



Learning Recovery and Extended Learning Plan



District Name:	Cornerstone Academy- Main (gr. k-7) and Annex Campus (gr. 8-12)
District Address:	6015 East Walnut Street Westerville OH 43081/ 4877 Central College Rd. Westerville, OH. 43081
District Contact:	Luis Leon- Principal Main / Brian Carlton- Principal Annex Campus
District IRN:	133439

Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-19 pandemic. During the remaining months of the 2019-2020 school year, our students worked at home using paper packets carefully curated to meet the remaining standards not covered during classroom instruction. Communication to families and students was constant to ensure not only the continued learning for our students, but also to stay apprised of their well-being and support families.

As the school year ended it was apparent that the crisis would continue, and we needed to think differently about the 2020-2021 school year. As a result of this thoughtful planning, Cornerstone Academy- Main offered three learning options for families to choose from that were implemented on the first day of school, regardless of the student's grade level. These three options allowed families to consider their student's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families were asked to make a choice prior to the start of school and continue with that modality until the end of the 1st semester. Our school leadership team had the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students were able to pivot to Option 3 immediately.

Option 1: Full time in school

Students come to the school building each day for a full instructional day based on the Board approved calendar. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President.

Option 2: Hybrid

Students come to the school building on two specified days per week (Monday and Tuesdays). Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives, and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular

communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President.

Option 3: Full time at home

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students were provided a Chromebook and internet reimbursement if needed based on participation and eligibility guidelines. Teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers can modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, are also offered to virtual students. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations were set for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature is also used by our Title I teachers and those that support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

While other schools predetermined the learning scenario for their students, we were prepared to meet the complexities of giving families choice. Organization, communication, and coordination were paramount to our student's success. As such, we decided that all students, regardless of their modality, would receive standards-based instruction in a defined sequence for each course. This allowed all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allowed for the seamless integration for a student who needs to change from one modality to another due to extenuating circumstances. It also allowed regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

While maximizing educational options for families, the school minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts included facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students

Spring 2021

For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-12. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the support we provide students.

Cornerstone Academy Main utilizes running records during monthly team group meetings and RTI data from students that have been identified as students with extra needs in order to plan interventions at the classroom and home support levels.

Both Cornerstone Academy Main and Annex also administers teacher-created, short-cycle assessments every 2 to 3 weeks in all courses to assess student growth on the standards most recently taught. These assessments are formatted to mirror questions found on the OSTs for the course, and represent a snapshot of the student's progress toward mastery. Teachers record the results of these assessments on the school-wide data tracker within 1 week of implementation. Administration and Team Leads have access to a master tracker containing all trackers from each course to monitor student growth in each subject area, and guide decision-making on intervention. Cornerstone Annex also utilizes the data gathered for credit recovery needs.

Cornerstone Academy Annex administers teacher-created mock OST assessments at least twice a year to help build testing stamina, track student growth through the material, and add a longer test data set to student performance tracking. These assessments are scheduled to take place in October, January, and possibly March of each year.

Summer 2021

As part of our planning and recovery program for Math and ELA Cornerstone will use the following tools to identify students in need of extra support:

- iReady diagnostics (Fall-Winter and Spring results)
- Fall and Spring OST results for grades 3-7th.
- Modality status for students that showed less than proficient levels in both iReady diagnostic and OST data
- Attendance records to find correlation of absenteeism and performance

High school credit recovery will be available through Columbus City Schools and Westerville City Schools summer programs. Students are able to register and attend courses they need both virtually and in-person for free if they reside within the district. Both programs assess the students with the OST for the course at the conclusion of the summer term. Their results are then shared with Cornerstone Annex to determine if credit was recovered, and to finalize scheduling for the next school year.

2021-2022

We will continue to use the i-Ready comprehensive diagnostic assessment system for our students in grades K-12. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed. iReady also has specific learning disorder screeners such as for dyslexia which we will utilize if any student has shown any signs of it and data showing decline in ELA.

