



The Maritime Academy Learning Recovery Plan

LEARNING RECOVERY PLAN 2021-2024

The Maritime Academy of Toledo

Aaron Lusk: Superintendent
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The Maritime Academy of Toledo

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Dear Maritime Family:

The COVID-19 Pandemic has been a stressful time but I believe that our future is bright and great things will happen during the 2021-2022 school year. The mission of the Maritime Academy of Toledo, with this plan, is to provide the support needed for students to achieve high standards but also promote health and safety. We intend to build the Maritime Academy into a school of excellence that any student in the State of Ohio would be proud to attend.

All of these materials and guidelines will be available on our website www.maritimeacademy.us, as well as, our forthcoming mobile app to better provide you the information needed to make informed decisions. If you have any questions, concerning this plan, please do not hesitate to reach out at your convenience to 419-244-9999.

Sincerely,

A handwritten signature in black ink, appearing to read 'Aaron Lusk'.

Aaron Lusk
Superintendent
The Maritime Academy of Toledo

The Maritime Academy of Toledo
2021-2022 School Year
Guiding Principles of Educational Opportunity

Purpose:

The purpose of this plan is to develop procedures and guidance for the 2021-2022 school year and beyond.

- 1). The Maritime Academy of Toledo will continue to strive for academic excellence and improvement with the evidence-based strategy of teacher clarity.
- 2). The Maritime Academy of Toledo will continue to review and establish guidelines to keep students and staff healthy and free from the coronavirus.
- 3). The Maritime Academy of Toledo will have high quality units and lessons in person and simultaneously on google classroom for students who may be absent or need access at home.
- 4). The Maritime Academy of Toledo will develop and implement a Multi-Tiered System of Support to provide support necessary to raise academic achievement and aid in learning recovery.
- 5). The Maritime Academy of Toledo will provide quality lessons and mastery of power standards while promoting individualized instruction.
- 6). The Maritime Academy of Toledo staff will consistently communicate, in a transparent manner, with families concerning attendance, academic progress, and corrective feedback.
- 7). The Maritime Academy of Toledo will promote vaccinations by providing a vaccination clinic and the latest research on the efficacy of the vaccinations on our website. (Note: The Maritime Academy of Toledo will not require any student to get a COVID vaccination unless it becomes a government mandate for enrollment in school.)

What will TMAT do?	How will TMAT work?
<ul style="list-style-type: none"> • Protect the health and safety of students, staff by implementing the latest CDC guidelines intended to control the spread of coronavirus. • Assess students academically to determine where they are starting from (in the context of state standards) and determine the best path forward for each student. • Provide a comfortable and safe learning environment and multiple platforms for learning. • Support social, emotional and physical health of students and staff. • Prioritize the needs of the most vulnerable students 	<ul style="list-style-type: none"> • Promote collaboration (administrators, teachers, all school personnel, families, communities, community partners, etc.) that involve co-design of strategies and high quality planning and implementation processes. • Develop the use of Multi-Tiered System of Supports – Tier 1 for all; Tier 2 for some; Tier 3 for individuals. • Continue implementation of the School Improvement Plan utilizing richer data from 2020-2021 school year in addition to previous years.

<ul style="list-style-type: none">• Refine and continue two-way communication with families and caregivers to assess students' and families' needs and communicate expectations and supports.	
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Section 1: Health and Safety Considerations

The Maritime Academy 2021-2022 School Year Frequently Asked Questions (FAQS)

1). Will students be permitted to learn remotely during the 2021-2022 school year?

All students will be required to attend in-person schooling unless other arrangements have been added to a student's Individualized Education Program (IEP) by the IEP team for significant medical issues.

2). Will students be required to wear masks during the 2021-2022 school year?

Students and Staff will be encouraged to wear masks, if they are not vaccinated, when they are unable to social distance.

Social Distancing and Mask Policy

The Maritime Academy of Toledo encourages 6-foot social distancing in the school environment at all times. Social distancing is an important part of preventing the spread of COVID-19. Areas where social distancing proves difficult, are referred to as Mariner Mask Zones, and face coverings (masks) are encouraged to be worn. Social distancing and designated Mariner Mask Zones are reinforced with visual cues such as floor markings and/or signs. Masks are encouraged to be worn as much as possible by unvaccinated students or staff during the school day.

