

PLAN FOR SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

REQUIRED ELEMENTS OF A LOCAL PLAN

1. **Policies for Mitigation Strategies:** Plan for incorporating eight different mitigation strategies included in current CDC guidance.
2. **Continuity of Services:** Plan to address academic and non-academic services for students and staff.
3. **Periodic Review:** Review at least every 6 months through September 30, 2023 and revise plan as appropriate.
4. **Public Input:** Seek public input and incorporate revisions as necessary.

DEADLINE: June 24, 2021

DIRECTIONS: Post the plan to the school or district website and then email that link (URL) to: continuityplan@education.ohio.gov

RESOURCES:

[ODE American Rescue Plan: Safe Return to In-person Instruction and Continuity of Services Plans](#)

[CDC Operational Strategy for K-12 Schools through Phased Prevention](#)

UPDATED to include ARP ESSER Local Use of Funds Plan – **August 20, 2021**

School District: Kent City School District

District Contact: George J. Joseph, Superintendent

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POLICIES FOR INCORPORATING MITIGATION STRATEGIES

Describe to what extent the following policies have been adopted to incorporate the following [CDC Mitigation Strategies](#) and provide a description of any policies being implemented:

- Universal and correct wearing of masks **(We are requiring wearing of masks for summer school and extended learning for the summer of 2021. CDC guidelines for wearing masks will be provided.)**
- Physical distancing **(We are social distancing three to six feet when possible for summer school and extended learning for the summer of 2021. CDC guidelines will be followed for starting next school year for 2021-2022.)**
- Handwashing and respiratory etiquette **(We will continue to follow CDC guidelines for handwashing, wearing masks and social distancing of a minimum of three feet when starting the 2021-2022 school year.)**
- Cleaning and maintaining health facilities **(We will continue to follow guidelines for cleaning and maintaining healthy facilities as recommended.)**
- Improving ventilation **(We plan to upgrade our elementary school ventilation from 25% to 35% over the summer by installing new univents with factory installed bi-polar ionization devices in each classroom over the summer of 2021. Roosevelt High School will receive new univents with factory installed bi-polar ionization, along with a retro-fit bi-polar ionization for Stanton Middle School, Roosevelt High School and existing buildings in the district.)**
- Contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments **(We will continue to follow local health department and CDC guidelines for contact tracing, isolation and quarantine.)**
- Diagnostic and screening testing **(We will continue to follow local health department and CDC guidelines.)**
- Efforts to provide vaccinations to educators, other staff and eligible students **(We will continue to offer vaccination to eligible students and staff just as we have done in the past.)**
- Appropriate accommodations for children with disabilities with respect to the health and safety policies **(We will continue to follow local health department and CDC guidelines for appropriate accommodations and safety practices for students with disabilities.)**

PLAN TO ADDRESS CONTINUITY OF ACADEMIC AND NON-ACADEMIC SERVICES

Describe how you will address continuity of services for students and staff, where needed, in the following areas:

1. Academic Services

- Throughout Spring 2021, teacher teams developed action plans to allow for curriculum adjustments based on collective unfinished learning and to target the data sources to use in the fall to identify group and individual student learning needs. Plans include:
 - a process to monitor and adjust curriculum pacing and coverage, with careful attention to priority skills and standards as delineated by curriculum resources, ODE guidance, Renaissance guidance, and consultation with internal content specialists.
 - a plan to align assessment practices, with the goal of installing common unit assessments in SY 2021-22.
 - addressing gaps in student technology literacy as well as software and hardware needs for summer and the coming school year as we shift to 1:1 devices for students in grades 6-12.
 - These action plans incorporate these data sources at minimum:
 - Ohio State Tests:
 - Early Learning Assessment (PS)
 - Kindergarten Readiness Assessment (K, beginning of year)*
 - Grade 3 Fall English Language Arts
 - Spring tests
 - Universal Screener/ Benchmark Assessments:
 - Acadience - Reading (grades K-5, 3 times)*
 - Renaissance - Star Reading (grades 2-12, 3 times)*
 - Renaissance - Star Math (grades 2-12, 3 times)
 - Curriculum Based Grade level/ course assessments
 - Progress toward IEP and WEP goals
 - Non-Course Based measures:
 - Attendance
 - Social-Emotional reports
 - Grades
 - Graduation Plans