During the summer we will look at all the information from the identification tools and establish priority levels for students needing to close the academic gap, focusing on students in both online and hybrid modalities. As expected, these two modalities showed significant challenges with schooling due to home environments, technical issues, and at times unsupervised computer usage during school hours. Once the school year starts, we will continue to use mock assessments provided by ACCEL, along with teacher created short cycle assessments every two weeks, iReady teacher toolbox resources, and data gathered from fall results, teacher running records and data sessions during

	<p>professional development days to monitor progress.</p> <p>Cornerstone Annex will use Study Island as their diagnostic assessment system. Cornerstone Annex will also continue administering teacher-created, short-cycle assessments every 2 to 3 weeks in all courses to assess student growth on the standards most recently taught. These assessments will continue to be formatted to mirror questions found on the OST's for the course, and represent a snapshot of the student's progress toward mastery. Teachers will record the results of these assessments on the school-wide data tracker within 1 week of implementation. Administration and Team Leads have access to a master tracker containing all trackers from each course to monitor student growth in each subject area, and guide decision-making on intervention and credit recovery needs.</p> <p>Cornerstone Annex plans to utilize ACCEL Online courses to offer Integrated Math 1 & 2, and Integrated Science courses to students that struggle to obtain mastery in higher level mathematics and science courses like Geometry, Algebra 2, and Chemistry. Students will also be able to complete independent studies through ACCEL Online to recover credits during the school day or obtain enrichment credits if they are ahead of their grade level courses.</p> <p>2022-2023 We will continue using the same strategies during the school year and modify instruction and professional development to meet the needs of our teachers and expectations.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <p>During this time, we have done the following taken the following measures to help the students, specifically the students in the online modality:</p> <ul style="list-style-type: none"> ● Extra small group instructions for students in need on Fridays (hybrid students) ● In-school services for students with IEPs that their parents feel comfortable to do so one day a week ● Packets along with Online resources to make learning accessible for younger students, specifically targeting fine motor skills ● RIMPS implemented for students in k-3 and RTI process has been maintained <p>At the Annex location, small group learning within all courses including electives (15 to 1 ratio); consistency between learning options—the same instructor for virtual, hybrid, and traditional learning; and active RTI process with tutoring offered to every student every day from 2-3pm; modified curriculum and assignments for students with specific learning needs not conducive to a virtual environment.</p> <p>Summer 2021</p> <p>For the summer for 2021 we have created a recovery school specifically for math and ELA for younger students for the following time and details:</p> <ul style="list-style-type: none"> ● Four weeks of 3-hour instruction in both math and ELA for online students and students of concern ● Will focus instruction on three main standards/topics: math facts, fractions and placement values ● Students will come Monday through Thursday starting in late June until mid-July. ● Teachers will use curriculum-based and teacher-created iReady assessments to gauge any progress throughout the summer program. <p>High school credit recovery will be available through Columbus City Schools and Westerville City Schools summer programs. Students are able to register and attend courses they need both virtually and in-person for free if they reside within the district. Both programs assess the students with the OST for the course at the conclusion of the summer term. Their results are then shared with Cornerstone Annex to determine if credit was recovered, and to finalize scheduling for the next school year.</p> <p>2021-2022 As we gather information through the summer program, OST results released in June and last diagnostic information from students, Cornerstone will plan for student interventions, tutoring groups</p>

