacy Prep scholar tests positive for COVID, the family should call the Main Office to let Ms. Hillman know, and should then quarantine for 10 days, during which they will participate in virtual learning, beginning when this person tested positive.
- In the event that a positive case for a classroom guide is confirmed, that guide will call the Main Office to let Ms. Hillman know and document. Immediately, we will contact the families of scholars in that class to let them know (while protecting the identity of the COVID-positive staff member). That particular class will be required to move to virtual learning for 14 days, and will be permitted to return to Legacy Prep as long as they do not show signs or symptoms of COVID.
- Any staff member who has tested positive for COVID **must** have a negative test in order to return to work. A copy of this confirmation will be made and added to the staff member's file.
- In the event that a positive case for another staff member (not a classroom guide) is confirmed, they will follow the process outlined above. We will treat these positive cases on a case-by-case basis to determine the impact to the larger school community.

Health & Safety + Operations

ATTENDANCE

VIRTUAL	IN PERSON
<ul style="list-style-type: none"> ▪ Attendance will be taken through a shared spreadsheet roster between the Attendance Officer and Virtual Learning guides ▪ Each morning, Virtual Learning guides will take attendance, mark on the shared spreadsheet, and the Operations Coordinator will transfer this data to state-wide attendance reporting in Chalkable 	<ul style="list-style-type: none"> ▪ Scholar COVID-related absences will be documented on a Google Sheet ▪ OneCall Now will be used to contact families regarding absences. An automated phone call and text will be sent out to families to confirm an absence for their child that given day ▪ Written excuses for sicknesses other than COVID are still expected to be turned into the main office, with a doctor's note required for sicknesses spanning more than 2 days

Teaching & Learning

INSTRUCTION AND CURRICULUM

Many of you experienced virtual instruction with Legacy last school year, but there are many ways that the program will look different this year. We have new curricula and a new schedule to ensure families' needs are met.

VIRTUAL	IN-PERSON
<ul style="list-style-type: none"> ▪ Virtual instruction this year will have both synchronous and asynchronous components ▪ Some assignments, for example, may require scholar to watch a video and type responses into an electronic document while other assignments may require students to read a book and answer questions on paper ▪ We will provide laptops to every scholar, and we will help families solves any connectivity challenges they may have ▪ We have new curricula, new technology, and a new schedule to ensure that teachers are meeting their scholars' needs ▪ We will simplify the organization of assignments, we'll offer training for families and scholars about how to use all of the remote learning tools, and we will offer on-demand support to families who need help troubleshooting with any of their technology ▪ Guides will continue to analyze student data to provide individualized instruction 	<ul style="list-style-type: none"> ▪ Scholars will be “bubbled” in the same classroom throughout the day ▪ Guides will travel to each classroom to provide instruction ▪ Scholars will receive small group instruction and guided reading in their classroom ▪ Classrooms will be physically distanced with plexiglass barriers ▪ Scholars will have their own supplies and computer to prevent sharing ▪ Guides will continue to analyze student data to provide individualized instruction

Staff & Scholar Experience

POSITIVE CULTURE IS KEY

Legacy Prep’s school culture is driven by love, joy, support, and excellence. We are committed to ensuring that all scholars and staff feel “safe, seen, and known” whether they are attending school in person or in a virtual space. Additionally, Legacy Prep will continue to support the social and emotional needs of both our staff and scholars. We will ensure that all staff and scholars experience an in person or virtual culture that is rooted in our core values and anchored in our mission and vision.

VIRTUAL	BOTH	IN-PERSON
<ul style="list-style-type: none"> All class activities and assemblies will be delivered via an online platform (live or pre-recorded) 	<ul style="list-style-type: none"> Scholars will participate in in-class activities and assemblies as positive incentives 	<ul style="list-style-type: none"> While on campus, scholars will interact with social distancing guidelines with their peers and Guides during the in-class activities and assemblies

SOCIAL AND EMOTIONAL LEARNING

Scholars and staff will receive robust social and emotional support based on the needs identified by various stakeholders.

