



MAP ACADEMY

## **Preliminary Reopening Plan Summary**

Map Academy undertook a feasibility study that included analysis of our ability to implement COVID-19 safety protocols, as well as a close study of our facility and surveys of staff, students, and families. The results of this feasibility study indicate that a robust hybrid learning model is the best option for Map Academy to start the school year, with the goal of opening for full in person learning as soon as we can do so safely.

Submitted to DESE: July 31, 2020

Comprehensive Plan Documents to be submitted: August 10, 2020

1. What were the key findings from your in-person learning **feasibility study**, and what does this imply for the student learning model you may use this fall?

Map Academy undertook a feasibility study that included analysis of our ability to implement COVID-19 safety protocols, as well as a close study of our facility and surveys of staff, students, and families.

The key findings from this feasibility study have informed the following guiding principles for reopening:

- Map Academy staff are committed and ready to come back onsite safely.
  - Map Academy staff are an incredible group of mission fit adults who understand the need to reopen for onsite operations to the fullest extent possible.
  - Survey results indicate that 100% of our staff plan to return to in person operations assuming that all DESE health and safety requirements are in place.
  - Unless public health conditions worsen to the degree that it is impossible, all staff will work on site regardless of whether students are in person or working remotely in order to offer more robust and effective service delivery.
- Map Academy's goal is to get students back in person to the fullest extent safely possible.
  - Our students and families want and need us to reopen for in person operations to the fullest extent safely possible.
    - Our students and families trust that all safety protocols will be implemented to keep them safe and the majority feel comfortable returning to school.
      - 76.4% of parents/guardians indicated that, assuming all recommended health and safety requirements are in place, their child/children *will attend* in person this fall.
      - 63.8% of students indicated that, assuming all recommended health and safety requirements are in place, they feel comfortable attending in person this fall.
    - Our students and families have a strong desire to resume onsite, in person operations.
      - 87.6% of parents/guardians indicated that their preference is for either fully in person (48.3%) or a hybrid of in person and remote (39.3%)
      - 78.7% of students indicated that their preference is for either fully in person (40.4%) or a hybrid of in person and remote (38.3%).
- Map Academy's facility and culture will allow us to bring students and staff back safely.
  - In order to maximize safety for students and staff and with the goal of being able to maintain onsite operations, we are planning for 6 feet distancing and assigned zones in the building to create separation between cohorts.
    - Current expansion of our facility (in process pre-COVID) from 11,400 sq. ft to 22,800 sq. ft. will provide much needed space for reopening.
    - Analysis of our facility indicates that we can maintain 6 feet distancing with 100% of our staff and approximately 70% of our students onsite at one time.
  - We will establish dedicated outdoor spaces for mask breaks and outdoor learning.
  - We are confident that the Map Academy community will embrace safety protocols and procedures as necessary to keep everyone safe.
  - We are committed to ensuring that we have adequate supplies of all PPE on hand and are confident in our ability to do so.

- We are fortunate to have a newly renovated facility with adequate, effective ventilation, both from HVAC and windows. Additionally, we are the process of determining the feasibility of installing UV lights in the HVAC system, which would increase safety even further.

**Taken as a whole, these results of our feasibility study indicate that a robust hybrid learning model is the best option for Map Academy to start the school year, with the goal of opening for full in person learning as soon as we can do so safely.**

2. Which **reopening model** within your plan are you leaning towards for the start of the school year?

Map Academy is planning for a hybrid learning model for the start of the school year.

3. **In-person:** Please provide a summary of your plan for how students would return to full-time in-person learning.

Map Academy's goal is to bring all students back for full in person learning as soon as we can safely do so. We are also committed to staying open, and we believe that it is in our school community's best interest to move in phases toward full in person learning. We plan to begin the year with a hybrid model in which no more than 50-70% of students are in person at a time in order to ensure our ability to maintain full 6 feet of social distancing and provide a safe and meaningful in person learning experience. Preliminary feasibility studies indicate that returning all students and staff to in person learning will mean that we cannot ensure 6 feet of social distancing at all times in all areas of the building. Thus, we intend to move slowly and monitor public health conditions while also continuing to closely study operations during the fall to assess the feasibility of maintaining safety protocols as we continue to move toward full in person learning.

When we resume full in person operations, Map Academy's in person learning plan will leverage the existing blended, competency-based asynchronous learning model which is the instructional foundation of Map Academy's personalized approach to high school, and which was in place before COVID-19. At Map Academy, students move through the core academic curriculum at their own pace, and teachers act as active facilitators, coaches, and advisors, designing strategies and interventions suited to each student's individual needs, such as one-on-one support or a mini-lesson to a subset of students. The flexibility built into this model provides the foundation for an effective return to fully in person operations when our school community is ready.