	<p>starting in August, and professional development for the year. The school has identified that the biggest hurdle for gap closing will be time and thus, smart teaching, assessing, planning and recovery services (title support, in-class small group, SpecialEd services) needs to be done with the intent of not wasting time.</p> <p>Columbus City Summer Program registration begins May 26-June 5. The program lasts from June 14-July 23, Monday-Friday, 8am-12pm.</p> <p>Westerville City Schools Summer Program registration begins June 1. The program lasts from June 7-July 19. Times are TBD.</p> <p>Both programs assess student mastery through implementation of the OST at the conclusion of the course. These results are shared with Cornerstone to determine if the student obtained the needed credit, and to help finalize the next school year's schedule.</p> <p>2022-2023</p> <p>Cornerstone Main will continue with the plans and services provided during the 2021-2022 year. Modification of services, strategies, training for teachers, and resources will happen pending funding, space and staff availability.</p> <p>Cornerstone Annex plans to host its own summer learning/credit recovery program for all eligible students. This venture depends on access to a facility with adequate space, the release/decline of social distancing guidelines, funding to provide a competitive hourly rate for staff, and transportation for the students. This program will also be available virtually as all students at the Annex are 1 to 1 with Chromebook access.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <p>This Spring teachers had professional development on the following topics:</p> <ul style="list-style-type: none"> ● Gap closing strategies due to COVID ● Grade level specific instructional best practices for gap closing and monitoring <p>Cornerstone Annex teachers will engage in professional development on the structure and implementation of more personalized student schedules and coursework for 2021-2022. This training will consist of the following topics:</p> <ul style="list-style-type: none"> ● Development of independent study curriculum ● Collaborating with TSA's ● Classroom Facilitator checklist <p>Summer 2021</p> <p>Professional development Pre-service is scheduled to begin on Monday, August 2, and will continue through Tuesday August 10th. Topics for this training period will include the following:</p> <ul style="list-style-type: none"> ● Creation and Implementation of Short-cycle assessments ● Scoring and Tracking of Short-cycle assessments into the Data Tracker ● Review of student scores from Spring OST's in comparison to 2020-2021 performance data ● Creation and Implementation of the Integrated Math 1 & 2 high school courses: standards covered, assessment of student learning, credit replacement for higher level math courses ● Credit recovery results from the summer, and more opportunities for credit recovery ● Partnering with the IN group for college and career readiness <p>As the year progresses Cornerstone administration will analyze throughout the year for training staff and analyzing current student data to modify instruction and teacher trainings. We will collaborate with Charter School Specialists, The Educational Service Center of Central Ohio, and any other private entity to provide contracted services to our staff. Additional topics to cover during the year will be:</p> <ul style="list-style-type: none"> ● Hands on Strategies- efficient small group, curriculum, resources, time management ● Data analysis- what to look for in diagnostic assessments such as iReady, Study Island, and Mock assessments in terms of domains and how they align with the Ohio Standards ● Technology- Online resources, iReady tools, Study Island, SPIDA® Tracker System ● In home support- communication, expectations, iReady resources

	<p>2021-2022 Teachers will participate in 5 in-service sessions throughout the year. These sessions are scheduled for September 24, October 22, November 30, January 28, and February 25. Topics for these sessions will include:</p> <ul style="list-style-type: none"> • Returning to Normal: School after Covid-19 • Closing the Math Gap from Covid-19: Strategies, Course Offerings, etc. (Annex location) • Implementing Restorative Justice in the classroom • Guiding students toward their graduation requirements (Annex location) • College & Career Readiness Plan:—IN group report. (Annex location) <p>2022-2023 Plans for two years from today are dependent on several factors:</p> <ul style="list-style-type: none"> • Extension of vital grant funding, i.e. Wellness, ESSR II, CSP • Partnership health and consistency • Student performance data and trends from previous year’s intervention methods taken from multiple data sources • Updates and/or new laws that affect teaching and learning
Partnerships	<p>Spring 2021- Summer 2021</p> <p>During the Spring and Summer, Cornerstone will partner with Charter School Specialists to provide professional development to staff. Through their webinar series, teachers were able to access gap closing strategies due to COVID and learn grade level specific instructional best practices for gap closing and monitoring. This set of trainings will enable the teachers and administrator to start their planning and have a foundation on what is essential towards achieving as much gap closing as possible. At the Annex location, there are five students that plan to take CCP summer courses through the summer course catalog at Columbus State.</p> <p>2021-2022 The IN partnership will be expanded to include 10th grade in the planning sessions. These sessions will build upon the school’s implementation of student tasks offered through the OhioMeansJobs website. The Annex CCP program expects 100% growth in student participation by fall of 2021.</p> <p>2022-2023 Cornerstone Academy will continue the partnership with all entities outlined above as much as possible.</p>
Alignment	<p>Spring 20210- FY2023</p> <p>Cornerstone’s use of all academic websites including Canvas, iReady, Study Island, Brain Pop, and IXL are an integral part of our remote learning plan, literacy plan, and intervention identification methods for RTI. The data from these websites is analyzed to determine each student’s mastery level of the standards taught.</p> <ul style="list-style-type: none"> • Canvas—used as the online platform to launch all virtual learning • iReady—used for diagnostic testing and monitoring growth three times each year • Study Island—used for the creation of short-cycle and mock assessments for more pinpointed student progress monitoring • Brain Pop & IXL—used to assign and task student progress on individual assignments and growth toward standard mastery <p>Our partnerships with Serenity Behavioral Health, IN, and Columbus State are directly aligned to the academic and social emotional health of our students. It is our hope that these programs will continue to be offered through the funding of the Wellness Grant, and ESSR II funds being extended annually. Such programs have given access to all stakeholders, providing services to parents, students and teachers via weekly after school sessions, professional development sessions, and daily intervention programs (one on one, small group, and whole group instruction). Summer sessions via Zoom or another approved web video conferencing method will be used to continue to provide SEL and therapy</p>