Note: *Students will not be disciplined for refusal to wear masks unless the Governor of Ohio mandates mask usage by all Ohio Citizens or specifically Lucas County. If masks are mandated by the Governor, Toledo City Council, or the Mayor students must wear masks in all Mariner Mask Zones or will be given appropriate consequences.*

Staff:

Students and staff are welcome to use school appropriate masks of their choice or use a mask provided by the Maritime Academy. All Maritime Academy faculty and staff are required to wear face coverings while teaching and communicating within 6-feet of others. Teachers are not required to wear their masks when they are working in a private office or in a space where over 6-feet of distance is given.

Unvaccinated students are strongly encouraged to wear masks in the following areas, which are considered Mariner Mask Zones:

- *Drop-off and pick-up locations*
- *Classrooms/areas where 6-foot social distancing is difficult or the learning activity involves student collaboration (i.e. Science lab work)*
- *Hallways*
- *Restrooms*
- *Helm*
- *Cafeteria Serving Lines if applicable*
- *Trinity Bus to and from school*
- *Other areas as required by State or local ordinances.*

While students are not required to wear face coverings when social-distancing at workspaces in classrooms (and remaining 6-feet apart from others), they may continue to wear face coverings if they choose to do so.

3). What are the Center for Disease Control guidelines for reopening schools?

CDC Guidance

Prevention Strategies to Reduce Transmission of SARS-CoV-2 in Schools

Note: It is possible that these guidelines will change before the start of the 2021-2022 school year.

Regardless of the level of community transmission, it is critical that schools use and layer [prevention strategies](#). Five key prevention strategies are essential to safe delivery of in-person instruction and help to prevent COVID-19 transmission in schools:

1. Universal and correct use of [masks](#)
2. [Physical distancing](#)
3. [Handwashing and respiratory etiquette](#)
4. [Cleaning](#) and maintaining healthy facilities
5. [Contact tracing](#) in combination with isolation and quarantine

Schools providing in-person instruction should prioritize two prevention strategies:

1. Universal and correct use of masks should be required
2. Physical distancing should be maximized to the greatest extent possible.

All prevention strategies provide some level of protection, and layered strategies implemented at the same time provide the greatest level of protection. Schools should adopt prevention strategies to the largest extent practical—a layered approach is essential.

Health equity considerations in prevention strategies

- Federal and state disability laws, to the extent applicable, require an individualized approach for students with disabilities consistent with the student’s IEP or Section 504 plan. Educators and school leaders must remain aware of their obligations under federal and state disability laws and should also consider adaptations and alternatives to prevention strategies, while maintaining efforts to protect students, teachers, and staff from COVID-19.
- CDC’s [K–12 Schools COVID-19 Prevention Toolkitpdf icon](#) includes resources, tools, and checklists to help school administrators and school officials prepare schools to open for in-person instruction and to manage ongoing operations. These tools and resources include considerations for addressing health equity, such as class sizes, internet connectivity, access to public transportation, etc.

Universal and correct use of masks

Core principle for masks: Require consistent and correct use of [well-fitting](#) face [masks](#) with proper filtration by all students, teachers, and staff to prevent SARS-CoV-2 [transmission through respiratory droplets](#). Masks should be worn at all times, by all people in school facilities, with certain exceptions for certain people, or for certain settings or activities, such as while eating or drinking. Masks should be required in all classroom and non-classroom settings, including hallways, school offices, restrooms, gyms, auditoriums, etc.