VIRTUAL	BOTH	IN-PERSON
<ul style="list-style-type: none"> Scholars and staff will meet via an online platform in small group setting or individually with our social worker Our social worker will be introduced via an online platform or phone call 	<ul style="list-style-type: none"> Scholars and staff will receive social and emotional support from our social worker 	<ul style="list-style-type: none"> Scholars and staff will meet in a small group setting or individually with our social worker Our social worker will introduce herself in person

Staff & Scholar Experience

GUIDE AND SCHOLAR CONNECTIONS

Genuine, authentic, and intentional connections are important aspects of building great relationships. Legacy Prep is committed to continuing to develop scholar to scholar, staff to scholar, and staff to family relationships.

VIRTUAL	BOTH	IN-PERSON
<ul style="list-style-type: none"> ▪ Staff will conduct weekly or bi-weekly meetings with scholars and parents to assess the needs in the virtual space ▪ A mentor will be assigned to each virtual scholar ▪ Staff will use a variety of strategies to form meaningful and authentic connections with scholars 	<ul style="list-style-type: none"> ▪ All scholars and staff will receive meaningful and authentic connections 	<ul style="list-style-type: none"> ▪ Staff will use a variety of strategies (Morning meetings, lunch, etc.) to form meaningful and authentic connections with scholars

Staff & Scholar Experience

SCHOOL LOVE POLICY

Legacy Prep’s school culture is driven by love, joy, support, and excellence, hence us defining the discipline policy as a love policy. We prioritize school culture and nurture a school family where every kid achieves excellent outcomes in both academics and the arts. Scholars will continue to receive love in person and in a virtual setting.

VIRTUAL	BOTH	IN-PERSON
<ul style="list-style-type: none"> ▪ Routines and procedures will be created for scholars who will work remotely ▪ Scholars will be able to view routines and procedures through online documents and videos ▪ Staff will give points and provide suggestions for areas of growth through DeansList and parents can access through the app ▪ Staff will contact scholars virtually to provide praise and affirmation or to have restorative conversations regarding the areas of growth for behavior 	<ul style="list-style-type: none"> ▪ Scholars will follow routines and procedures created by Legacy Prep faculty and staff ▪ DeansList will be used to monitor behavior and provide incentives for scholars 	<ul style="list-style-type: none"> ▪ While on campus, scholars will be taught routines and procedures by Guides ▪ Scholars will practice routines and procedures with Guides ▪ Staff will give points and provide suggestions for areas of growth through DeansList and parents will be sent a weekly report home ▪ Staff will praise and provide affirmations to scholars or have restorative conversations regarding areas of growth for behavior

Family Engagement & Empowerment

PARENT CONCERNS FOR REMOTE LEARNING

Parents shared their top concerns about remote learning in our survey. We are exploring some potential solutions to these challenges and have included some below.

Top Challenges

Balancing School and Work

- Broadcast reminders will occur before every class
- Parent communication system will be used to contact parents and send out important information

Food

- We will be working with partner organizations to support families with food needs (Jones Valley Teaching Farm, Community Food Bank, The Grace Place)
- We will have fewer food pickups of larger quantities of food at Legacy Prep

Motivating Scholars to Learn

- Guides will receive professional development on remote student engagement
- Scholars will receive physical rewards in the mail or they may be picked up on-site
- Panther of the Week will be awarded at Virtual JOYfest

Technology and Devices

- Parents will sign a Device Release Form and everyone will receive a Legacy Prep device

Childcare

- Legacy Prep will host a socially distanced camp with an equity-based application for camp seats
- Reduced rate childcare provided by a partner organization

Parents' Responsibilities

- A limited number of assignments and a streamlined approach to virtual learning will occur to improve consistency
- On-demand remote tutoring will be available for scholars who need it
- Technology support and remote learning courses will be provided to support families
- We will seek stakeholder feedback through weekly surveys

Family Engagement & Empowerment

FAMILY ENGAGEMENT & EMPOWERMENT

Families will be able to engage in intentional LP-wide activities which will improve PREPster achievement, reduce absenteeism, and restore parent's confidence in the education and enrichment provided by Legacy Prep. All family engagement and empowerment opportunities will be held virtually until we can safely return to school.

