



## Ogden Preparatory Academy Monthly Administrative Board Report

Date: February 18, 2021

### Events

#### 1. Recent Events

- a. January 19th: Semester 2/Term 3 Begins
- b. February 11th-12th: Family Conferences
- c. February 15th: No school. Presidents Day

#### 2. Upcoming Events

- a. February 24th: Big Smiles Dentist
- b. March 19: No school, end of 3rd quarter

### Academics (Kasey and Stephanie)

#### 1. Mid-year testing updates and scores

- a. i-Ready
  - i. Middle of Year testing is complete.
  - ii. There will be an Admin level data dive this Friday morning with the iReady Team.
  - iii. Math teachers will participate in data dives with iReady facilitators on Friday afternoon.
- b. WIDA Access 2.0 (English Proficiency)
  - i. We have 218 students receiving English services.
  - ii. There are 4 tests included: Writing, Listening, Speaking, Reading. This takes significant time and scheduling to complete. Jennifer Zundel is in charge of testing. The testing is almost complete.
  - iii. Some parents of online only students are refusing to bring their students in for testing. The English proficiency exam is not one that a parent can choose to exclude their student(s) from, so these tests will be coded as refusal to test. Documentation will be added to the student files.

#### 2. Online Learning and COVID-19 updates

- a. Elementary
  - i. Online teachers had family conferences last week
  - ii. Main focus was on mid-year testing results
    1. Explained results to families
    2. Encouraged continued participation and outloud reading at home.
- b. Junior High:
  - i. THE CDC has released updated recommendations for school reopening; the document can be found [HERE](#).

- ii. Mathers created a detailed recommendation regarding the Junior High schedule, which is at the end of this report.

### **Signature Programs (Kasey and Stephanie)**

1. AVID (Advancement Via Individual Determination)
  - a. Strategy of the Month: Philosophical Chairs
    - i. Teachers were trained virtually on Philosophical Chairs
    - ii. Teachers are encouraged to implement the structure.
    - iii. Implementation of the AVID strategy of the month is noted on classroom walkthroughs.
  - b. The AVID site team gathers implementation data for this strategy and others to upload to AVID for our certification.
2. Professional Development
  - a. Teachers are continuing to work on their Professional Education Pathways based on their personalized plans. Some common areas of focus include English as a Second Language Certification, collaborative learning, and reaching and teaching students living in trauma.
3. LIA (Latinos in Action)
  - a. Tutoring has started back up for the elementary for teachers interested in implementing tutoring with distancing guidelines in place.
4. Leader in Me
  - a. School-wide Goals - Shared with elementary staff in a prerecorded virtual training by our LIM leadership team
  - b. Each CTT meeting will now include brief updates of classroom progress on school WIGS.
    - i. Leadership
      1. Shout outs to kids for practicing the Seven Habits
      2. We are a rainbow of possibilities
    - ii. Culture
      1. UNICEF Kids Power Up participation
      2. Activities to get kids moving in class and at home.
      3. Completing activities earns each classroom points. Those points are then redeemed online in the form of needed items donated to the community.
    - iii. Academic
      1. Each student will set three goals (with the guidance of teachers) in the following categories
        - a. Math
        - b. Reading
        - c. Leadership - personal goal
      2. Goals will be reviewed regularly by teacher and student individually