- **Mask policies** for all students, teachers, and staff set the expectation that people will use masks throughout the school.
- The most [effective fabrics for cloth masks](#) are tightly woven, such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and those that do not fit properly are not recommended.
- Most students, including those with disabilities, can tolerate and safely wear a mask. However, a narrow subset of students with disabilities might not be able to wear a mask or cannot safely wear a mask. Those who cannot safely wear a mask—for example, a person with a disability who, for reasons related to the disability, would be physically unable to remove a mask without assistance if breathing becomes obstructed—should not be required to wear one. For the remaining portion of the subset, schools should make individualized determinations as required by Federal disability laws in order to determine if an exception to the mask requirement is necessary and appropriate for a particular student. If a child with a disability cannot wear a mask, maintain physical distance, or adhere to other public health requirements, the student is still entitled to an appropriate education, which in some circumstances may need to be provided virtually.

- Mask use should be required on school buses and other public transportation; school systems should take appropriate steps to ensure compliance with this requirement by students, staff, and others.
- If visitors are permitted in school, they should be required to wear masks at all times and should maintain physical distance from others.
- Schools should encourage modeling of correct and consistent mask use by school leaders, local leaders, and others respected in the community.



Find a mask that is made for children to help ensure proper fit. Check to be sure the mask fits snugly over the nose and mouth and under the chin and that there are no gaps around the sides.

Physical distancing

Core principle for physical distancing: Establish school policies and implement structural interventions to promote physical distance between people.

- Between students in classrooms¹
 - In middle schools and high schools, students should be at least 3 feet apart in areas of low, moderate, or substantial community transmission. In areas of high community transmission, middle and high school students should be 6 feet apart if cohorting is not possible.^{1,2, 4-6}
- Maintain 6 feet of distance in the following settings:
 - Between adults (teachers and staff), and between adults and students, at all times in the school building. Several studies have found that transmission between staff is more common than transmission between students and staff, and among students, in schools.¹
 - When masks cannot be worn, such as when eating.

- During activities when increased exhalation occurs, such as singing, shouting, band, or sports and exercise. Move these activities outdoors or to large, well-ventilated space, when possible.
 - In common areas such as school lobbies and auditoriums.
- Use [cohorting](#), and maintain 6 feet of distance between cohorts where possible. Limit contact between cohorts. In areas of substantial (orange) and high (red) levels of community transmission, schools that use less than 6 feet between students in classrooms, cohorting is recommended, with at least 6 feet maintained between cohorts.
- Remove nonessential furniture and make other changes to classroom layouts to maximize distance between students.
- Face desks in the same direction, where possible.
- Eliminate or decrease nonessential in-person interactions among teachers and staff during meetings, lunches, and other situations that could lead to adult-to-adult transmission.
- **Visitors:** [Limit any nonessential visitors, volunteers, and activities](#) involving external groups or organizations as much as possible—especially with people who are not from the local geographic area (for example, not from the same community, town, city, county). Require all visitors to wear masks and physically distance from others.

Create distance between children on school buses when possible. Open windows to improve ventilation when it does not create a safety hazard.

Transportation: Create distance between children on school buses (for example, seat children one child per row, skip rows), when possible. [Masks are required](#) by federal order on school buses and other forms of public transportation in the United States. Open windows to improve ventilation when it does not create a safety hazard. More information about school transportation and prevention is available.

Additional suggestions for physical distancing:

- **Staggered scheduling:** [Stagger](#) school arrival and drop-off times or locations by cohort, or put in place other protocols to limit contact between cohorts, as well as direct contact with parents.
- [Alternate schedules](#) with **fixed cohorts** of students and staff to decrease class size and promote physical distancing.

Handwashing and respiratory etiquette

Core principle for handwashing and respiratory etiquette: Through ongoing health education units and lessons, teach children proper handwashing and reinforce behaviors, and provide adequate supplies. Ensure that teachers and staff use proper handwashing and respiratory etiquette.

- **Teach and reinforce** [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If

handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.

- Encourage students and staff to cover coughs and sneezes with a tissue when not wearing a mask and immediately wash their hands after blowing their nose, coughing, or sneezing.
- Some students with disabilities might need assistance with handwashing and respiratory etiquette behaviors.
- **Adequate supplies:** Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, a way to dry hands, tissues, face masks (as feasible), and no-touch/foot-pedal trash cans. If soap and water are not readily available, schools can provide alcohol-based hand sanitizer that contains at least 60% alcohol (for staff and older children who can safely use hand sanitizer).