- Five professional learning days have been built into the district calendar to accommodate all collaborative learning and planning for the year.
 - Structured professional collaboration time will allow for teachers/ teacher teams to adjust curriculum coverage and pacing based on student achievement. It is anticipated that some adjustments will continue into the 2022-23 school year instruction and assessment plan.
 - Students are anticipated to return to full-time in-person learning. Not only will this restore daily access to core instruction, but will allow for more consistent interventions for students with unfinished learning, significant gaps, and/ or specific disabilities.
 - Ongoing monitoring mechanisms:
 - Draft Literacy Decision Rules have been installed for grades K-5 to ensure an equitable screening and assessment process for students, thus streamlining intervention plans and implementation.
 - Data Teams meet regularly in grades K-8 to identify and plan for striving students who need additional academic or behavioral support.
 - Equity analysis has begun to identify discrepancies in proportional representation in advanced coursework, special opportunities, special education and other, and to identify program areas that create barriers for certain subgroups of students.
 - A multi-level data-based decision-making teams structure (DLT-BLT-TBT) is under construction, designed to systematically analyze available data to inform program changes at the building and district levels. The decision-making structure will analyze data throughout the year to inform adjustments as well as recommendations for 2022-2023.

2. Social-Emotional

- Principals and counselors will continue to monitor the social-emotional well being of individual students and the student body as a whole. Building-specific protocols alert leaders to intervention needs; a comprehensive network of community supports is available. Kent Schools is fortunate to have one or more school counselors dedicated to each building.
- A task force will consider a district-wide SEL framework/ curriculum and/ or protocols to implement for SY 2021- 22. Building-specific initiatives have advanced site-based learning and planning.
- Meeting the social and emotional needs of students is best accomplished through planning and intentional processes that shortcut issues that might become concerns. Some of these ongoing practices include:
 - Proactive lessons by counselors in remote and in person classrooms (mindfulness, friendships, understanding emotions, etc.)
 - Interviewing new students
 - Seeking opportunities to spend time with and observe students in various settings
 - Build meaningful relationships with students
 - Counselor presence/ availability for potentially distressing events, activities, or lesson material.
 - Utilizing Red Flags protocols to identify and address student needs

- Utilizing needs assessments for counselors to gather information from teachers
- Professional learning for staff in understanding the social and emotional attributes of all learners, including specific needs associated with particular grade/ age levels, population subgroups, and student identity/ attributes, and with regard to particularly upsetting ongoing circumstances (ex: pandemic, racial unrest, loss of student/ staff member, etc.)As social and emotional needs are identified, various processes are already in place to address them:
 - Home visits
 - Formal Wellness checks
 - Small group and individual work with school counselors
 - Recommendation for services with community partners (Coleman, Children’s Advantage)
- Budget Considerations: General Fund, Title IV, Student Wellness funds)

3. Mental Health

- Site based counseling services from two outside agencies are offered 3-4 times per week. Identified students are referred to administrators or school counselors, who then reach out to parents/guardians/students to offer and assist through the agency referral process to start services.
- Continue practices that support teacher understanding of warning signs and facilitate communication with counselors and principals.
- Continue practices that connect school counselors with students and families in need, and with community partners as warranted.
- Specific district-wide initiatives that address student wellbeing concerns include:
 - Professional learning in SEL, including with Hope4theWounded
 - Professional discourse and learning with regard to equity
 - Building and District teams to identify and address forms of systemic racism in our schools

4. Health

- Continue practices to offer vaccination clinics to eligible students and staff just as we have done in the past.
- Continue practices that follow local health department and CDC guidelines for contact tracing, isolation and quarantine.

5. Food

- Continue practices to offer students and families the opportunities for food distribution in collaboration between local agencies and centers.
- Continue practices that provide additional meals over long weekends and holidays working in collaboration with local foundations and food distribution centers.

