

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



School District: West Carrollton City Schools

District Contact: Dr. Andrea Townsend, Superintendent

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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: [What Works Clearinghouse](#)

Priority [Math](#), [Reading](#) and [Writing](#) Standards

[Determination of Student Educational Needs](#)

[Exceptional and At-Risk Youth](#)

[District & Building Level Educational Considerations & Planning](#)

[Teacher Level Educational Considerations and Planning](#)

[Non-Building Based Learning Opportunities](#)

[Ohio Improvement Process 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](#)

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 to any of the policies being implemented:

1. **Universal and correct use of mask:** The West Carrollton Board of Education adopted Policy 8450.01 Protective Facial Coverings During Pandemic/Epidemic Events. The policy was last reviewed on April 14, 2021. The district notified staff, parents, and students of the policy requirements through One Call Now, newsletters, other district communication. Changes are made to align with directives from the Ohio Department of Health, Ohio Department of Education, and Public Health Dayton and Montgomery County (PHDMC). At the start of the 2021-2022 school year, mask wearing will be recommended but not required.
2. **Physical Distancing:** The West Carrollton School District (WCSD) reopened to in-person instruction in March of 2021 with a 3 ft. social distancing in all school facilities. In 2021-2022, 3 ft. social distancing will be encouraged and utilized if/where feasible.
3. **Handwashing and respiratory etiquette:** Signage with illustrations of proper handwashing and respiratory etiquette are posted in each restroom and throughout the buildings in locations. Cough, sneeze, and handwashing etiquette will be taught, monitored, and reinforced.
4. **Cleaning and maintaining healthy facilities:** WCSD implemented several new cleaning procedures including misting of classrooms, frequent disinfection of high-touch surfaces and the installation of numerous hand sanitation stations. The district's Business department reviewed and addressed ventilation in buildings where needed. We will continue to employ the additional custodians for 2021-2022. Cleaning protocols extend to our bus fleet.

5. **Contact tracing in combination with isolation and quarantine:** WCSD conducted its own contact tracing of all students and employees in conjunction with PHDMC. All quarantines and positive cases were and are documented and sent to PHDMC. The school district provides daily updates when there are positive cases. Prompt notification is provided to those that are identified via letter and One Call Now. We will continue to employ our clinic assistance to help us with contact tracing and documentation.
6. **Diagnostic and screening testing:** WCSD has asked that parents and employees conduct daily health checks and review for potential COVID symptoms.
7. **Efforts to provide vaccinations to educators, other staff, and eligible students:** WCSD participated in vaccination clinics for the Pfizer vaccine in February 2021. We have provided eligible other staff and student clinics at the end of the 2021 school year and during the summer. The district will continue to encourage staff and students to be vaccinated as well as host clinics when available.
8. **Appropriate accommodations for children with disabilities with respect to the health and safety policies:** WCSD provided additional plexiglass screening when needed for students with disabilities who were either unable or had difficulty wearing face coverings. Individual student needs were/are addressed through consultation with the Student Services department.
9. **Food Services:** The district will ensure and promote continuity of food service programs with appropriate staffing. Menus are subject to change due to vendor availability.

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:

Impacted Students: *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)?*

Summer 2021 Students will be identified based on the analysis of multiple pieces of data over the summer.

The following assessments will be used to identify the most impacted students:

- End of the year diagnostics in iReady,
- End of year diagnostics ALEKS
- Standards assessments in Pro-Core
- Ohio State Test and End of Course Exams
- Summer School in grades 9-12

2021 - 2022 In the first 2 weeks of the 21-22 school year students will participate in four diagnostics.

These diagnostics will focus on:

- English language arts (iReady)
- Math (iReady & ALEKS)
- Grade-level content standards in English Language Arts, Math, Science, and Social Studies (Pro-Core)
- Performance Matters

We predict seeing deficits in all four areas that equate to students being at least a third to a full school year behind in comparison to their typical annual learning gains.

Students in Kindergarten will be screened during the first month of the school year using the Kindergarten Readiness Assessment.

Students in preK will be screened in the fall and in the spring using the Early Learning Assessment.

Curriculum and instruction will be adjusted based on the outcome of these assessments.

Summer: Grades 1-8: We are currently evaluating the possibility of using a summer scaffolding using our curriculum-based resources. Specifically designed to address unfinished learning from the prior grade level, a self-guided digital course that provides explicit instruction in mathematics and literacy priority skills from the previous grade level. The program provides an ideal way to scaffold students up to grade-level content with real-time data offering instant insight into student progress and where more support is needed.

Grades 9-11: The high school will be offering a six-week credit recovery summer school. Students were identified at the end of first semester based on their report card grades and transcripts. Additional students will be identified in March based on their third quarter progress. This summer program will be two weeks longer than the traditional model and be a hybrid model of instruction with weekly in-person and remote learning required.

