

# CONTINUITY OF SERVICE PLAN

## Safe Return to In-Person Instruction

District Name:	Warren City Schools
District Address:	105 High St. Warren, Ohio 44481
District IRN:	044990

LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA’s website such a plan that meets statutory requirements before the enactment of the ARP Act.

Required elements of local plans. The federal requirements go on to identify the elements of the most up-to-date Centers for Disease Control and Prevention (CDC) guidance that must be addressed in the plan:

1. WCS plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the following mitigation strategies:
  - Universal and correct wearing of masks;
  - Physical distancing (e.g., including use of cohorts/podding);
  - Handwashing and respiratory etiquette;
  - Cleaning and maintaining healthy facilities, including improving ventilation;
  - Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments;
  - Diagnostic and screening testing;
  - Efforts to provide vaccinations to educators, other staff and students, if eligible; and
  - Appropriate accommodations for children with disabilities with respect to the health and safety policies.
2. WCS plan describes how it will ensure continuity of services, including but not limited to services to address the students’ academic needs and students’ and staff social, emotional, mental health and other needs, which may include student health and food services.
3. WCS periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revises its plan as appropriate.

**Federal Reporting.** When LEAs submit the application to the Ohio Department of Education for ARP funding, it will include an assurance that the LEA will have a Safe Return to In-Person Instruction and Continuity of Services Plan posted on its website by June 24, 2021. The assurance also requires the LEA to periodically review the plan with its stakeholders.

**Public reporting.** In addition to the requirement that districts publicly post the continuity of service plans, the Ohio Department of Education will collect the website addresses for those plans and post them to the Ohio Department of Education website.

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#### Review Dates:

\_\_\_\_\_ : December 2021:

\_\_\_\_\_ : June 2022

\_\_\_\_\_ : December 2022

\_\_\_\_\_ : June 2023

*NOTE: To best protect the health of our students, employees, and visitors and to abide by requirements from recommendations from the Ohio Department of Health, Trumbull County Combined Health District, and the Warren City Health Department, the WCS may need to amend practices outlined in this plan.*

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### Universal Correct Wearing of Masks

<b>2021 – 2023</b>	<ul style="list-style-type: none"> <li>✓ Staff, students, and visitors must wear face coverings unless they have been fully vaccinated against COVID-19.</li> </ul>
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### Physical Distancing

<b>2021 – 2023</b>	<ul style="list-style-type: none"> <li>✓ Staff, students, and visitors are encouraged to maintain social distancing of six (6) feet to the extent possible.</li> <li>✓ When groups of ten (10) or more are gathered, pods shall be utilized. Each pod shall consist of no more than eight (8) staff, students, visitors.</li> </ul>
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### Handwashing and Respiratory Etiquette

<b>2021 – 2023</b>	<ul style="list-style-type: none"> <li>✓ Hand sanitizing stations, PPE (Masks, Sani-wipes, disinfectant spray) supplies are available.</li> <li>✓ Automatic watering stations and bottled water are available. Water fountains are not available for use.</li> <li>✓ Signage is displayed throughout the facility concerning respiratory etiquette.</li> <li>✓ Kleenex boxes are located in all classrooms, offices and meeting areas.</li> </ul>
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### Cleaning and Maintaining Healthy Facilities, including improving ventilation

<b>2021 – 2023</b>	<p><b>CLEANING</b></p> <ul style="list-style-type: none"> <li>✓ The custodial staff are trained and utilizes proper cleaning and disinfecting protocols.</li> <li>✓ Approved COVID-19 cleaning and disinfecting products are regularly utilized.</li> </ul> <p><b>VENTILATION</b></p> <ul style="list-style-type: none"> <li>✓ WCS ensures that all HVAC equipment is operating correctly through routine maintenance and filter changes, including fresh air return.</li> </ul>
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### Contact Tracing, in Combination with Isolation and Quarantine, in Collaboration with State, Local, Territorial or Tribal Health Dept.

<b>2021 – 2023</b>	<ul style="list-style-type: none"> <li>✓ The Trumbull County Combined Health District COVID-19 Protocol. (Attachment #1)</li> <li>✓ The Warren City Health District COVID-19 Protocol (aligns with TC Health District)</li> <li>✓ COVID-19 positive individuals shall notify their administrator or supervisors immediately.             <ul style="list-style-type: none"> <li>▪ What counts as close contact?                 <ul style="list-style-type: none"> <li>○ Were within six (6) feet of someone who is COVID-19 positive as verified by a proctored COVID-19 test.</li> </ul> </li> </ul> </li> </ul>
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### Diagnostic Testing and Screening

<b>2021 – 2023</b>	<ul style="list-style-type: none"> <li>✓ Employees suspected of COVID -19 exposure shall be referred to utilize an off-site testing provider or their primary care physician.</li> <li>✓ The Trumbull County Combined Health District COVID-19 Protocol will be followed. (Attachment #1)</li> <li>✓ The Warren City Health District COVID-19 Protocol (Aligns to the TC Health District)</li> </ul>
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### Efforts to Vaccinate Educators