Engagement Opportunities

By Engaging our families as partners, we are equipping and empowering them to establish strong school-home connections that support their PREPsters academic and personal achievement long-term.

- Monthly Chat and Chews
- Dads Bring Your Child to School
- Grandparents' Day
- Guest Speakers
- Parent Learning Walks
- Unity Saturdays
- Home/Community Visits
- Math Night
- Science Festival
- Literacy Night

Family Engagement & Empowerment

SOCIAL AND EMOTIONAL WELLNESS

Families will be offered and provided invaluable support networks and opportunities that promote self-care, education and empowerment.

Social and Emotional Wellness Opportunities

We are aware that it is challenging to balance many roles as a caregiver. Now more than ever it is imperative that we prioritize our own mental and physical health in order to best support our scholars.

- Small Interest-Based Groups (including leisure) – parent life is to be lived and experienced in community, not in isolation
- Giveaways that promote self-care
- Recordings on mindfulness and self-care
- Individual and Family Counseling will be provided to families who need it
- Parents' Day and Parents' Night Out
- Virtual Yoga
- Biweekly/Monthly events for caregivers only
- Empowering Kings
- Uplifting Queens

Family Engagement & Empowerment

FAMILY ENGAGEMENT RESOURCES

Families will be offered and provided invaluable resources that promote self-care, education and empowerment.

Resources for Parents and Families

The parent-child relationship has a major influence on child development. Parenting skills and behaviors have a positive impact on PREPsters self-esteem, academic and community achievement, cognitive development and behavior.

- Virtual small groups to help connect families with each other
- A newsletter will be created with tips for wellness
- Live Zoom Chat and Chews on various topics
- Podcasts will be created to focus on the voices of LP and to educate parents on relevant topics
- LP Chat and Communication Platform
- Parent Crisis Line
- An LP parent will be trained as a Family Coach to help support, encourage, and connect groups of parents to each other and provide resources for parents
- Individual and Family Counseling will be provided for families who request those services

Alabama Literacy Act Implementation

FAMILY ENGAGEMENT RESOURCES

Families will be offered and provided invaluable resources that promote self-care, education and empowerment.

Text from the ALA Implementation Guide Aligned Text from the Literacy Act	Legacy's Plan
<p>Text from the Implementation Guide Students who exhibit a reading deficiency, or the characteristics of dyslexia, “shall be provided an appropriate reading intervention program” to address their individual needs. Additionally, students shall be evaluated after every grading period and receive additional tutorial support if they are determined to have a reading deficiency (p. 13). Students with characteristics of dyslexia and all struggling readers must be provided a dyslexia-specific intervention, as defined by the rule of the State Board of Education in the Alabama Administrative Code (AAC), Chapter 290-3-1, which refers to Response to Instruction.</p>	<ul style="list-style-type: none"> • We use SPIRE for our dyslexia-specific intervention groups • Digital iSPIRE (Digital Version) was purchased in May to assist teachers with facilitating virtual intervention groups • Lexia is also a component of our dyslexia-specific intervention. Students spend at least 20 minutes a day (in-person and virtual) on Lexia
<p>Reading intervention programs are intended to remediate deficit skills and ensure the catch-up growth needed for students who are behind to read on grade-level by the end of third grade. The Alabama Literacy Act (p.14) provides guidance in the use of intervention programs. “Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.” These skills are essential to reading at any level, regardless of the age of the student. They build upon one another and must be</p>	<ul style="list-style-type: none"> • SPIRE meets the requirements outlined in the ALA for reading intervention. The 10 step lessons are systematic, sequentially structured lessons with daily exit tickets ensure mastery of concepts, because it is based on Orton-Gillingham methods it has multisensory instruction integrated throughout every 10-Step Lesson to ensure that students master concepts. This link will take you to the SPIRE brochure if you need more specific info about SPIRE. • We will provide daily dyslexia-specific intervention using SPIRE and Lexia.