2022 - 2023 In 2022 we will be moving into our new buildings and grade level bands in grades 1-8. This will allow us to participate in three diagnostics (math, English language arts, and grade-level content standards) to utilize our staff more effectively for small group enrichment and remediation and scaffolded lessons within their classrooms.

Summer: If successful in the summer of 2021 - Grades 1-8: We are currently evaluating the possibility of using a summer scaffolding program using our curriculum specific resources. Specifically designed to address unfinished learning from the prior grade level materials, a self-guided digital course that provides explicit instruction in mathematics and literacy priority skills from the previous grade level. The program provides an ideal way to scaffold students up to grade-level content with real-time data offering instant insight into student progress and where more support is needed.

3rd Grade: Students identified in third grade will receive additional instruction in English language arts over the summer. These students will be identified based on their results on the state assessment, iReady, Performance Matters, Procore, and Terra Nova diagnostics.

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This year we will be able to utilize data from the previous years to implement additional plans as necessary.

Approaches to Address Academic Gap Filling

2021 - 2022 PHONICS PROGRAM: We will be implementing a phonics curriculum in the 2021-22 school year in grades K-2 to specifically address the amount of students that are one or more years behind. 95% Phonics programs was adopted and provides explicit instruction and supports in phonics. Professional development will be provided in the summer before the start of the school year and be ongoing throughout the year from instructional coaches.

SCIENCE: We will be implementing a science program in the 2021-2022 school year for grades K - 12. Professional development will be provided in the fall of 2021.

AFTER-SCHOOL PROGRAM: We will be implementing an extended learning after-school program next year in 1st through 5th grade at each of our three elementary buildings. Students will be selected for participation based on their diagnostic results in literacy and math. Students will attend twice a week for an hour after school to receive instruction in literacy and math. LitCamp curriculum from Rise and curriculum specific resources from Savaas and Number Worlds will be used for this program.

MATH TOOLS: A goal that was created while participating in the One Needs Assessment was the need to incorporate hands-on teaching resources for math classrooms, grades 3 - 9. Core concepts are not being solidified with students and tools, such as Developing Fraction Sense and Hands-On Equations, will better support conceptual understanding. Professional development will be carried out by the Math Curriculum Director during the Fall of 2021.

Our students take benchmarks in English language arts, math and content standards three times a year. The benchmarks allow teachers to obtain data to drive instruction during Teacher Based Team meetings, create interventions, and develop enrichment activities for whole group and small group instruction. Additionally, the district is able to purchase materials to meet the needs of students based on our local standard-based data analysis.

2022 - 2023

We will be implementing a phonics curriculum in the 2021-22 school year in grades K-2 to specifically address the amount of students that are one or more years behind. We will review our results and modify the program as needed.

We will be implementing a social studies program in the 2022-2023 school year for grades K - 12. Currently, we do not have a set of resources that address the Ohio Learning Standards for social studies. A variety of options is being vetted with a team of teachers and a decision will be made by July 1, 2022. Professional development will be provided in the fall of 2022.

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Students use ongoing online assessments, that are self-adapting,

2. Social-Emotional Needs:

Approaches to Identify Social & Emotional Needs

2021 - 2022

As the new school year begins, students in grades K - 12 will engage in the SEL Panorama Education survey to measure student competencies and classroom environment. The data will identify students most impacted by the pandemic and the barriers that still exist to learning and engaging in the school community. We will administer the same survey two more times during the school year to pinpoint student competencies that show little growth and pair strategies school-wide that will support the needs. The district will hire two social emotional coordinators to assist us with wrap-around services and our SEL programs.

Teachers and administrators can use these support services to help identify students most impacted by the pandemic:

- Samaritan Behavioral Health in all of our buildings for counseling and therapy.
- Dayton Children's Youth and Family Resources program. The focus of the prevention program is to reduce the incidence, prevalence, & recurrence of mental health disorders and their associated disabilities.

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Approaches to Address Social and Emotional Need

2021-2022

We maintain an parent SEL website, updated weekly, with strategies and articles to use at home. We have partnered with our county's ESC for professional development on how to implement strategies school-wide that support our whole-child wellness.

We provide intensive, on-site support from Samaritan Behavioral Health in all our buildings for counseling and therapy. Students are referred by school staff.

We have on-site PAX partners for K - 5 that support our SEL competencies.

Second Step SEL lessons are incorporated within the school day on a rotating basis for grades K - 5.

Currently, we do not have a Tier One SEL set of lessons for middle and high school classrooms. As a district SEL team, we have begun to investigate a curriculum that can be used during advisory and intervention periods that are built into the schedules already. Resources such as 7 Mindsets, Habitudes, and CharacterStrong have been evaluated to determine the best fit for our district.