Cleaning and maintaining healthy facilities

Core principle for cleaning and maintaining healthy facilities: Make changes to physical spaces to maintain a healthy environment and facilities, including improving ventilation. Routinely clean high-touch surfaces (such as doorknobs and light switches).

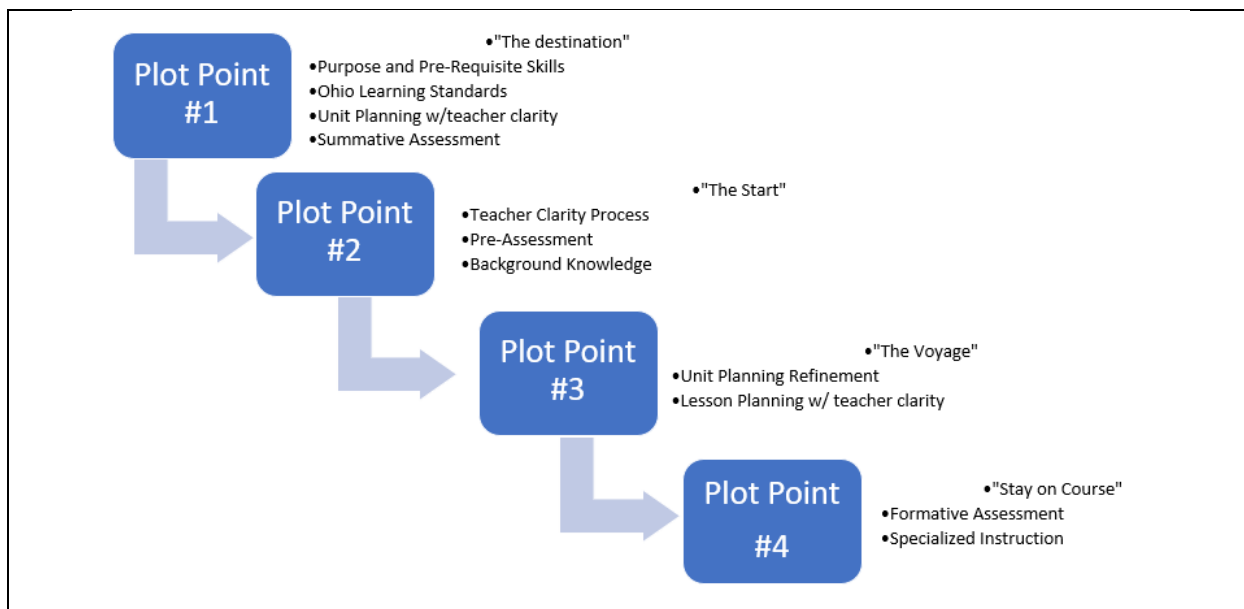
- **Ventilation:** Improve [ventilation](#) to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through several actions.
 - Bring in as much outdoor air as possible.
 - Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation.
 - Filter and/or clean the air in the school by improving the [level of filtration](#) as much as possible.
 - Use exhaust fans in restrooms and kitchens.
 - Open windows in buses and other transportation, if doing so does not pose a safety risk. Even just cracking windows open a few inches improves air circulation.
- **Modified layouts:** Adjust physical layouts in classrooms and other settings to maximize physical space, such as by turning desks to face in the same direction.
- **Cleaning:** Regularly clean high touch surfaces and objects (for example, playground equipment, door handles, sink handles, toilets, drinking fountains) within the school and on school buses at least daily or between use as much as possible.
- **Communal spaces:** Close communal use of shared spaces, such as cafeterias, if possible; otherwise, stagger use and [clean](#) regularly (for example, daily or as often as needed). Consider use of larger spaces such as cafeterias, libraries, gyms for academic instruction, to maximize physical distancing.
- **Food service:** Avoid offering any self-serve food or drink options such as hot and cold food bars, salad or condiment bars, and drink stations.
- **Water systems:** [Take steps](#) to ensure that all water systems and features (for example, sink faucets, decorative fountains) are safe to use after a prolonged facility shutdown.