<p>carefully sequenced in order to fill gaps in student learning. “Provide daily targeted small group reading intervention based on student needs in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.” This targeted small group intervention is in addition to small group instruction that occurs as a regular part of comprehensive core reading instruction for all students.</p> <ul style="list-style-type: none"> • “Be implemented during regular school hours.” Grade-level mastery is the goal of each year of learning, so students must be provided opportunities for intervention within the regular school day to ensure the catch-up growth necessary for reading at grade-level. 	<ul style="list-style-type: none"> ● We use MAP as our initial screener to identify students with a reading deficiency. ● We use MAP as our initial screener ● The following assessment tools are used to gather additional evidence to determine specific gaps and intervention goals <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ CORE Phonological Segmentation Test ○ CORE Graded High Frequency Word Survey ○ Spell to Write and Read - Diagnostic Spelling Scale ○ MASI-R Oral Reading Fluency Measures
<p>Reading intervention decisions must be made based on the results from assessments. A list of vetted and approved comprehensive reading and intervention programs will be provided. The Alabama Literacy Act also requires that students be evaluated following every grading period and provided additional tutorial support when they are not making appropriate progress toward grade level. The logical time to schedule tutorial support is before or after the school day or at scheduled breaks during the day when tutors are available. The tutorial support must be carefully aligned with the intervention instruction so that deficit reading skills are further remediated. Technological resources can be used to provide additional practice opportunities for students.</p>	<ul style="list-style-type: none"> ● We use MAP as our assessment tool and it is given 3 times a year meeting the requirement for data collection at the end of each grading period. MAP is also on the approved list of assessments released by the task force ● The following assessment tools are used to gather additional evidence to determine specific gaps and intervention goals <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ CORE Phonological Segmentation Test ○ CORE Graded High Frequency Word Survey ○ Spell to Write and Read - Diagnostic Spelling Scale ○ MASI-R Oral Reading Fluency Measures ● Teachers host regularly scheduled office hours / tutoring for students that need additional support. Students also have access to Lexia for additional reading practice ● Teachers are a part of the team that meets to create Reading Improvement Plans. We include all relevant teachers and interventionists so that everyone is clear on the child’s reading goals and how the role they play in supporting that child in resting their goals. ● The approved list of interventions will not be released until phase 2 of the implementation guide. We are using SPIRE which meets all of the current requirements.

<p>“The parent or legal guardian of any K-3 student who exhibits a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word reading, sight words, oral reading accuracy, vocabulary, or comprehension at any time during the school year shall be notified in writing no later than 15 school days after the identification.” The written notification shall include a statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia, and that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian (pp. 14-15).</p> <p>The PST (Problem Solving Team) will notify the parents of the results of the dyslexia-specific screening, will provide parents with a copy of the goals of the dyslexia-specific intervention plan, and with data-based documentation regarding the student’s progress on a regular basis. Independent dyslexia evaluations provided by a parent or guardian to the PST must be considered by the members of the PST.</p>	<ul style="list-style-type: none"> ● We have a letter that we send to parents of students that have been identified as having a reading deficiency. ● The letter includes dates parents can attend an info session with me. We will offer that session in-person and virtually this year. ● A parent resource brochure is also sent home with specific ways that they can support their child at home and with links to websites for parents to learn more about dyslexia and the resources available and links to websites for students to practice reading skills. ● We also offer literacy workshops for families where they are provided with resources and materials to support students with multisensory instruction at home. Those will be held both in person and virtually this year. ● Parents are provided a copy of their child’s Reading Improvement Plan (RIP) and are invited to have input on the RIP ● This year, those plans will include specific accommodations and strategies for our students that are virtual learners
<p>* I think the text below is what the rubric is referring to in regards to referencing the purpose of screeners, but I am not positive. This is the closest thing I can find.*</p> <p>The Alabama Literacy Act establishes a process designed to improve the reading proficiency of Alabama public school students. The Alabama Literacy Act is intended to ensure that Alabama’s K-3 public school students are able to read at or above grade-level by the end of the third grade. The Alabama Literacy Act provides a framework for a preventative model with early identification of reading deficiencies and immediate interventions which are both essential to meeting the needs of each and every Alabama student. The process begins early by ensuring students are provided with specific reading instruction, intervention, and careful monitoring of the progression of each student’s proficiency in reading from one grade to another.</p>	<ul style="list-style-type: none"> ● We will be administering MAP in the fall and we do have a plan to do this virtually as well. We are working with Brad Banich to ensure our plan for Virtual MAP will provide us with the most reliable data and that we have all of the necessary structures in place for virtual administration. ● The following assessment tools are used to gather additional evidence to determine specific gaps and intervention goals. These assessments are from the recommended list provided in Alabama’s Dyslexia Resource Guide <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ CORE Phonological Segmentation Test ○ CORE Graded High Frequency Word Survey ○ Spell to Write and Read - Diagnostic Spelling Scale ○ MASI-R Oral Reading Fluency Measures ● We have a plan for virtual administration of the ALA Kids assessment literacy objects. We have already started collecting that data during village visits.