## Finance and Compliance (Debbie)

1. OEK Grant Funds. This is the Kindergarten extension funds. We were originally awarded \$90,000 for 3 classrooms. They extended the grant, and we applied for the funds for our 4th classroom. We were awarded an additional \$30,000.
2. Workers Compensation. EMOD is down 18% to 1.63. The EMOD and our salary increases combine to bring our premium down 9% to \$26,017. As long as we don't have any big claims, our premiums should reduce significantly next year as our big claim year drops off. (see attached presentation for additional information)
3. Submissions
  - a. ESSER II. We have been allotted \$733,423.66 in ESSER II funds. The Federal government puts few restrictions on how this money can be spent, and recommended using it to improve HVAC systems among other things. The State Legislature is mandating that it be used for extension programs (summer school, extended year programs, after school tutoring,...) and specifically excluded building and HVAC improvements. Should we choose to spend in line with the Federal restrictions and disregard the State restrictions, the State will reduce our state funding dollar for dollar. USBE is trying to add professional development and digital programming to the list of State allowed expenses, but the amendments have not been accepted to date, we are hopeful that at least these amendments will be approved. I have written to our representatives and senators, and enlisted the help of Ogden City School District officials to plead for the removal of the State restrictions. We were originally given 3 days to submit a budget, which we did. Now we are being asked to resubmit with the new stipulations.
4. Special Education
  - a. Our UPIPS monitoring visit went very well. Thank you to Beth Callison for her preparatory efforts. Beth is working on the corrections that were required as a result of the audit. All corrections were non-substantial. Most were attributable to a missing notice of meeting or a missed check mark in individual IEPs. Two were missing medical histories from pediatricians (we misunderstood that a psychologists report was adequate). The state told us during the monitoring visit that they had no substantive concerns.
  - b. The Special Education Policy and Procedure manual is under review to be approved on or before our October Board meeting.

## Operations (Debbie)

1. Human Resources
  - a. We have hired Lisa Coursey as a Special Education Coordinator to replace the coordinator we lost earlier in the year. She will start March 22 and serve the 3rd and 4th grade students with IEPs as well as the Functional Skills classroom.
  - b. A kindergarten teaching assistant resigned, so we hired Alayna Gunn to assist with kindergarten for the remainder of the year.
  - c. A Junior High teaching assistant resigned, and we are currently interviewing for

a replacement.

- d. We interviewed a company and some applicants to manage our marketing and social media. We are working out the details in preparation for hiring.

2. Facilities

- a. AAA Fire is to be scheduling the completion of the sprinkler install (expected this week, but didn't happen). This will complete the city inspector's list of requirements.
- b. Frubu is in the process of installing the new Meraki switches.
- c. Teresa Hislop has obtained a grant to erect a greenhouse for an outdoor learning experience. We, mostly Stephanie, have been working with her to make sure it has sustainability and is positioned well aesthetically. It will require electricity, so we are in the process of getting more information on scope and cost.

3. Technology

- a. Safety and Loss Prevention.
  - i. We have been strongly encouraging safety in the workplace, and the implementation of classroom procedures to minimize losses.
  - ii. Student Technology
    - 1. 56 damaged devices: 23 destroyed, 33 repaired. Alfredo Perez-Lopez, our technology customer service agent has been instrumental in repairing devices.
    - 2. We have 1469 chrome devices, some are allocated to staff members. The 56 student devices represent about 4%.
    - 3. 20 destroyed earbuds replaced; 1 lost earbud replaced
    - 4. 4 USB-C chargers not returned from students, replaced.
- b. Security Updates.
  - i. The wifi networks for school and personal devices were updated to increase security.
  - ii. Students were hacking other student accounts, so we have started using clever badges for all student access.

4. Food Service.

- a. Free lunch and breakfast is served and available to all including pick up each week day.

5. Enrollment

- a. FY21 Current numbers and Enrollment Plan

Grade	K	1	2	3	4	5	6	7	8	9	All
October 1	98	94	105	104	95	111	103	112	105	112	1039
February 17	96	92	100	99	93	105	96	111	103	110	1005
Goal enrollment	100	105	105	105	105	110	110	115	115	115	1085

Lottery Pull target	105	110	110	110	110	115	115	120	120	120	1135
Accepted from Lottery:	120	30	23	19	16	14	19	32	21	16	310

b. Lottery: (as of 02/18/2021)