4). Will the Maritime Academy of Toledo work with families to provide access to mental health services and community resources?

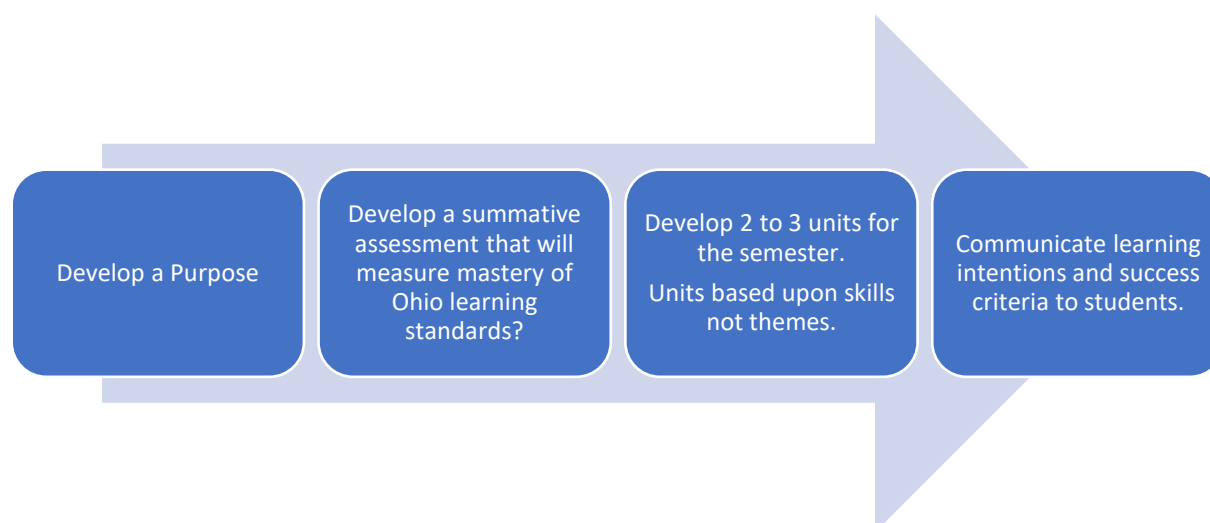
The Maritime Academy of Toledo has hired a full time Mental Health Specialist to provide a variety of guidance and help to families that may need support beyond the academic requirements from school.

Section 2: Instructional Needs

Goals from the One Plan	<p>1). By the end of the 2021-2022 school year 85% of students identified as needing extra support in math and/or reading will participate in Tier 2 and/or Tier 3 instruction through the implementation of formative assessments and growth mind set.</p> <p>2). By the end of the 2021-2022 school year we will reimplement the PBIS program with 80% of teachers using PBIS Rewards and SWIS to track positive and negative behaviors so that we create an environment in which behaviors are consistently, and positively supported throughout the school.</p> <p>3). During the 2021-2022 school year every parent meeting that is held will be provided in three different formats (virtual, in person and a pre-recorded webinar) so that parent engagement, knowledge and attendance increases. Our baseline data from the 2020-2021 school year was two parents.</p>
How will instructional needs be determined?	<p>Instructional needs will be determined by the School's universal screeners which are STAR for reading and math and Study Island for Science and Social Studies. The school is also investigating a more appropriate and valid program for higher level math screening. The data from these screeners will be utilized</p>
Instructional Planning To provide high academic achievement the Maritime Academy of Toledo will continue to implement and refine the Teacher Clarity Process.	



Developing a semester plan for rigorous academic work



Planning for students with special needs

Students with special needs will get the same accommodations and modifications specified in their IEP/ETR. Each IEP team will meet to determine the best method for providing accommodations and addressing instructional needs for remote instruction.

Special education and General Classroom teachers will also provide small group learning through zoom or another platform to give individualized instruction based upon rigorous state standards. This will be similar to how students with special needs will provide small group or extended time testing. Students will be permitted to sign out calculators throughout the school year.

Planning for students with a Written Accelerated Plan (WAP)

Students with a WAP will be provided with individualized instruction as typically conducted.