We will have the GoodLife program that provides students support and resources in

middle and high schools to excel their Prevention Education, Social Emotional Learning, and Positive Behavior Interventions Supports (PBIS) initiatives. This work is supported by the ADAMHS board of Montgomery County.

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3. **Mental Health Needs:** WCSD partners with Samaritan Behavioral Health. We have 9 full-time mental health therapists employed. Additionally, we have partnered with the Montgomery County Educational Service Center to assist us with our Social Emotional Learning processes.
4. **Health:** The district has added two social emotional learning coordinators to assist families with wrap-around services. We will maintain the additional clinic staff to aid the nurses with contact tracing and family notification.
5. **Food Services:** The district has provided free breakfast and lunch offerings for all K-12 students in the 2020-2021 school year and will continue to do so in the 2021-2022 school year. The district has continued to update the P-EBT documentation to provide additional support to students and families. The district will offer snacks to our students who attend the after-school tutoring programs and summer learning opportunities.

Periodic Review

1. Describe how you will conduct a review of your plan at least every 6 months.
WCSD will utilize the core curriculum team and DLT to review the data of our plan every 6 mo.
2. Describe how you will review the plan as appropriate.
Data will be reviewed every 6 months at the DLT level that is produced from Hoonuit and other methods of collection.

PUBLIC INPUT

1. Describe how you will seek public input.

WCSD sent a survey out to ALL stakeholders collecting feedback on several areas of focus. The district received 700 responses from various stakeholders. The results were presented to the public at our 6/16/2021 Board of Education meeting.

The plan will be posted on our district website.

2. Describe how you will take public input into account when making revisions.
Public input will be reviewed as part of the revision process as changes are made.
3. Review Period: What revisions were made and why?



**Elementary and Secondary School Emergency Relief Fund
Presentation for Public Comment**

West Carrollton Board of Education Meeting

June 16, 2021

Elementary and Secondary Schools Emergency Relief Funds (ESSER III)

- Purpose: Federal funds dispersed to K-12 school nationwide to address learning loss as a result of COVID-19.
- Amount of funds received:

	FY21	FY22	FY23	FY24	Total
ESSER I	\$1,000,000				\$1,000,000
ESSER II		\$2,000,000	\$2,000,000		\$4,000,000
ESSER III		\$2,930,000	\$2,930,000	\$2,930,000	\$8,800,000
TOTAL ESSER	\$1,000,000	\$4,930,000	\$4,930,000	\$2,930,000	\$13,800,000

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How ESSER Round I, II, and III Funds Differ:

ESSER I & II

Less Restrictive – Can be used to supplant

ESSER III

Used to mitigate student learning loss

20% set aside for intervention

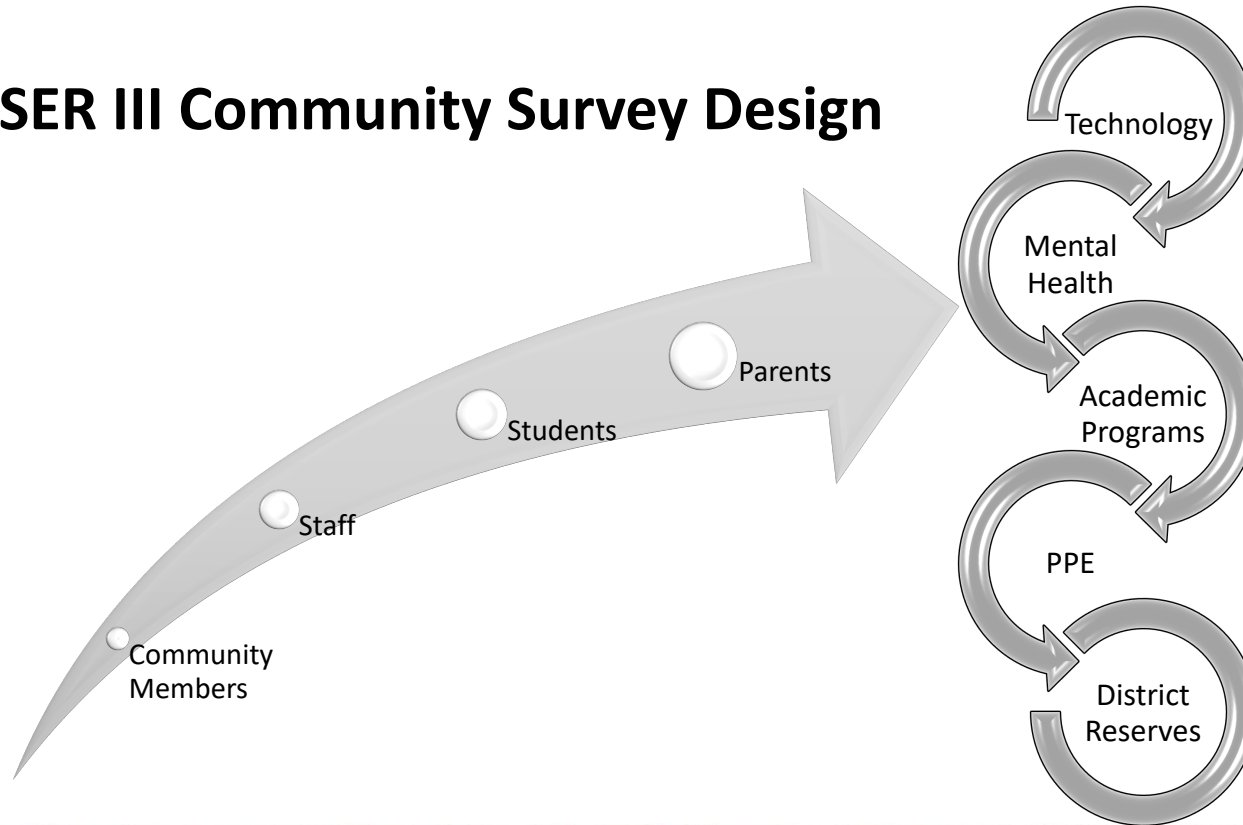
Public input on use of funds required

Plan posted to district website by 6/24/21

Federal application due by 8/20/21

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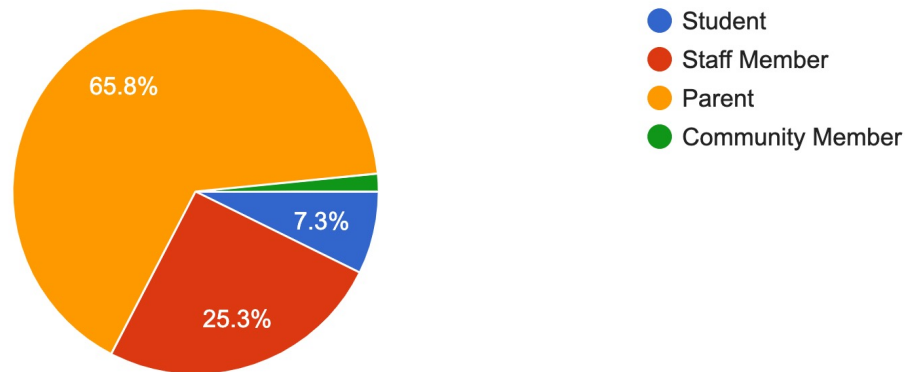
ESSER III Community Survey Design



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ESSER III Community Survey Results

Please indicate which stakeholder group you represent.
699 responses

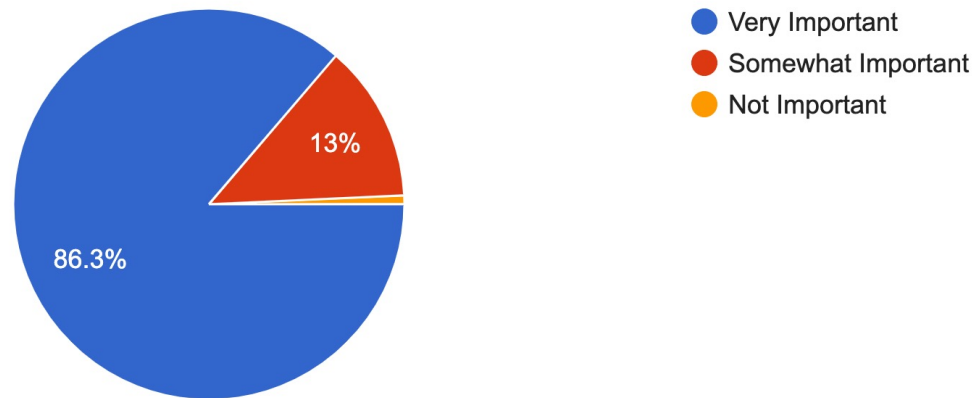


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ESSER III Community Survey Results