Under normal operations, instead of a typical, rigid master schedule, Map Academy students are assigned to interdisciplinary Learning Studios where teams of teachers are available to work with students in a range of flexible spaces throughout the building. A highly flexible daily schedule empowers students with the agency to move through the curriculum in ways that work for them, including choice of what to work on, where to work, and which teachers to work with. As we plan for a full return to in person learning with the realities of COVID-19, we will need to add cohort-based structures to our model and will leverage our existing Learning Studios to create schools within the school for the purposes of social distancing while still maintaining as much flexibility for our students as possible.

- Key components of the Map Academy in person model:
    - Preserve interdisciplinary Learning Studios
      - Cohort based studio teams of students and staff with designated areas of the building
        - 3 studios
        - Each studio cohort will be approximately 65 students and an interdisciplinary team of 4-5 teachers, including a special education licensed Academic Case Manager, an additional special education teacher and a social worker.
        - Each studio will be assigned to classroom and common area space with enough square footage to physically distance at the length of a minimum of 3 feet and a goal of 6 feet.
        - Dedicated studio cluster spaces will be intentionally distant from one another to minimize contact between cohorts of students and to facilitate contact tracing when and if necessary.
        - Studios will be further broken into anchor groups, cohorts of no more than 12 students.
      - Each student will have a dedicated team of staff, including an Academic Case Manager and an Anchor teacher.
      - Students who continue to opt for fully remote learning will be serviced according to the remote learning plan below.
4. **Hybrid:** Please provide a summary of your plan for how students would return to school through a hybrid learning model.

Map Academy's hybrid learning plan will leverage the existing blended, competency-based asynchronous learning model which is the instructional foundation of Map Academy's personalized approach to high school, and which was in place before COVID-19. At Map Academy students move through the core academic curriculum at their own pace, and teachers act as active facilitators, coaches, and advisors, designing strategies and interventions suited to each student's individual needs, such as one-on-one support or a mini-lesson to a subset of students. The flexibility built into this model provides the foundation for an effective hybrid model.

- Key components of the Map Academy hybrid model:
  - Preserve Student Agency
    - It is our goal to offer students and families some level of choice about the hybrid schedule that will work best for them. Many of our students and their families juggle tremendous outside responsibilities--including jobs, parenting, transportation, insecure housing-- that even without a pandemic are not compatible with a rigid school schedule. These realities are the primary reason for the flexible, blended, asynchronous model Map Academy provides. While the current context requires us to create student cohorts to ensure safety, it is important to our mission to maintain as much student agency as possible. Thus, we will survey students and families to determine their preferred schedule in order to establish cohorts for onsite & remote learning so that between

- 50-70% of students are onsite each day. Based on previous survey results, we believe that we can create balanced and equitable cohorts based on student and family input.
- We are also committed to continuing to offer our drop in evening and Saturday studios beginning in October. This will provide added flexibility and allow students to either extend their in person days or to come in during the evening on their remote days.
    - Evening Studio - Tuesdays, Wednesdays & Thursdays from 4 pm - 6:30 pm
    - Saturday Studio - 9 am - noon
  - Preserve interdisciplinary Learning Studios for both in person and remote learning
    - Cohort based studio teams of students and staff with designated areas of the building
      - 3 studios
      - Each studio cohort will be approximately 65 students and an interdisciplinary team of 4-5 teachers, including a special education licensed Academic Case Manager, an additional special education teacher and a social worker
      - Based on student/family input, cohorts will be scheduled so that 50-70% of students are in person each day in order to ensure adequate social distance and bring students to school 2-3 days per week.
      - On the days they are not in person, students will learn remotely with the same team of studio teachers, according to the remote learning plan described below.
      - Each studio will be assigned classroom and common area space with enough square footage to physically distance at the length of 6 feet.
      - Dedicated studio cluster spaces will be intentionally distant from one another to minimize contact between cohorts of students and to facilitate contact tracing when and if necessary.
      - Studios will be further broken into anchor groups, cohorts of no more than 12 students.
    - Staff will be responsible for both remote and in person learning for all students in their studio, but not at the same time. Each teacher will teach one block of remote learning per day according to the schedule described in the Remote Learning Plan below.
    - Each student will have a dedicated team of staff, including an Academic Case Manager and an Anchor teacher who will work to ensure that in person days set them up for success on remote learning days.

5. **Remote:** Please provide a summary of your plan for remote learning as the default model of instruction for all students.

Based on survey data, a very small number of Map Academy students (6.4%) and families (4.5%) have indicated that they prefer fully remote learning this fall. However, in a hybrid learning model, all Map Academy students will learn remotely some of the time, and additionally, we are acutely aware of the reality that we may need to pivot back to fully remote learning if public health conditions warrant. Thus, Map Academy is committed to providing a robust remote learning experience that leverages the flexibility of our model and incorporates lessons learned from our implementation of remote learning this spring.