PERIODIC REVIEW

1. Describe how you will conduct a review of your plan at least every 6 months. **(We will conduct a mid-year review of our continuity of services plan and provide the Board of Education an update at that time. Our goal is to review this plan every six months through September 30, 2023 and revise the plan as needed.)**
2. Describe how you will revise the plan as appropriate. **(Revisions to our plan will be documented at the Board of Education Meeting every six months as a follow-up starting in January/ February 2022.)**

PUBLIC INPUT

1. Describe how you will seek public input.
We will seek input from the public by posting the plan on our district website page and provide a link for additional questions and comments.
2. Describe how you will take public input into account when making revisions.
Revisions to our plan based on public input will be documented at the Board of Education Meeting during a mid-year review as a follow-up to the continuity of service plan in February 2022.
3. *Review Period:* What revisions were made and why?
Revisions to our plan based on public input will be documented at a mid-year Board of Education Meeting and then posted on our website including rationale for why changes were made.

UPDATED to include ARP ESSER Local Use of Funds Plan

1.) How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

ARP ESSER funds will partially be used to purchase cleaning supplies, PPE, and other equipment/ supplies needed to maintain a safe environment, including masking, social distancing, and hygiene. Funds will also be used to offset costs associated with contact tracing, hosting vaccination clinics, and other. With regard to CDC guidelines, our complete Reopening Plan can be found at <https://www.kentschools.net/article/511581>. Our plan includes the following: Universal indoor masking for all students, staff, teachers, and visitors to K-12 schools, regardless of vaccination status; physical distancing three feet apart when possible in all buildings; Handwashing and respiratory etiquette; cleaning and maintaining health; Improving ventilation by upgrading all buildings to have bi-polar ionization; contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments; diagnostic and screening testing; provide vaccinations to educators, other staff and eligible students; ensure appropriate accommodations for children with disabilities with respect to the health and safety policies.

2.) How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

Kent City Schools' educators began planning even at the beginning of the 2020-21 school year to address concerns about students with unfinished learning by continually revising curriculum and assessment plans and making data-based decisions for individuals and groups of students. The full "Learning Recovery and Extended Learning Plan" can be found here: <https://www.kentschools.net/page/instruction>. Early spring, collaborative teacher teams worked to make Action Plan Maps for fall 2021 that included revised curriculum and assessment plans to meet their students at their levels of readiness, and to anticipate how to address significant gaps that emerged academically and socially due to remote and hybrid learning in general, and disengaged student experiences specifically. Funds will be used to support assessment programs, processes, and equipment that supplement existing measures to provide more data-rich pictures of students, as well as funding a Data Warehouse to correlate the data in a useful, accessible, and efficient way for all educators. In order to run such a tech-rich system, we will enhance and expand our interb=net capacity districtwide, which will also be valuable should a need to return to remote learning emerges. The increased emphasis on data acquisition and analysis will assist us in identifying and addressing inequities in educational opportunities and services, including for economically disadvantaged and minority students.

Funds will also support research-based intervention programs, materials, and professional learning. Funds will provide personnel, transportation, and materials for after-school tutoring in all 4 elementary buildings and expanded summer school offerings for students in grades K-8, as well as cost-abatements and transportation for high school remedial summer school coursework. A Kindercamp will be added to provide a kindergarten readiness program prior to the start of school, Funds will be used to hire additional tutors to support interventions as well as building substitutes and a study hall monitor to free teachers for time in collaboratively analyzing data to plan for student needs. Large-scale professional learning will be supported by these funds to help educators better identify and address these needs.

Student needs are not merely academic, but when students' physical and/ or mental health (or any other element of their wellbeing) is suffering it will surely impact academic achievement. Therefore, funds will be used to support social-emotional learning (including specific programs, professional learning, and materials) in each building. The ARP ESSER funds will also absorb district costs related to Student Wellness and Success, costs previously identified for the ED report.

