



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

Providing a Safe Return to full-time, on-site education. Queen City Career Prep HS has the following guidance, practices, and policies in place.

HEALTH GUIDANCE STANDARDS

Queen City Career Prep HS has a policy that states the school will follow legal and health guidance provided by the Governor, the Center for Disease Control, and our local health department. Ultimately, what level of safety protocols employed will reflect our local health guidelines as outbreaks can be regional and regionally mitigated.

Protocols may include the following:

Assumption of healthy status. Staff and students will be advised to self-monitor for symptoms and not attend school should there be any respiratory symptoms.

Personal choice regarding safety behaviors. Staff and students will be invited to employ safety measures including the following: wearing masks, frequent hand sanitizing, and social distancing (3 ft) according to their preference. The school will supply face masks and sanitizer and will allow for social distancing to the degree that is practicable by spacing furniture and scheduling students minimally into learning spaces as is practicable. Similarly, those who do not wish to wear face masks or hand sanitize will not be required to do so though they will be strongly encouraged to do so. All persons will be asked to respect the wishes of others regarding social distancing of 3 ft.

Facilities maintenance. Queen City Career Prep HS maintenance and cleaning protocols will continue to observe cleaning standards and/or practices recommended through CDC or local health department guidance to ensure a safe learning environment for students and staff.

Contact Tracing & Corroboration with local health departments. Queen City Career Prep HS will continue to follow all contact tracing protocols required by my local boards of health, sponsors, and school management expectations. Practices may include quarantining persons based on guidance from authorities.

Diagnostic testing or screening. Queen City Career Prep HS has COVID screening tests which will be available to students, families, and staff at no charge when concerning symptoms suggest the test might be helpful in determining next steps. These will be available on demand and we will regularly remind parents and staff they are available to assist families

Providing vaccinations to our community members. We will cooperate with boards of health, ESC's, and local vaccine providers to either host voluntary vaccinations or promote nearby vaccination sites as available. All staff have been offered vaccinations. Queen City has not participated in student vaccinations at this point.

Accommodations for children with disabilities. We will follow all guidelines for ensuring any unique safety needs of students or staff with documented disabilities as is practicable on site. Accommodations requiring adjustments in placement or instruction have been and will be developed and honored based on documented medical and/or individual education plans. Accommodations needed by students to ensure their safety or to reduce barriers to learning were put in place. These accommodations will be reevaluated regularly and as Covid-19 conditions change in order to continue to meet the student's individual needs and allow the student to learn in the least restrictive environment.

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

Queen City CPHS plans to offer summer extended learning opportunities summer 2022 and beyond. As a mastery-based program that employs online learning resources students can access 24/7, Queen City continues to offer students the opportunity to accelerate their learning through the use of online tools, access to remote instructional resources, and the use of personalized learning schedules that help students address their unique learning needs through a variety of instructional environments and supports. Specialists including an intervention specialist and a Success Coach, who serves career counseling needs, are employed to address unique student needs. Additional required services are secured as needed by contracting with partnering service providers.

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

After providing funds for all of the above mentioned in the next couple of years no ARP ESSER funds will be left.

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

Queen City CPHS employs an orientation and intake process that addresses the needs of the whole child titled “Discovery”. This intake process evaluates the student’s academic status, history, and learning styles, their career aspirations, identified and previously unidentified mental health needs, and any other potential barriers to learning. Data collected from this process are used to inform the development of a personalized ‘grad plan’ that includes not only courses to be scheduled, but supports to be provided to students based on their needs which can include connection with the school counselor, connection with community services to address barriers to learning or mental/emotional health concerns, career development courses and internship opportunities, and access to tutoring or other specialized services identified as needs to support learning.

The Discovery process is monitored by our central network for fidelity of implementation. Data collected from Discovery is shared among school staff regularly as part of our Building leadership Team meetings and part of the MTSS process enacted in the schools. Trends in student needs are shared up to the network level and systemic concerns may be addressed through the Community School Leadership Team monthly meetings.

Student, parent, and network surveys regularly employed gather data to help QCCP monitor how well we are meeting student needs. Academic and career achievement data are monitored weekly to provide insight on how well students are progressing. Progress monitoring through ODE required STAR testing reveals trends as does student performance on State required end of course exams and fulfillment of graduation requirements.

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

Queen City staff employed attendance collection practices during the shutdown that enabled staff to become aware of the student COVID experience. Phone calls, text messages, zoom classes, online academic progress monitoring and on site learning opportunities all produced

qualitative data that was captured in attendance trackers and within the EMIS system as appropriate. Concerning as well as encouraging data were shared with the team daily in summative emails that allowed the whole team to be aware of student status.

Additionally, QCCP participated in STAR testing in the spring as well as End of Course winter and spring examinations in addition to course exams or teacher formative assessments that informed staff about student progress.

While graduation rates, and COVID attendance practices allowed us to continue to show strong performance in our report card measures, anecdotal evidence revealed concerning personal and homelife settings that informed our decisions to employ or retain staff to address SEL concerns which includes special orientation activities this fall to help students assimilate safely back into in-person learning at school, among other things.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff.

Funds from ESSER II were used to provide summer school to all students (summer of 2021). We are continuing extended services to students that started with the opening of the school year on August 16, 2021 with ARP ESSER funds and continue through the school year. ARP ESSER funds will also be used to provide summer school in summer of 2022 and summer 2023. Services for SEL with families and students and service for facilities has already started and will continue through 2022.

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

Queen City incorporates online learning tools and remote learning environments as part of our standard Drop Out Recovery program. ARP ESSER funds will be used to support our remote learning to the extent permitted by the grant and our sponsor.

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

Queen City CPHS is a ‘brick and mortar’ institution which requires attendance be collected based on student participation on site. The educational plan includes addressing student needs on site in three learning environments: our Grad Lab which allows students to determine what coursework they are completing and the rate at which they complete it, our Focused Instructional Tutoring setting where students work in class with content area licensed teachers to pursue learning coursework in core content areas, and Live-taught classes where students experience the more traditional teacher-led classroom over the course of a semester. Additionally our program supports student remote learning by providing 24/7 access to our adopted APEX curriculum as well as tutoring access to teachers via zoom, google classroom, and/or email or text messaging. Accelerating student learning is the approach being pursued in all of our academic programs. New assessments will be used this fall to establish student baseline abilities and to provide teachers with ongoing opportunities to benchmark progress not only within our classrooms and school but across our partner schools in our network. New Parent communication plans are under development to assist parents’ ability to know and understand how to support their student at home.

QUEEN CITY CPHS BUDGET: \$322,760.05