Programs or Staff to Provide Additional Academic Support

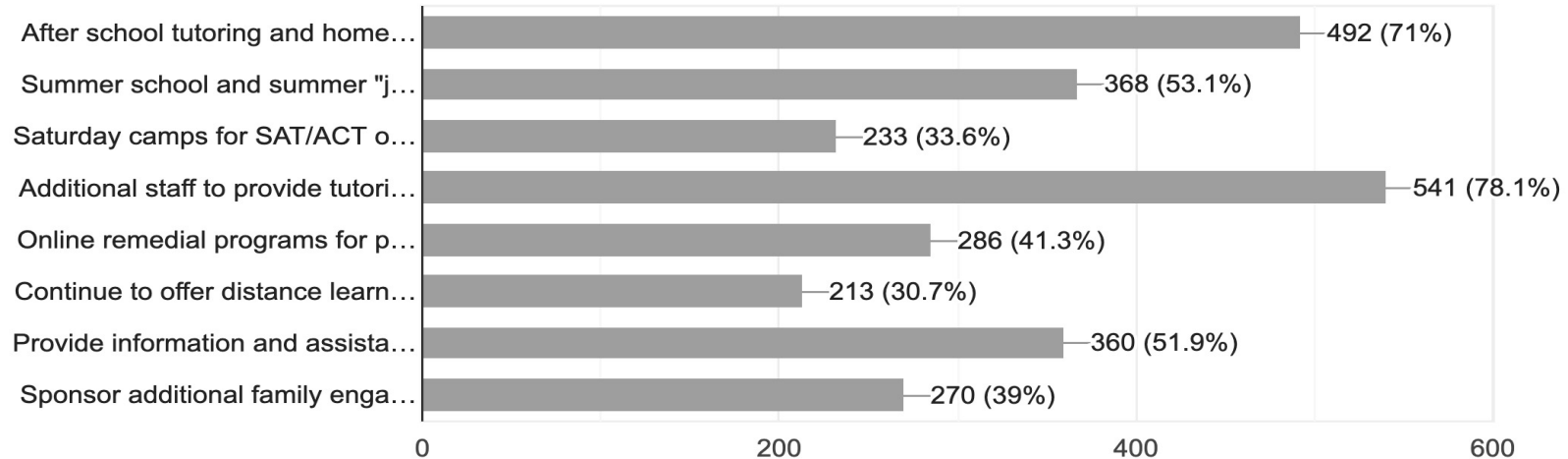
699 responses



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ESSER III Community Survey Results

What strategies below are best if students need additional academic? Please check all that apply:
693 responses

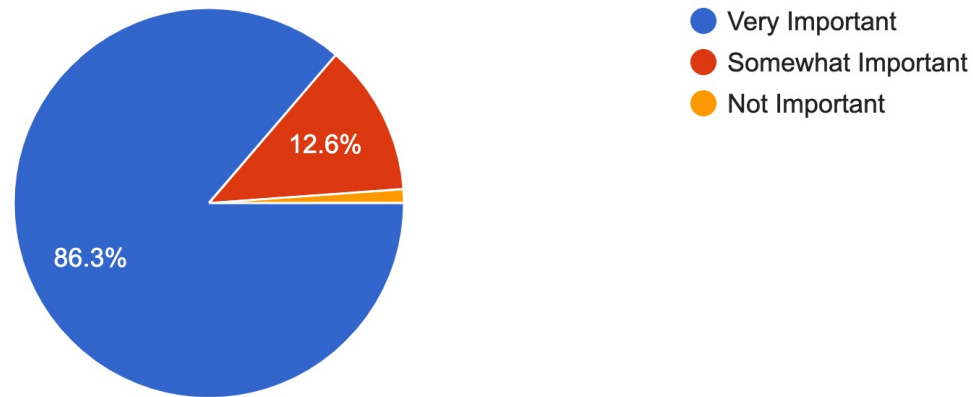


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ESSER III Community Survey Results