	<p>sessions to students.</p>
Resources and Budget	<p>Our continued partnership with the IN corporation, and our use of the Canvas platform, and academic websites is dependent upon the extension of ESSR and Title 1 funding.</p> <p>Our continued partnership with Serenity Behavioral Health to offer behavioral therapy to all stakeholders is dependent upon the continuation of the Wellness grant funding. We have budgeted our services with Serenity through 2022, but 2023 services are dependent on the extension of the grant.</p> <p>The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state funds to meet the needs of the students and close the gaps.</p> <p>Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning.</p> <p>ESSER II funds will be used to hire additional intervention teachers who will target instruction to help student's fill any academic gaps. Additional funds will be used to retain properly licensed teachers and purchase supplemental curriculum and progress monitoring tools. \$600,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021</p> <p>Cornerstone Academy Annex employees two school counselors that work in tandem with Serenity Behavioral Health to provide the following services for the identification of impacted students, families, and staff:</p> <ul style="list-style-type: none"> ● Teacher and Parent referral ● Student Wellness Survey ● Parent Concerns Survey ● Student Performance Data Analysis
	<p>Summer 2021</p> <p>Both school counselors at Cornerstone Academy work as 12-month employees, and plan to work in tandem with Serenity Behavioral Health therapists to offer both individual and group virtual sessions over the summer to continue to cultivate established relationships and social emotional growth. Therapists will also respond to new student and parent referrals received during this time.</p>
	<p>2021-2022</p> <p>Cornerstone will continue to implement and expand its partnership with Serenity Behavioral Health to ensure the timely identification of at-risk students, staff, and families through the four methods established in 2020-2021. Comparisons will be analyzed between the referral trends from the previous year, and new referrals from this year to identify patterns and areas of need. The Building Leadership Team will discuss the identified areas of need to schedule targeted professional development from Serenity Behavioral Health, and other highly-qualified vendors.</p>

	<p>2022-2023 Pending the extension of Wellness grant funding, Cornerstone will continue to implement and expand its partnership with Serenity Behavioral Health to ensure the timely identification of at-risk students, staff, and families through the four methods established in 2020-2021. Comparisons will be analyzed between the referral trends from the previous two years, and new referrals from this year to identify patterns and areas of need. The Building Leadership Team will discuss the identified areas of need to schedule targeted professional development from Serenity Behavioral Health, and other highly qualified vendors.</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 School Counselors at each campus will collect and filter all parent and teacher referrals to determine which intervention best meets the referred need. Approaches for addressed impacted and referred student needs:</p> <ul style="list-style-type: none"> ● Individual counseling sessions with students: 30–40 minute sessions ● Group counseling sessions with students during lunch on identified topics of need from student, parent, and teacher surveys and referrals ● Parent support groups—both virtual and in-person as available ● Family counseling
	<p>Summer 2021 Both school counselors at Cornerstone Academy work as 12-month employees, and plan to work in tandem with Serenity Behavioral Health therapists to offer both individual and group virtual sessions over the summer to continue to cultivate established relationships and social emotional growth. Therapists will also respond to new student and parent referrals received during this time.</p>
	<p>2021-2022 Cornerstone will continue to implement the aforementioned approaches to address impacted student trauma. Additional methods will be implemented this year to offer continue social emotional treatment:</p> <p>Volunteer Mentorship Program-- Mentors are adults who are compassionate and committed to mentoring our students by providing them social and emotional support on an individual basis during school hours. Mentors are volunteers from our community, who have completed background checks and training to assist them in fulfilling their role as a mentor. Serenity-BHS will provide training to mentors in educating them on mental health issues, behavior management strategies, interpersonal relationship skills and life coaching. Mentors will receive the education and support necessary to assist them in helping our students feel extra support as a role model. Mentors will provide support and guidance during lunch periods, before and after school transitions and hallway monitoring. They will work to assist teachers, staff and students by providing one on one support to what and how we do what we do.</p>
	<p>2022-2023 Pending the extension of Wellness grant funding, Cornerstone will continue to implement and expand its partnership with Serenity Behavioral Health offer both individual and group virtual sessions, parent support groups, family counseling, and volunteer mentorship trainings for the mentorship program.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 – During this time, Cornerstone Academy will receive professional development in partnership with Serenity Behavioral Health group with the following topics:</p> <ul style="list-style-type: none"> ● Trauma-informed care—identifying, addressing, and responding to trauma in students ● SEL strategies to identify and help students with emotional needs ● Restorative Justice—train the trainer, understand the process and how Restorative Justice