3.) How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will use remaining ARP ESSER funds to expand from and/ or supplant significant district costs related to coordinating learning recovery (including data collection and analysis) and communication systems, replacing materials and equipment that were lost or damaged during remote and hybrid instruction, and supporting professional learning for continuous improvement. We will replace and add to district devices to enable equitable student access to digital programs and assessments. We will additionally be able to offer more seamless family engagement and service opportunities by strengthening our internet source and implementing live-feed options for student activities.

4.) How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The new multi-level data-based decision-making teams structure (DLT-BLT-TBT) will assume responsibility for systematically analyzing available data to inform program changes at the building and district levels. In addition to regular data analysis to ensure the educational opportunities are equitably available to all students and that differentiation and targeted interventions are available for all students when the needs arise, the district will engage in an equity audit during the school year, as well as continue to convene its District and Building Equity and Inclusion Task Forces to help the district identify and remove barriers to learning.

A new full-time Family and Community Engagement Coordinator will assist district leaders in maintaining regular dialogue with and supports for our families. The new data warehouse includes an early warning system that incorporates academic, behavioral, and attendance data to facilitate early interventions for students who are at-risk.

School counselors developed a district plan in Spring 2021 to ensure timely and equitable responses to student mental health needs and to connecting families with needed services.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The analysis of several resources informed the determination of our most important educational needs. (1) The annual Needs Assessment informs each year's consolidated federal grants Comprehensive Continuous Improvement Plan application by highlighting areas on which to focus funds for physical and human resources, as well as for professional learning and services for children and families. The One Needs Assessment and Plan elicited these priorities that guided our plans for federal and state funds for FY22: ensuring equitable student access to high quality instruction and intervention provided by highly knowledgeable and qualified educators, promoting student and staff safety and

wellbeing, and providing ongoing learning opportunities and supports for a well-rounded education. Ongoing analysis of student and district needs during and following remote and hybrid learning (2) raised awareness of the technology and access gaps that create barriers for student and family engagement, as well as (3) a need for a more robust and accessible data system with an early warning indicator to closely monitoring student engagement, achievement and growth. We have continuous needs to (4) ensure student and staff safety by acquiring PPE and providing necessary learning regarding sanitation and safety protocols. (5) Completion of FY20 financial records and analysis of the impact of significant losses in state funding (\$1.1 million over two years) reveal a likely disruption to the quality of the educational experiences for our students in absorbing these losses. The ARP ESSER funds will offset those losses.

Throughout Spring 2021, teacher teams developed (5) action plans to inform fall curriculum adjustments based on collective unfinished learning and to target the data sources to use in the fall to identify group and individual student learning needs. These action plans incorporate the data sources described in question 2 above, as well as identified material and other needs, such as collaborative time and professional support. This input, including feedback collected throughout the year, was strongly considered in the preparation of this plan. This is coupled with (6) analysis of 2020-21 attendance and performance data and fall enrollment numbers (showing a sharp increase especially in kindergarten that provide evidence that students will come to us in the fall with a wide range of abilities and levels of school readiness. Data and recommendations were also collected in the spring from district personnel closely involved with coordinating (7) wellbeing support and services for students and families, clarifying that we would have a need for a defined SEL curriculum and service plan to ensure that students are adjusting to the school setting and are encouraged to learn regardless of their prior experiences. Usage and availability of PPE and other safety and cleaning materials and supplies have been compared with the anticipated need should an increase in COVID cases force a greater or longer-term need than desired. At multiple steps along the way to this application, community input was solicited and feedback informs some details of our reopening and learning recovery plans.

5.a.) Estimated number of jobs created or retained as a result of this funding.

50

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

The ARP ESSER funds provide a needed continuation and expansion of the academic and wellbeing plans already underway from 2020-21. The district will acquire and implement instructional materials/ programs immediately as well as purchase the equipment and subscriptions to expand the communications, internet, and data systems. Additional funds will be expended on evidence-based interventions as needed based on analysis of results from the assessment and data systems. Summer learning was already implemented in summer 2021, and after school support will begin in fall 2021.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