BEGINNING “WITH THE 2021-2022 SCHOOL YEAR, THIRD GRADE STUDENTS SHALL DEMONSTRATE SUFFICIENT READING SKILLS FOR PROMOTION TO FOURTH GRADE” (p. 21).

“(h) Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade, and the State Superintendent of Education shall provide guidelines for the implementation of this subsection: (1) Scoring above the lowest achievement level, as determined by rule of the State Board of Education, on a board approved assessment in reading as provided in Section 3. (2) Earning an acceptable score on an alternative standardized reading assessment as determined and approved by the State Superintendent of Education. (3) Demonstrating mastery of third grade minimum essential state reading standards as evidenced by a student reading portfolio” (p. 21).

Data Analysis Cycle

- Fall screening assessment results identify those students performing on grade- level from those performing below grade-level. Screening data informs planning for delivery of differentiated instruction.
- Winter screening assessment results (progress monitoring and benchmark assessments) include analysis of progress monitoring results to inform principals, local reading specialists, and teachers to further refine differentiated instruction.
- Spring screening assessment results should indicate and support increased student performance on the outcome assessment by the end of the school year, as well anticipate the school’s intervention needs per grade-level for the following school year.

Alignment to Alabama Course of Study

With guidance from the Roadmap for Reopening Schools, Legacy Prep’s curriculum will be aligned with the K-8 Critical Standards from the Alabama Course of Study. Teachers will ensure that all lessons are aligned to the specific standard for each content area and grade level. Assessments and assignments will be given in person or through Seesaw, our virtual learning platform. The assessments and assignments will assess the mastery of each critical standard. Each Friday, teachers will spend individualized time with students to re-teach lessons with standards that have not been mastered.

K - 8 Critical Standards						
Grade Level	ELA	Math	Science	Social Studies	Instructional Delivery Option	Assessment Option
Kindergarten	1, 2, 3, 20, 21, 22, 23, 37, 38, 41	1, 2, 4, 5, 6, 8, 10, 11, 12, 15	1, 3, 4, 6, 7, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)
Grade 1	1, 2, 3, 20, 21, 22, 23, 26, 37, 38, 41	1, 2, 4, 5, 6, 9, 10, 12, 13, 16	1, 2, 3, 5, 6, 7, 8, 9	1, 2, 3, 5, 6, 7, 8	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)
Grade 2	1, 5, 7, 15, 20, 21, 25, 29, 37, 40	1, 2, 4, 5, 9, 11, 18, 19, 23, 26	1, 2, 3, 4, 5, 7, 8, 10, 11	1, 2, 3, 4, 5, 6, 7, 9, 11	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)
Grade 3	1 & 10, 2&11, 4&13, 9&19, 17, 20, 21, 37, 38, 40	2, 3, 7, 8, 13, 14, 15, 22, 24, 25	1, 3, 5, 6, 7, 8, 9, 10, 11, 13	1, 2, 3, 5, 8, 9, 11, 13	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)



High-Quality Instructional Materials/Content

Identifies digital course content that will be used (and process to align it to local curriculum maps, lesson planning, vertical/horizontal teams, etc.)