Mental Health Services

699 responses

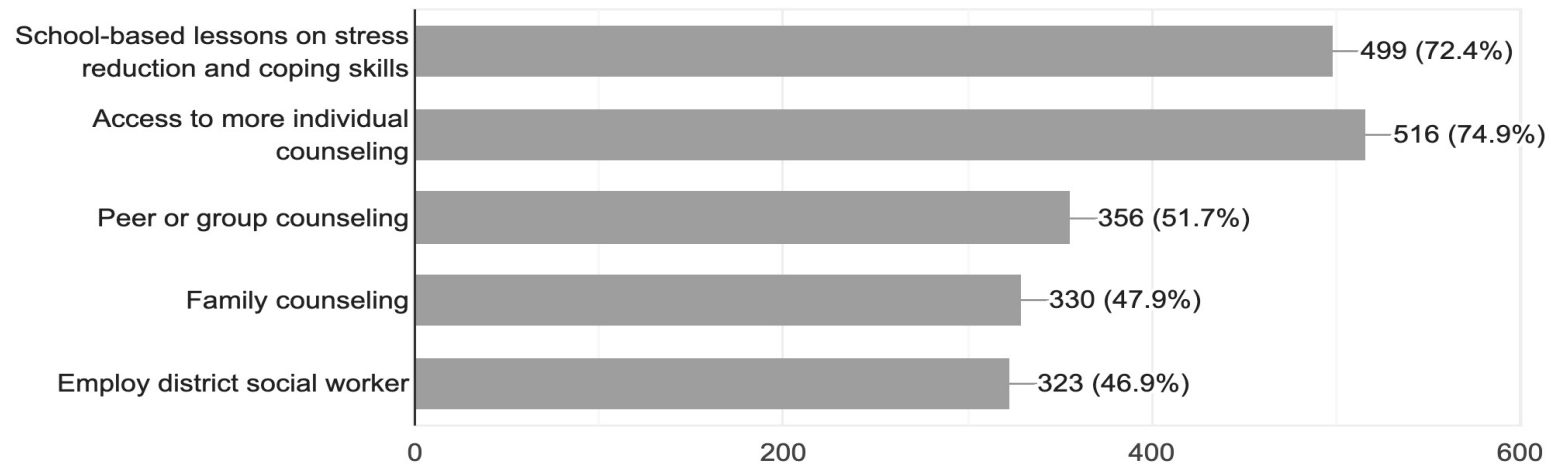


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ESSER III Community Survey Results

What strategies below are best if students need mental health support? Please check all that apply:

689 responses

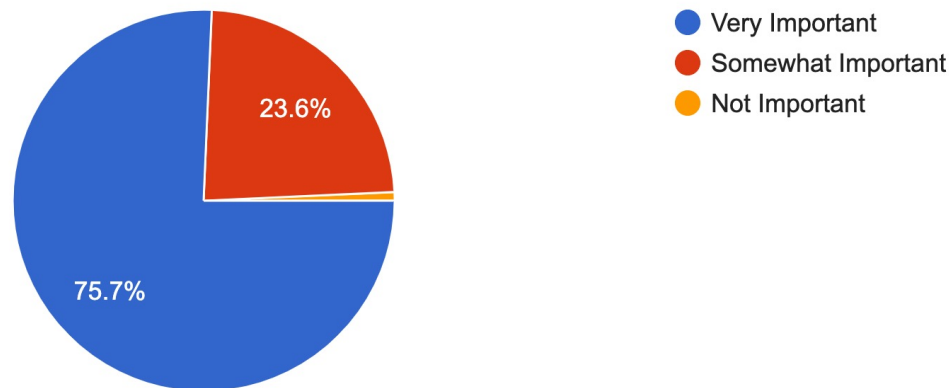


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ESSER III Community Survey Results

Technology (includes devices, software, connectivity, etc.)

699 responses

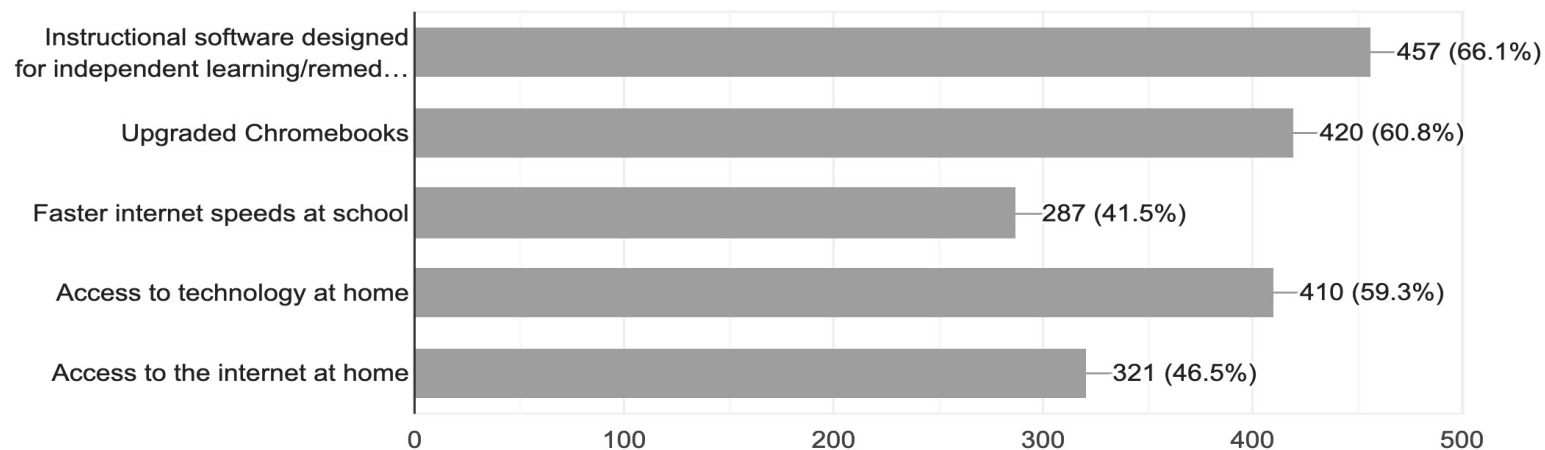


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ESSER III Community Survey Results