At this time, The Kent City Schools is prioritizing full-time in-person instruction for all students pending external circumstances or mandates that would force otherwise. While our educational community rallied closely together to provide the best instruction and learning experience for students as possible when forced into remote learning in 2020-21, we recognize that very many of our students and families disengaged and the gaps will be greatest with these children. While we will investigate ways to serve children with medical reasons to not attend the school building, we will not provide large scale opt-in remote learning environments. We will use ESSER Funds to continue to support on-line learning platforms at the secondary level for credit and learning recovery as well as to assist with remote learning needs as they arise.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Individual teachers and teaching teams will continue to utilize the following data sources and resources to monitor student learning throughout the year and to design academic and behavioral interventions as needed: Ohio State Tests: [Early Learning Assessment (PS), Kindergarten Readiness Assessment (K, beginning of year), Grade 3 Fall English Language Arts, Grade 3-HS All Tests, AASCD, OELPA]; Universal Screener/ Benchmark Assessments: Acadience - Reading (grades K-8, 3 times), Renaissance - Star Reading (grades 2-12, 3 times), Renaissance - Star Math (grades 2-12, 3 times); Curriculum Based Grade level/ course assessments (in place or to be developed); Progress toward IEP and WEP goals; and Non-Course Based measures including Attendance, Social-Emotional reports, Grades, Graduation Plans.

A multi-level data-based decision-making teams structure (DLT-BLT-TBT) is under construction, designed to systematically analyze available data to inform program changes at the building and district levels. Data Teams meet regularly in grades K-8 to identify and plan for striving students who need additional academic or behavioral support, and High School PLCs meet daily to weekly to learn to use data to align instruction and assessment to be responsive to student academic and other needs.. Equity analysis has begun to identify discrepancies in proportional representation in advanced coursework, special opportunities, special education and other, and to identify program areas that create barriers for certain subgroups of students. At the elementary level students in grades K-3 are identified toward the beginning of the year as to whether they are “off track” in reading achievement according to these measures: Kindergarten Readiness Assessment (K), Acadience Reading (grades 1,2), Star Reading (grade 3). Reading Improvement and Monitoring Plans are developed for students who are not on track. Draft Literacy Decision Rules have been installed for grades K-5 to ensure an equitable screening and assessment process for students, thus streamlining intervention plans and implementation; this process will be expanded into upper grades during the 2021-22 school year.

Teacher teams met throughout the 2020-21 school year, including weekly in the Spring to adjust curriculum and instruction for the year, and using that information to create Learning Action Plans for Fall 2021. These plans allow for curriculum adjustments based on collective unfinished learning and the targeting of data sources to use in identifying group and individual student learning needs. In their collaboration they have and will continue to: monitor and adjust curriculum pacing and coverage, with careful attention to priority skills and standards as delineated by curriculum resources, ODE guidance, Renaissance guidance, and consultation with internal content specialists; align assessment practices, with the goal of installing common unit assessments in SY 2021-22; address gaps in student technology literacy and anticipate software and hardware needs for the coming school year' shift to 1:1 devices for students in grades 6-12; and anticipating social and emotional needs and support systems for students and families.

Professional Learning will be ongoing to provide support in strengthening an equitable core curriculum, informing aligned evidence-based interventions, and incorporating assessment systems that yield data useful for monitoring student and system progress. Five professional learning days have been built into the district calendar to accommodate all collaborative learning and planning for the year. ESSER funding will support substitute, aide, and tutor costs to enable teacher teams to meet/ collaborate for learning and data-based decision-making. The decision-making structure will allow for distributed leadership for targeted initiatives in response to the analysis of data throughout the year, which will also inform adjustments as well as recommendations for 2022-2023.

In addition to regular data analysis to ensure the educational opportunities are equitably available to all students and that differentiation and targeted interventions are available for all students when the needs arise, the district will engage in an equity audit during the school year, as well as continue to convene its District and Building Equity and Inclusion Task Forces to help the district identify and remove barriers to learning.

A new full-time Family and Community Engagement Coordinator will assist district leaders in maintaining regular dialogue with and supports for our families. The new data warehouse includes an early warning system that incorporates academic, behavioral, and attendance data to facilitate early interventions for students who are at-risk. Enhanced internet capacity and live-feed options will enhance family access to the school community.