Gap Analysis	Utilizing STAR and Study island scores we will conduct a gap analysis at the beginning of the school year to determine the COVID loss and to better provide instruction remotely and in-person.
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Section 3: Attendance and Participation

Attendance and Educational Considerations FAQs	
Can students be remote during the 2021-2022 school year?	
As mentioned previously, students are not permitted to be remote during the 2021-2022 school year.	
How many hours does TMAT have scheduled for the 2020-2021 school year?	
TMAT has August 18th-May 27th: 1,124.5 Hours (Last day for students who meet Mariner Criteria.) August 18th-June 17th: 1,215.5 Hours (Last day for students who had F's, No grades, or Scheduled for the 2021-2022 school year.	

Section 4: Progress Monitoring

Progress Monitoring Considerations	
Goals	The teachers and staff at the Maritime Academy of Toledo will track academic progress throughout the 2020-2021 school year and provide feedback to parents and students on a consistent basis.
Method	Teachers will track academic progress by utilizing a standards mastery tracking sheet which will be provided to each teacher.
Students with an IEP	Students with an IEP will be progress monitored in a typical manner utilizing a tracking sheet based upon the IEP goals. Progress reports will be sent at minimum every quarter.

Section 5: Equitable Access

Equitable Access Considerations	
Goals	Throughout the 2021-2022 school year The Maritime Academy of Toledo will continue to develop our technology platform, further help families obtain proper internet capabilities, and provide personalized learning experiences to create an equitable learning environment where all students have access to rigorous curriculum.
Parent Surveys	Surveys will be conducted repeatedly throughout the year to make sure student needs are being met but generally we have

	developed relationships with families that help parents not feel uncomfortable to ask questions and raise concerns.
Technology Hardware	Throughout the month of July we have worked on becoming a one to one school where each student has a device which in our case is a laptop computer. We are also taking quotes on device insurance that will help cover costs of damaged equipment so families are not paying for broken computers out of their pocket as the current technology policy states.

Section 6: Professional Learning

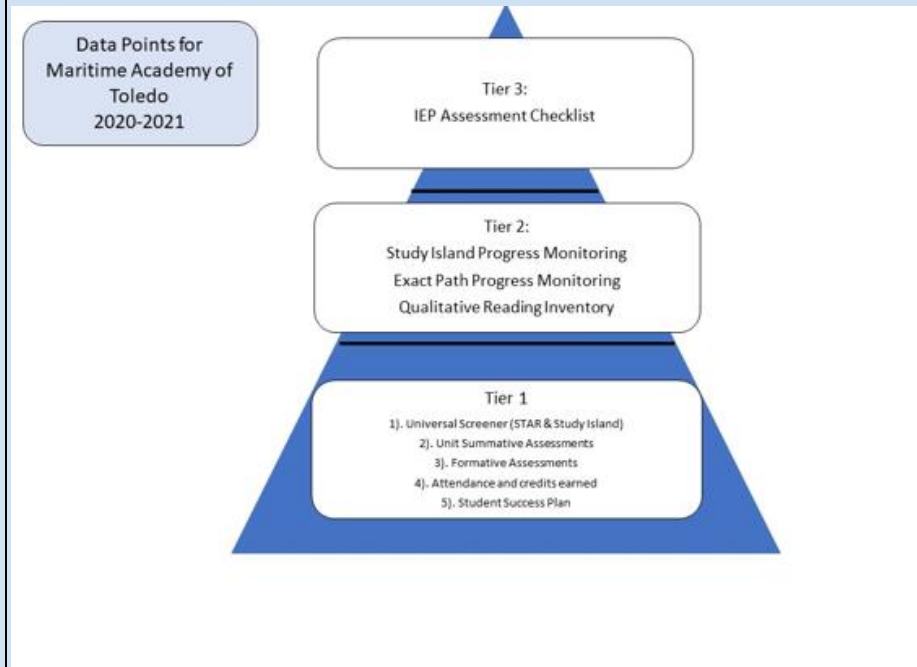
Professional Development	
Goals	1). The Maritime Academy of Toledo will utilize this time to train teachers and staff to provide: A). Rigorous standards-based instruction B). Flexible individualized instruction for all students C). Incorporating positive behavior and quality procedures in the classroom.
Positive Behavior Intervention Supports (PBIS)	The Maritime Academy of Toledo staff will continue to be trained in Positive Behavior Supports in order to implement the RAD character education plan with fidelity in each classroom.