What strategies below are best if students need technology and/or technology support? Please check all that apply:

691 responses

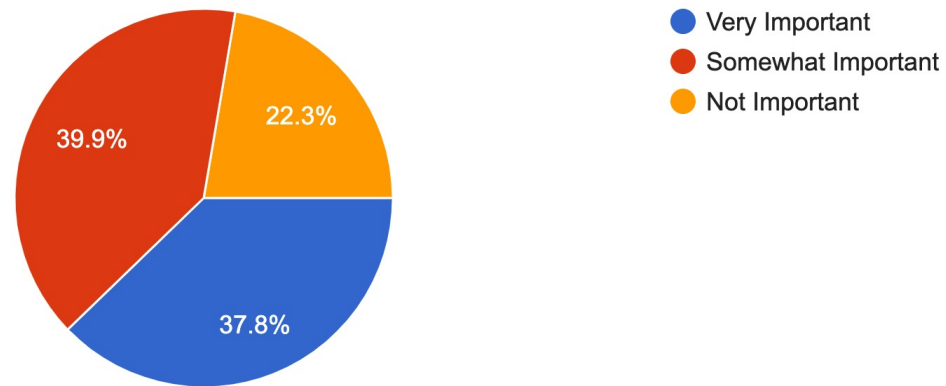


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ESSER III Community Survey Results

Personal Protective Equipment and COVID Prevention (to reduce virus transmission)

699 responses

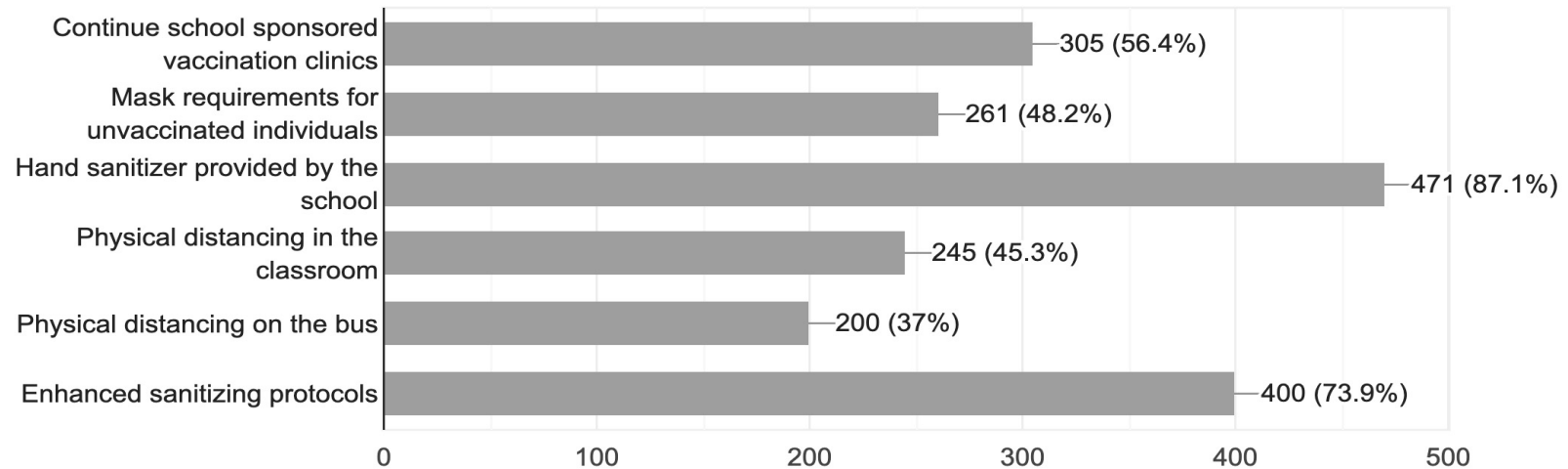


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ESSER III Community Survey Results

What strategies below are best to reduce virus transmission? Please check all that apply:

541 responses

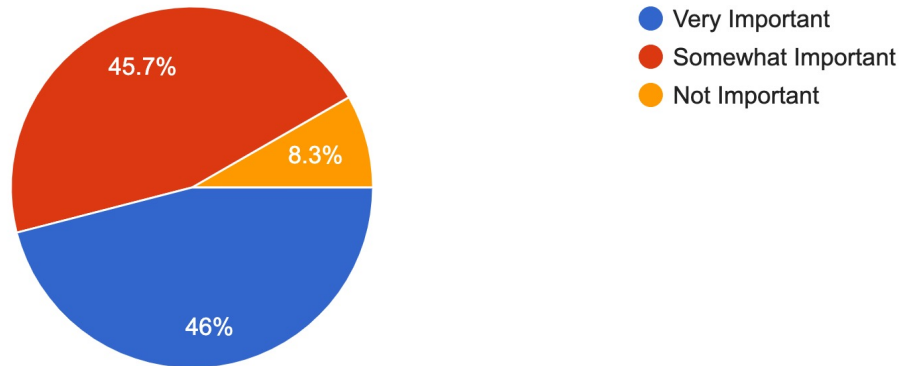


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ESSER III Community Survey Results