	<p style="text-align: center;">works</p> <p>Along with these topics, the Serenity Behavioral Health group will host small group and individual sessions with teachers to address situations that are pertinent to their classroom and if personal in nature, refer them to another therapist within the group as a client.</p> <p>Summer 2021 - Both school counselors at Cornerstone Academy work as 12-month employees, and plan to work in tandem with Serenity Behavioral Health therapists to offer both individual and group virtual sessions over the summer to continue to cultivate established relationships and social emotional growth. Staff will be able to reach out to Serenity Group for counseling referral and/ or support with any strategies for student support for next year.</p> <p>2021-2022 - Pending the extension of Wellness grant funding, Cornerstone will continue to implement and expand its partnership with Serenity Behavioral Health offering both individual and group virtual sessions, parent support groups, family counseling, and volunteer mentorship training for the mentorship program.</p> <p>2022-2023 - Pending the extension of Wellness grant funding, Cornerstone will continue to implement and expand its partnership with Serenity Behavioral Health offering both individual and group virtual sessions, parent support groups, family counseling, and volunteer mentorship training for the mentorship program.</p>
<p>Partnerships</p>	<p>Spring 2021 Cornerstone Academy Annex has partnered with Serenity Behavioral Health for the social-emotional development and therapeutic intervention of trauma-related issues in students and teachers. This partnership provides all stakeholders with therapy services to address the needs of family, friendships, grief, conflict resolution, and future planning. The Annex campus has also partnered with IN to provide individualized postsecondary advising to all upperclassmen to guide their path toward the ideal college and career. These sessions are scheduled to begin in May. The Annex is also partnered with Columbus State, Ohio State, Otterbein, and COTC to offer a structured College Credit Plus program to all eligible and registered students. Four students are currently taking courses at Columbus State through the College Credit Plus program</p> <p>Summer 2021 - Serenity Behavioral Health will offer virtual therapy sessions to all identified students in order to ensure continuity of social-emotional progress made during the school year. These sessions will be offered through Zoom on a weekly basis. Parent participation is encouraged when possible. There are five students that plan to take CCP summer courses through the summer course catalog at Columbus State.</p> <p>2021-2022 Cornerstone Academy Annex plans to expand its partnership with Serenity Behavioral Health to include a Parent-Mentorship Class. Participants can include parents and members of the community that have proper background checks, and recommendation/approval from building leadership. All participants that complete this course with Serenity will be approved to lead small student mentor groups at the Annex. The IN partnership will be expanded to include 10th grade in the planning sessions. These sessions will build upon the school's implementation of student tasks offered through the OhioMeansJobs website. The Annex CCP program expects 100% growth in student participation by fall of 2021.</p> <p>2022-2023 Cornerstone Annex's partnership with Serenity Behavioral Health is contingent upon the Wellness grant funding being approved/extended from year to year. We hope this funding will continue so these resources will continue to be provided to our stakeholders. Our partnership with IN is contingent upon the ESSR II funds. We hope that this funding continues for</p>

	years to come.
Alignment	Our partnerships with Serenity Behavioral Health, IN, and Columbus State are directly aligned to the academic and social emotional health of our students. It is our hope that these programs will continue to be offered through the funding of the Wellness Grant, and ESSR II funds being extended annually.
Resources and Budget	<p>We will continue our use of ESSR and Title 1 funding for these initiatives, along with other resources such as the Student Wellness and Safety grants.</p> <p>Our continued partnership with Serenity Behavioral Health to offer behavioral therapy to all stakeholders is dependent upon the continuation of the Wellness grant funding. We have budgeted our services with Serenity through 2022, but 2023 services are dependent on the extension of the grant.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$100,000</p>