- For each content area, a scope and sequence has been provided for each grade level teacher. Teachers will be utilizing Lexia, DreamBox, and other digital online platforms to assist with teaching of the critical standards from the Alabama Course of Study.
- The Instructional Leadership Team has provided and will continue to support all teachers with instruction, lesson planning, and unit planning. If needed, the scope and sequence/curriculum maps can be adjusted throughout the school year.

Describes use of LMS or other online platforms being used to deliver instruction

- Teachers will be using Seesaw as the primary learning platform. We will also be using Dreambox, Lexia, Investigations Math, and Orton-Gillingham.

Identifies how opportunities for “live” instruction will be provided within context of remote learning

- Scholars learning remotely will have many opportunities each day to participate in synchronous classes with their teacher and their classmates. After a synchronous spirit-building time each morning that we call our “Pride Block,” students will engage in a live small-group guided-reading lesson. Then their read-aloud lesson and cognitively-guided math instruction (CGI) will also be live. Their humanities discourse series will be live too, as will some of their phonics lessons. Their exploratory arts classes (dance, music, and P.E.) will alternate between synchronous and asynchronous components. Finally, teachers will spend time at the end of each day tutoring students one on one so that each student will get that opportunity at least every three weeks.

High quality Screeners/Diagnostics (pgs 25-27)

Identifies district’s assessment components, including how schools and district will gather and use student data to adjust instruction and provide additional supports to meet student needs

- Scholars will be screened using a variety of screening and diagnostic tools. We will administer MAP for math and reading. STEP will also be used to assess student reading levels and will be placed in the appropriate guided reading classes. These assessments will take place 3-4 times a year.

Includes actions to mitigate loss through the use of screeners/diagnostics as a result of the gap of instruction from March 2020 to present

- Using Lexia, DreamBox, LLI, STEP, and various other diagnostic screening assessments and intervention platforms, scholars will be identified for intervention. Early intervention will provide scholars and teachers with opportunities to meet the needs and close the existing skill gap from the closing of schools due to COVID-19.



GRATITUDE & ACKNOWLEDGEMENTS

We want to extend a special thanks to our Reopening Advisory Committee Members. Committee members have tirelessly devoted their time, brilliance, wisdom, expertise, and skills to ensure our staff, scholars, and families thrive! The RAC will continue to meet monthly throughout the academic year to analyze “Learning Experience” survey results from staff, scholars, and families and will intentionally and purposefully respond accordingly.

Mrs. Morris, Founder & CEO
Mrs. Toole, Director of School Operations
Dr. Tucker, Director of Innovation & Culture
Mr. Patton, Director of Teaching & Learning
Dr. Bennett, Director of Scholar Success/Personalized Learning Facilitator
Ms. Bray, Kindergarten Dean of Teaching & Learning
Mrs. Barnett, First Grade Dean of Teaching & Learning
Mrs. McMeans, 2nd & 3rd Grade Dean of Teaching & Learning
Ms. Buckelew, Literacy Specialist/Data Analyst
Mrs. Burttram, Executive & Instructional Operations Coordinator
Mr. Ward, Technology Specialist
Mrs. Oliver, School Nurse
Ms. Hudson, Family & Community Engagement Specialist
Mrs. Kimber, School Social Worker/Habits of Success Coach
Mrs. Waters, Kindergarten Guide
Ms. Berckmans, 2nd Grade Literacy Guide
Ms. London, 2nd Grade Math Guide
Mrs. Smith, Quest Guide
Mrs. Turner, Parent of 1st Grade PREPster
Mrs. Craig, Parent of Kindergarten & 2nd Grade PREPsters
Ms. Nix, Parent of 3rd Grade PREPster



LEGACY
PREP

**TOGETHER WE RISE,
TOGETHER WE THRIVE AS
WE NAVIGATE THE
COMING DAYS.**

Please contact us at

connect@LegacyPrepAL.org or (205) 573-

0777 if you would like to support, have questions, ideas, and/or concerns.