Applying Some of the ESSER III Funds to the District's Reserve Funds to Help Preserve the Financial Solvency of the District

698 responses



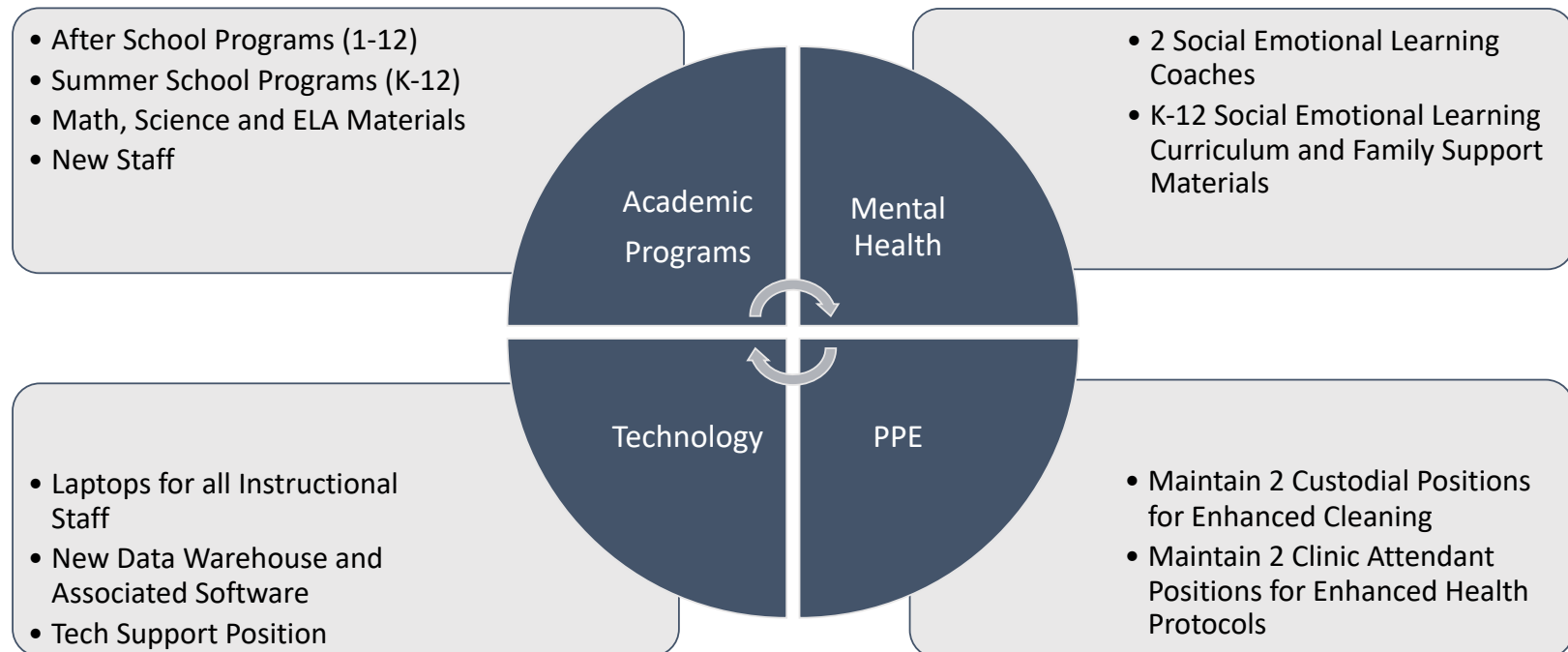
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ESSER III Budget Based on Community Survey Results

Area of Need	Rated Very Important	Total Budgeted
Academic Programs	86 %	\$4,600,000
Mental Health Services	86%	\$800,000
Technology	76%	\$1,260,000
District Reserves	46%	\$1,470,000
PPE	38%	\$670,000
		\$8,800,000

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ESSER III District Plan



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ESSER III District Plan – New Staff at a Glance

ECC	1 Kindergarten Interventionist
ELEM	3 Reading Specialists
MS	2 Intervention Lab Teachers
HS	1 Credit Recovery Teacher
DIST	4 Coaches (2 SEL Coaches, 1 Math, 1 ELA)

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Elementary and Secondary School Emergency Relief Fund

Questions and Comments