OGDEN PREPARATORY ACADEMY						
Grade	I	A	GWL	SWL	TWL	FWL
K	5	120	5	0	0	0
1	0	30	0	0	0	0
2	3	23	3	0	0	0
3	10	19	7	3	0	0
4	2	16	1	1	0	0
5	12	14	11	1	0	0
6	7	19	5	2	0	0
7	1	32	1	0	0	0
8	1	21	1	0	0	0
9	1	16	1	0	0	0
<b>Totals:</b>	<b>42</b>	<b>310</b>	<b>35</b>	<b>7</b>	<b>0</b>	<b>0</b>

c. Re-enrollment for FY22 is in progress. The lottery is open for receiving applicants for FY22. Secretaries are contacting families who have not completed re-enrollment. Families on this year's lottery are being contacted to move to next year's lottery.

i. Re-enrollment numbers as of February 17, 2021

1	2	3	4	5	6	7	8	9
95	89	98	96	91	104	90	108	102

d. FY22 Lottery as of 02/17/2021 (opened 01/01/2021)

OGDEN PREPARATORY ACADEMY						
Grade	I	A	GWL	SWL	TWL	FWL
K	0	84	0	0	0	0
1	0	10	0	0	0	0
2	8	0	5	3	0	0
3	4	0	0	4	0	0
4	5	0	1	4	0	0
5	2	0	1	1	0	0
6	3	0	1	2	0	0
7	15	0	11	4	0	0
8	2	0	1	1	0	0
9	2	0	2	0	0	0
<b>Totals:</b>	<b>41</b>	<b>94</b>	<b>22</b>	<b>19</b>	<b>0</b>	<b>0</b>

### Junior High Schedule Updates and Recommendations

As COVID has progressed over the year, I am hearing from more teachers and parents inquiring about the schedule for the remainder of the year. The Board voted to maintain the staggered schedule for the rest of the year, but also planned to revisit it as things progress. Below, I would like to lay out all the factors that need to be considered, and then my recommendation for the Board’s consideration. Since there is a lot to discuss, I feel it’s beneficial to provide this in advance of the Board Meeting.

**CDC Recommendations:**

The CDC has updated reopening guidelines for schools and created an easy to read document [HERE](#). Here are some highlights from the document.

1. Schools should determine the transmission rate of their area.
  - a. Utah is currently in High Transmission (red); Weber County recently moved down to Substantial Transmission (orange); Davis and a few surrounding counties are still in High Transmission (red). For Weber County, the average daily cases per 100,000 put us into substantial (orange), but our marker for positive test rate is still within the High Transmission (red) level.
2. For the CDC recommendation for Middle and High Schools, our current plan fits the criteria for both Orange and Red. Although we do not fully meet a few aspects for the Red requirements, we meet most of them; since we have already reopened we are permitted to stick with that plan.

3. The document acknowledges that elementary schools pose a different set of logistics than middle and high schools. Therefore, the document pushes more in person opportunities for elementary schools, while middle and high schools are given more hybrid options until transmission levels decrease.
4. Strategies prioritized by the document:
  - a. Physical distancing to 6ft
  - b. Universal, correct use of masks
  - c. Sanitation
  - d. Quarantine protocols
  - e. Prioritization of in-person school options over extra curricular options.
  - f. Virtual options offered to students and staff with health concerns
  - g. Diagnostic testing

**Current Junior High Plan as Related to CDC Recommendations:**

1. In most cases, we are able to physically distance within classrooms. Some class periods with 14+ students currently do not allow for full distancing, but most do.
2. We are not able to fully distance during lunch, and at that time students are not wearing masks. However, we are able to use camera footage to assist with quarantines if there is a positive case and the student in question ate in the cafeteria.
3. Teachers have been diligent about sanitizing.
4. We have attempted to procure tests, but these are currently being allocated to large high schools only, and mostly for the use of sports teams.

**JH Scheduling Clarifications:**

Our current plan has required some unique scheduling arrangements in order to allow us to use our current teaching staff to teach all in-person and online courses without hiring new or additional staff.