- Key components of the Map Academy remote learning model:
  - Preserve self-based, competency-based and asynchronous learning model while simultaneously offering increased structure and opportunity for synchronous learning.
    - Students can continue to work asynchronously from wherever they left off in their core academic coursework, with support from their teachers.
    - Students continue to move forward as they demonstrate competence rather than according to fixed, time-based grading periods.
    - All students continue to have the option to work asynchronously remotely AND we will also offer a synchronous remote learning schedule to provide structure and ensure that students have access to direct instruction and academic support throughout the day.
      - Remote learning instruction will be offered via Zoom and Google Meets
      - There will be at least one dedicated teacher in each studio available live via Zoom or Google Meets at all times during the school day and during Evening and Saturday Studio hours (Tuesday, Wednesday and Thursday from 4 - 6:30 pm and Saturday from 9 am - noon)
      - Students learning remotely will have access to a full schedule of hour long synchronous classes taught by their studio teachers and also to live academic support with their asynchronous coursework and to synchronous elective, seminar and wellness courses taught by Map Academy staff.
  - Utilize Academic Case Manager structure to ensure that each student has a dedicated teacher coordinating his/her/their learning.
  - Utilize Remote Learning Dashboard created during the spring shutdown and iterated this summer to monitor student progress and engagement and inform responsive planning and service delivery for all students.
  - Like in the in person and hybrid models above, all students will be assigned to an interdisciplinary Learning Studio, a cohort of approximately 65 students and 4-5 teachers. This studio placement will provide consistency regardless of whether students are in person or remote.
    - All remote core academic instruction will be provided by a student's studio teachers.
    - Electives, including seminar, wellness & experiential learning opportunities, will be open to students from all studios and will initially be offered primarily remotely in order to ensure access to all interested students.
    - To create community and engagement, each day will kick off with a studio or anchor meeting via Zoom or Google Meets in which students and staff will connect about plans for the day.

### **Student attendance in remote learning:**

Student attendance and engagement will be tracked by all staff in the Map Academy blended learning management system in the same way it normally would be in Map Academy's foundational asynchronous model. In addition to attendance in person or in remote learning classes, engagement measures will include submission of work, participation in asynchronous remote learning, consultation with instructional or support staff and documented independent work. Students who are not reliably participating in remote or in person learning will be followed up with daily and weekly by Academic Case Managers and/or Student Support

personnel to identify barriers and support their re-engagement. Student and family communication will take place in a variety of ways, including but not limited to Zoom, Google Meets, phone, email, text, social media, home visits, etc. Any communications to students and families whose primary language is not English will be translated and sent to them separately and/or a translator will be provided.

6. **High needs students:** Please provide a summary of how students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students will be supported within each of the three reopening models.

As an alternative charter school intentionally designed to meet the unique needs of disconnected youth who have not found success in other settings, Map Academy serves predominantly vulnerable students, many of whom have been inordinately impacted by COVID-19 and the resulting extended school closure. This knowledge is what drives our mission driven team to reopen Map Academy for onsite, in person operations to the fullest extent possible. At Map Academy, 75.2% of our students meet criteria for High Needs; 50.3% qualify for Special Education Services; 50.9% are Economically Disadvantaged; and 80.66% qualify as free lunch via district Community Eligibility Provisions. While it is clear that we cannot safely open fully for in person learning to start the school year, it is also clear that fully remote learning is not an effective instructional model for the vast majority of our students. We are fortunate that Map Academy is flexible by design, and we will continue to leverage that flexibility as we navigate all of the ongoing uncertainties particularly pertaining to meeting the needs of students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students. Cognizant of the high needs of our student population, we have intentionally staffed each Learning Studio with a special education-licensed Academic Case Manager, an additional special education teacher, and a social worker, in an effort to ensure all of our students' needs are being met. We believe that in the hybrid model, in-person days will set students up for success during their remote days; however we are paying particularly close attention to our remote services as we know that remote learning is challenging for many of our students and we want to be prepared in the event of another closure.

Map Academy will continue to leverage the existing blended, asynchronous learning platform and teacher relationships to maximize existing academic engagement while adding layers of virtual community when students are working remotely.

Special education and general education team members are creating interactive current performance/distance learning accommodation logs (i.e. links to student work samples, videos, graphic organizers and other staff updates) to ensure PLEP A & B accommodations and modifications are available to students while working from home. These logs are used as tools to identify and document student IEP requirements while engaging in distance learning. As well, Map Academy staff members will be following IEP goals and services noted within a student's IEP during all three learning models.

**Virtual and Distance Learning Services:**

- Daily and weekly outreach to families to inform them about services offered as well as the establishment of consistent lines of open communication
- One-to-one support via phone, video, google chat
- Virtual service delivery i.e. individual/small group reading, writing, math, science, and history and individual/small group social skills and counseling which are scheduled by staff and family communication on a daily and weekly basis
- Individual and/or enrichment groups to help with community building and engagement
- Individual and/or small group personal/academic organizational goal meetings (for example - executive functioning)
- Parent and student virtual engagement sessions
- Modifying and creating alternative assignments for online work through Map Academy's Tracker and Google Classroom, as well as paper-based hard copy assignments per a student's request
- Daily and weekly outreach to families to inform them about services offered as well as the establishment of consistent lines of open communication
- Implementation of alternative responsive intervention when a student is having a difficult time other than those relative to academic engagement