Social/Emotional Health Considerations
How will students' emotional health be considered? The school has hired a full time mental health specialist that will provide families guidance and assistance in obtaining resources
Tackle/School Counselor/Other Student Services Students will be escorted A student who has an appointment with the school counselor, Miss Colturi or with Angela from Tackle will be escorted to the appropriate office when Miss Colturi or Angela comes to the classroom and escorts the student The school counselor and Tackle will escort the student back to the classroom
Will the teachers be trained in trauma sensitive learning? <i>Yes. Before the school year begins the TACKLE representative will train all of the staff on understanding and recognizing trauma in students.</i>

Identifying and Providing for Academic Needs

Impacted Students:

The Maritime Academy of Toledo will utilize multiple data points to determine what students have been most impacted by the pandemic. These data points include:



For all students the Maritime Academy of Toledo will utilize these data points:

- 1). The Universal Screener (STAR & Study Island)
STAR develops a diagnostic report for each student which details each domain area in the standards with a domain score out of 100 to determine the level of mastery.
- 2). For hybrid teaching the Maritime Academy of Toledo has chosen priority standards utilizing Ohio's reset/restart guide and developed an instructional framework. The instructional framework has created a balanced assessment approach that determines growth and mastery of standards. When students complete the Pre-Test, the formative assessments, and subsequently the Summative Assessment it should give an accurate picture of the mastery of standards.

Time Period	Summary and Goals	Budget
2021 - 2022	<p>The Maritime Academy will develop a multi-tiered system of support with dedicated teachers for Tier 2 and Tier 3. Tier 2 will include a Language Arts teacher, a reading intervention teacher, and a math teacher. Their specific job description will be focused upon providing tier 2 instruction to "fill" gaps in skills.</p> <p>Teachers of tier 3 students, including Intervention Specialists, will provide specialized instruction based upon either IEP goals or goals developed in conjunction with Tier 2 and Tier 3 teachers.</p> <p>The Maritime Academy of Toledo has developed a schedule for the 2021-</p>	ESSER 2 Funds

	<p>2022 school year that significantly increases the instructional time for students and incorporates “Summer School” into the school schedule. The school year is August 18th-June 17th for the 2021-2022 school year. Any student that meets certain criteria will have a last day of school on May 27th. Students who need extra instructional support will have a last day of school on June 17th.</p> <p>August 18th-May 27th: 1,124.5 Hours August 18th-June 17th: 1,215.5 Hours Baseline: 920 hours</p> <p>The 2021-2022 school year will be a learning recovery year with a focus on diagnostic test data.</p>	
2022 - 2023	<p>The Maritime Academy of Toledo will continue to develop plans to recover learning based upon the results of diagnostic tests and the needs of students.</p>	

Approaches to Identify and Address Social & Emotional Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Time Period	Summary and Goals	Budget
Summer 2021	The Maritime Academy of Toledo is developing a plan and hiring a Mental Health Specialist as a full time position. This position will coordinate with community stakeholders and help provide preventative care and support to students and families to hopefully increase academic outcomes. This can cause positive increases in attendance, standards mastery, social and emotional health.	
2021 - 2022	<p>With the full-time mental health position we will collect baseline data on the students regarding social and mental health needs and collect data throughout the school year to determine success of programs. The basis of the program will follow the Ohio Department of Education's Whole Child Framework.</p> <p>Programs will include:</p> <ol style="list-style-type: none"> 1). Group talk sessions 2). Individualized health plans 3). Use of TACKLE Behavioral Health Group 4). 	
2022 - 2023	The Maritime Academy of Toledo will continue to research and develop plans for the social and emotional needs of our students.	