- By contract, we pay full time teachers to teach six sections of classes with two preparation periods.
- For core teachers, their in-person classes were spread out over 6 classes to reduce class size, and they were given a stipend for teaching additional online only classes.
- For elective teachers, their in-person classes were scheduled into 5 sections and their online was scheduled for one section, for a total of 6 classes. As a result, class sizes are a larger concern with elective teachers.
- Our counselor worked hard to keep class sizes 12-16 students for each staggered day. However, overall class sizes (if the A-L and the M-Z days were combined) are sometimes as large as 28-30 students.

**Vaccine Update:**

- Many of our staff have had their first dose of the vaccine.
- Some will be getting their first dose this week 2/16-2/18.
- With the two week post-vaccination waiting period for full protection, we are looking at the first week of April as the time when most staff will have had both doses and allowed the immune response to develop.
  - Some staff are choosing not to get the vaccine until it is FDA approved, or waiting indefinitely due to other concerns.
- Quarter 4 starts March 22nd.

**If we keep the staggered schedule for the rest of the year, here are the implications on the CDC recommendations:**

- Ability in most cases for students to be distanced from other students within the classroom.
- Ability for teachers to distance from students during direct instruction.
- Class sizes maxed out at 12-14.
- 50-60 kids per lunch period eating without masks (spaced as much as possible with a max of 8 kids to a lunch table).
- Kids grouped into cohorts (A-L, M-Z) to reduce quarantines.
- All masking and sanitization procedures can be followed.
- All quarantine procedures can be followed.
- In some grade levels, we may have the ability to move more kids from online to in person by request for Q4.

**If we bring back all in-person students four days per week, here are the implications on the CDC recommendations:**

- Inability to distance within classrooms, including inability for the teacher to distance from students during direct instruction
- Class sizes maxed out at 28-32.
- 100-120 kids per lunch period eating without masks (current table spacing of 8 students per table would have to be adjusted with more kids at each table).
- All masking and sanitization procedures can be followed.
- All quarantine procedures can be followed.
- We would not have the ability to offer any more in person spots for our online only students if requested for Q4.

**Other Factors:**

- **Financial:** The Junior High has not seen a significant decrease in enrollment due to COVID throughout the duration of the staggered schedule. In fact, we recently did a lottery pull for online learners and added to our enrollment. Although enrollment is



slightly below target for a regular year, the school has not suffered financially due to the staggered schedule.

- **Academic:** While academics have been a challenge state and country wide, we have implemented several supports, including an off day help room to help 9th graders recover credit and a Friday help room for all levels of students. Teachers report that although there are academic frustrations, they are able to cover more material in an 85 minute class period with the staggered schedule due to the low class sizes and lack of classroom management issues.
- **Staffing:** Overall, staff retention is still high. Teachers are hard on themselves when kids struggle to meet their potentials, so this has been a hard year for teachers. They want kids to learn, and they know that in a non-pandemic situation, in-person learning is best for our population. However, they have a lot of class size and scheduling concerns regarding bringing all our in person kids back full time. Of the teachers I heard from via email and at a work session we held for all interested staff, 92% were in favor of keeping the staggered schedule until the end of the school year while continuing to offer extra support for kids who need it. The main reasons given were safety and consistency (of schedule).
- **Community:** I have heard directly from five parents since the end of October regarding the staggered schedule. Four were in favor of more in-person learning. I was able to offer the help room to these parents, but I know several would prefer 4 days per week. Most area schools are in person every day. There are some middle and high schools in the state, particularly in the Salt Lake area, that are totally remote or hybrid. One parent was in favor of keeping the schedule as it is. Outside of this small sample size, several families have moved their kids to online only due to concerns of exposure at school, while other students have moved to in person.

### **Recommendation:**

After reviewing staff input, communication from parents, the timeline for staff vaccinations, enrollment data, financial outlook, class size data, and the CDC guidelines, my recommendation is to continue the staggered schedule at the Junior High for the remainder of the year. If Weber moves into low transmission (yellow) for several weeks this can be revisited.

### **Elementary:** Dido