



# Safe Return to In-Person Instruction and Continuity of Services Plan

District Name:	Wapakoneta City Schools
District Address:	1102 Gardenia Drive, Wapakoneta, Ohio 45895
District Contact:	Aaron Rex, Superintendent
District IRN:	044982

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

**“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”**

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.



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This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)



## Identifying Academic Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>*Review quantitative and qualitative teacher-level data</li> <li>*Teachers complete gap analysis to identify those students who disengaged with or were adversely affected by the remote learning process</li> <li>*Administer Spring State Test</li> <li>*Identify students at risk of not being promoted to the next grade or not graduating</li> </ul>	
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>*Analyze state testing data, once received, to determine additional students who need to participate in summer school programming. Utilize Map data and teacher recommendation to identify students needing additional help.</li> <li>*Expand summer programming to include these students (Camp #bebetter)</li> <li>*Review data from summer school programming</li> <li>*Work with the Auglaize County Educational Service Centers to develop high-quality approaches to extend learning and learning recovery.</li> </ul>	



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<b>2021-2022</b>	<ul style="list-style-type: none"> <li>*Identify and implement diagnostic assessments in math and ELA. Should ODE make them available for the 21-22 school year, the Benchmark and Checkpoint Restart Readiness assessments could be used for this purpose.</li> <li>*Teachers will conduct a gap analysis to identify critical instructional and/or curriculum curriculum deficiencies.</li> <li>*Teachers will utilize pre/post-test to identify gaps and measure mastery.</li> <li>*Utilize MAP data to identify gaps and inform instruction.</li> <li>*Continue item listed in Spring 2021</li> <li>*Review attendance records and note students who may have lost instruction.</li> </ul>	
<b>2022-2023</b>	<ul style="list-style-type: none"> <li>*Continue to analyze state, diagnostic and vendor assessment data.</li> <li>*Reflect on, revise, and refine 2021-2022 plans</li> </ul>	

## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>*Continue existing intervention processes.</li> <li>*Provide intervention services for students that have been identified through teacher based teams, grade level meetings, etc.</li> <li>*Conference with students/parents at the high school level to address credit deficiencies.</li> </ul>	



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	<ul style="list-style-type: none"> <li>*Provide credit recovery options for at-risk high school students</li> <li>*Offer opportunities for learning recovery such as after school tutoring, interventions periods, etc.</li> </ul>	
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>*Provide extended school year/summer school for students identified with learning loss, academic needs, and/or credit deficiencies.</li> <li>*District leadership, along Auglaize County Educational Service Center, will develop professional development opportunities to assist staff in addressing learning gaps and deficiencies.</li> </ul>	
<b>2021-2022</b>	<ul style="list-style-type: none"> <li>*Provide intervention services for students that have been identified through district processes.</li> <li>*Reteach topics identified for gap analysis completed in the spring of 2021.</li> <li>*Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc.</li> <li>*Provide credit recovery options for at-risk high school students.</li> </ul>	
<b>2022-2023</b>	<ul style="list-style-type: none"> <li>*Provide intervention services for students that have been identified through district processes.</li> <li>*Reteach topics identified for gap analysis completed in the spring of 2021.</li> <li>*Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc.</li> <li>*Provide credit recovery options for at-risk high school students.</li> </ul>	

## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<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>
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<b>Spring 2021</b>	<p>*Counselors and social workers will identify at-risk students with whom connections need to be made over the summer</p> <p>*Monitor student attendance.</p> <p>*Partner with the local mental health agencies to identify students with social and emotional needs.</p> <p>*PBIS committee to determine district needs for programming and resources.</p>	
<b>Summer 2021</b>	<p>*District leadership will offer PD to assist staff members in identifying and assisting students with social and emotional needs.</p>	
<b>2021-2022</b>	<p>*Administer the Teen Screen survey in conjunction with the County Mental Health Recovery Board.</p> <p>*Counselors and social workers identify at-risk students with whom connections need to be made.</p> <p>*Work with the Navigator to identify at-risk students and make connections. Social workers will continue to do small group counseling, individual counseling, and consult with families.</p>	
<b>2022-2023</b>	<p>*Monitor student attendance</p> <p>*PBIS Committee to determine district needs for programming and resources.</p>	

## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
<b>Spring 2021</b>	*Policy 8450.01 Protective facial coverings during pandemic/epidemic events	



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	<p>will be followed as necessary.</p> <p>*Policy 7420 Hygienic Management is followed under the direction of the Auglaize County Board of Health</p> <p>*Collaboration with the Auglaize County Health Department occurs to educate students and staff on:</p> <ul style="list-style-type: none"> <li>Handwashing and respiratory etiquette</li> <li>Physical distancing</li> <li>Contact tracing in combination with isolation and quarantine</li> <li>Diagnostic and screening testing</li> <li>Vaccination availability</li> </ul> <p>*Check in regularly with at-risk students</p> <p>*Utilize data from existing needs assessment or identification processes to inform a multi-tiered system of supports to individual students, small groups, and the entire student body.</p> <p>*Leverage existing community mental health collaborations/partnerships.</p> <p>*PBIS Committee will continue to meet and implement needed program and resources.</p> <p>*School counselors meet with students to determine and meet needs.</p>	
<p><b>Summer 2021</b></p>	<p>*Review policies</p> <p>*Provide summer mental health services through community partnerships.</p> <p>*Provide services to individual students as needs arise.</p> <p>*Students attending summer school sessions will continue to be assessed for social and emotional needs.</p> <p>*Utilize school social workers to provide counseling as time allows.</p> <p>*Refer at-risk students to community partners for counseling as needed</p>	



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<p><b>2021-2022</b></p>	<ul style="list-style-type: none"> <li>*Review policies</li> <li>*Implement a social-emotional check-in and check-out system.</li> <li>*Utilize data from needs assessment to inform a multi-tiered system of supports for students .</li> <li>*Expand/continue focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, healthy boundaries, positive thinking, etc.</li> <li>*Expand/enhance/leverage community mental health collaboration/partnerships</li> <li>*Check in regularly with at-risk students</li> <li>*Utilize data from existing needs assessment or identification processes to inform a multi-tiered system of support to students</li> <li>*Run focus groups emphasizing connectedness, self esteem, coping skills, de-stressing, and positive thinking</li> <li>*PBIS Committee will continue to meet and implement needed programs and resources.</li> <li>*School counselors/social workers meet with students to determine and meet needs.</li> </ul>	
<p><b>2022-2023</b></p>	<ul style="list-style-type: none"> <li>*Review policies</li> <li>*Reflect on revise and refine 2021-2022 plans.</li> </ul>	



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