<b>2021 – 2023</b>	<ul style="list-style-type: none"> <li>✓ In collaboration with the Warren City Health District and Akron Children’s Hospital, all employees had access to the mass vaccination clinic (February/March 2021.)</li> <li>✓ The WCS communicates with staff members the availability of vaccination clinics provided within the school district by Akron Children’s Hospital.</li> <li>✓ In collaboration with the Warren City Health District and Akron Children’s Hospital, students ages 16 to 18 had access to the vaccination clinic April 2021. Students ages 12 to 18 had access to a vaccination clinic May/June 2021.</li> </ul>
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#### Food Service

**2021 – 2023**

- ✓ WCS will follow guidance from the local health departments for safe dining.

#### Plan Availability

**2021 – 2023**

- ✓ The plan is posted on the Warren City Schools website homepage: [warrencityschools.org](http://warrencityschools.org)
- ✓ The plan may be translated for parents by contacting the Warren City Schools Supervisor of Technology at (330) 841-2321.

#### Student SEL

**2021 – 2023**

- ✓ The Warren City Schools utilizes various intervention programs, including SEL daily programming for students K-12, MTSS, the PBIS framework, school guidance counselors, Family Community Liaisons and community mental health partners to support students.
- ✓ Teachers shall monitor student attendance and behaviors.

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Instructional Needs	
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p><b>Address Determining Instructional Needs Here:</b></p> <p>Teachers will monitor student progress toward IEP goals. The IEP indicates frequency and the method used to report progress, portfolios, benchmark assessments, inventories and rubrics.</p>	
<b>Documenting Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>documented</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Clear instructional plans have been created</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p><b>Address Documenting Instructional Needs Here:</b></p> <p>Goal for the 2021-2022 school year is to have students attend face to face instruction five days per week. The instruction will be focused on state standards as well as focused intervention time each day to close gaps and have students work on strengthening the foundational skills necessary for academic success. Work will be completed both in print and electronic format.</p> <p>The WCS will be offering a blended learning option for students that meet the application criteria in grades 1-12.</p> <ul style="list-style-type: none"> <li>● <i>Digital &amp; Nondigital Instruction</i></li> <li>● Digital and non-digital instruction is provided to students to allow for flexibility and variance in the delivery of education. <ul style="list-style-type: none"> <li>○ Students can access the instruction at any time - students self-pace their learning with teacher oversight to keep students on pace to complete courses.</li> <li>○ Teachers provide additional academic support digitally using videos, assignments from district materials or supplemental materials which students work independently on and submit.</li> <li>○ Students and teachers communicate through Remind, Team Meets, Teams chat, other digital platforms, and/or by telephone and regularly scheduled face to face interactions.</li> <li>○ For high school students, through the acceptance into the online learning, students and families, in conjunction with the school will be able to determine a hybrid schedule for both online and in person learning.</li> </ul> </li> </ul>	

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### Determine competency, granting credit, & promoting students to a higher grade level

<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
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<b>Determine Competency</b>	What will method(s) be used to <b>determine competency</b> for remote learning?  Possible/Optional item(s) to consider: - Developed and communicated a plan for determining competency (grading and assessments)
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**Address Determining Competency Here:**

Standard grading policies will continue to be in effect. There will be a combination of both formative and summative assessments.

- K-8 use NWEA Map for district benchmarks
- K-12 Study Island, Edmentum (Exact Path), Kahn Academy provide opportunities for growth
- Headsprouts and Heggerty for foundational supports in ELA for K-3

Teachers shall provide feedback to students on each assignment to allow for reflection and continued learning. For students struggling with any concept or in any content area teachers shall provide additional instruction and conferencing time (documented) to assist students with clarification to allow learning to occur.

In addition to the above items for all students, progress monitoring of IEP Goals. IEP indicates frequency and the method used to report progress: i.e. work samples, observation, checklist, anecdotal records, curriculum-based assessments, portfolios, benchmark assessments, inventories and rubrics.

<b>Granting Credit</b>	What will method(s) be used for <b>granting credit</b> for remote learning?  Possible/Optional item(s) to consider: • Developed and communicated a plan for granting credit (grading and assessments)
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**Address Granting Credit Here:**

Standards-Based Grading Prek-12

- The Report Card is based on essential learning standards for each grade. Teachers will continue to provide standards-based learning opportunities for students.

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- Students will be assessed on satisfactory achievement toward meeting grade-level expectations during in person and remote learning. Students will be given multiple opportunities to work toward improving their progress.
- Student grading occurs quarterly along with interim reports on progress as specified on the students IEP.

Credit will be awarded to students that successfully meet course requirements. Will use the Board adopted grading policy.

<b>Promoting Students</b>	<p>What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>- Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
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**Address Promoting Students to a Higher Grade Level Here:**

Teachers will play the primary role in making grading decisions regarding student performance. Teachers will consider the totality of the student’s performance on the course or grade-level curriculum as it was delivered during the entire school year.

Teachers and principals should make decisions to promote or retain students while keeping the child’s best interest in mind. All decisions to promote or retain will adhere to Board policy.

Credit will be earned by the child’s successful completion of the course.

The Preschool program will continue to implement transition procedures from preschool to Kindergarten.

### Attendance and participation

<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	<p>What are your school district’s <b>attendance requirements</b> for in person/remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Created a communication and attendance plan for staff and students</li> </ul>

**Address Attendance Requirements Here:**

- Communication Trackers will be maintained by each teacher and turned in to their supervising principal for review. This communication document should include contact made/attempted, mode of contact, outcome.
- Attendance will be monitored as required by State law.

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- Looking for each student to engage authentically at minimum 93% of the time.
- Utilize district staff, School Community Family Liaisons, along with other staff to conduct home visits for those not engaging in learning.

<b>Participation Requirements</b>	<p>How will your school district document <b>student participation</b> in both blended and in person learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Created a plan for documenting student participation in remote learning</li> <li>● Communicated the plan with families and other stakeholders</li> </ul>
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### Address Student Participation Requirements Here

Daily attendance, completion of assignments/assessments, the use of prescribed intervention will be monitored to determine student participation and effectiveness for students.

Communication Trackers will be maintained by each teacher and turned in to their supervising principal for review. This communication log should include contact made/attempted, mode of contact, outcome.

We are grateful for the many community partners, behavioral health experts, churches, 501-C3 organizations, and other organizations that have supported our students and families to keep students engaged in their learning and remain connected to school.

- **Community Partnerships**
  - WCS will continue to distribute ongoing information to local agency outreach support. (United Way, Community outreach programs)
  - **Behavior Health Supports**
  - Parents that have any concern for their child should reach out directly to either their child’s principal or guidance counselor at his/her school.
  - The district recognizes the importance of consistent and continued care for our students who access our school-based mental health services; therefore, we have contacted each of our mental health partners, continuing to provide access to mental health services, within and outside of the school building.
  - Parents are informed that any specific questions or concerns should be directed to your student’s therapist and treatment provider.
  - Administrators, teachers, school psychologists, counselors and family and community liaisons will reach out to families to ensure they have open lines of communication.

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Progress monitoring	
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>- Developed a Plan to monitor student progress with remote learning</li> </ul>
<b>Address Monitoring Student Progress Here:</b>	
<p>Progress monitoring will occur through ongoing use of formative, summative and district created checkpoints of student learning. Through RIMPs in K-3, Data Conferences K-12 with teachers regarding student progress, and interventions monitored by SSI's and building principals.</p> <p>The WCS has a strong foundation in Social and Emotional Learning (SEL) for students in grades K-12. There is dedicated time daily to address the five competencies through explicit instructional time and then integrated throughout the school day.</p> <p>Students and families will have access to community partners, behavioral health experts, churches, 501-3c organizations, and other organizations that have supported our students and families to keep students engaged in their learning and remain connected to school.</p> <p>WCS ensures that students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs). The Communication Tracker captures the conversation that intervention specialists and related services personnel have with parents. All contacts are documented.</p> <ul style="list-style-type: none"> <li>● Special education guidance is provided to all special education staff through weekly meetings, professional development or general support sessions regarding ETR and IEP meetings during the school year.</li> <li>● Special Education staff make available assistive technology for students with disabilities based upon need identified in the IEP.</li> </ul> <p>Students identified as LEP and those with WEP's will also have supports in place to assist them academically as needed.</p>	

Equitable access	
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Parent/Student surveys have been reviewed</li> </ul>

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### Safe Return to In-Person Instruction

- Technology Plan has been created to ensure equitable access

**Address Equitable Access to Quality Instruction Here:**

- All learners will have access to technology in a one-to-one computing environment.
  - 1:1 devices are assigned on loan to each student to take home

A technology plan has been developed through the WCS to ensure each student has access to technology and a device. The device and access will be provided to the student both at school and home.

### Professional learning

**Resource Link(s):**

[Professional Learning Needs](#)

**Professional Learning**

What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful?

Possible/Optional item(s) to consider:

- Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

**Address Professional Learning/Development Here:**

The WCS Office of Curriculum and Instruction as well as individual buildings support professional development throughout the District. Preschool staff participates in District PD aligned to topics that are relevant and aligned to preschool as well as participates in Step Up To Quality professional development.

### ATTACHMENT #1

# CONTINUITY OF SERVICE PLAN

## Safe Return to In-Person Instruction

### PROTOCOL FOR TRUMBULL COUNTY FRONT-LINE SCHOOL SCREENING

Updated 05-27-2021/SS

