

District Name:	Kalida Local Schools
District Address:	301 N. 3 rd Street, Kalida, OH 45853
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Kalida Local Schools 2021-2022 Continuity of Service Plan

The recently passed American Rescue Plan (ARP) provides substantial federal resources to support states and local school districts. Recent federal guidance clarifies expectations for states and districts, including the development of a state plan that must be approved by the U.S. Department of Education before the remaining one-third of the federal funds can be allocated. That state plan is under development and will be posted for public feedback in late May before submission to the U.S. Department of Education prior to the June 7 deadline.

The federal template also includes a requirement that districts and community schools receiving American Rescue Plan funds must publish local “Safe Return to In-Person Instruction and Continuity of Services Plans” by June 24, 2021. Each district and community school should post the plan on its local website and then submit the website address that links directly to the plan to continuityplan@education.ohio.gov by June 24.

Districts and community schools were notified of the requirement for establishing a Safe Return to In-Person Instruction and Continuity of Services Plan in a Comprehensive Continuous Improvement Plan (CCIP) note on May 7. The LEA ARP Elementary and Secondary School Emergency Relief Fund (ESSER) Application and CCIP Note 472 provide steps and instructions for addressing plan requirements.

According to the U.S. Department of Education,

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. Each LEA 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:
 - o Universal and correct wearing of masks;
 - o Physical distancing (e.g., including use of cohorts/podding);
 - o Handwashing and respiratory etiquette;
 - o Cleaning and maintaining healthy facilities, including improving ventilation;
 - o Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments;
 - o Diagnostic and screening testing;
 - o Efforts to provide vaccinations to educators, other staff and students, if eligible; and
 - o Appropriate accommodations for children with disabilities with respect to the health and safety policies.

Universal & Correct Wearing of Masks

- *The Kalida Local Schools will follow all recommendations from the CDC, Ohio Department of Health and Putnam County Department of Health regarding masks. Signage will be posted on the correct wearing of masks. The Superintendent reserves the right to require masks for all students and staff in the event of increased cases within Kalida Local School District.*

Physical Distancing

- *The Kalida Local Schools will follow all recommendations from the CDC, Ohio Department of Health and Putnam County Department of Health regarding physical distancing. K-3 classrooms will remain self-contained and signage will be posted throughout the building.*

Handwashing & Respiratory Etiquette

- *At Kalida Local Schools, handwashing will be encouraged and practiced throughout the day. Signage will be posted within each building on handwashing and respiratory etiquette. Additionally, both buildings will have multiple and highly visible hand sanitizer stations placed in high traffic areas.*

Cleaning & Maintaining Healthy Facilities/Improving Ventilation

- *Kalida Local Schools has adjusted its custodial and maintenance duties to give more attention to wiping down and sanitizing/cleaning high touch areas throughout the building. The district has also utilized electrostatic sprayers to assist in sanitation needs, as needed.*

Contact Tracing/Isolation/Quarantine

- *The Kalida Local Schools will follow all recommendations from the CDC, Ohio Department of Health and Putnam County Department of Health regarding physical distancing. Adjustments to these recommendations will likely occur throughout the 2021-22 school year.*

Diagnostic & Screening Testing

- *Kalida Local Schools staff and administration will consult with health officials and office staff to best determine how to proceed with suspected cases based on symptoms and professional assessment. This is subject to change if the number of cases increases over a one week period.*

Vaccinations

- *Kalida Local Schools will defer to the Putnam County Department of Health and district parents to determine the best path forward for individual student vaccinations. In February and March of 2021, the Putnam County ESC hosted a COVID-19 vaccination clinic for all Putnam County School staff members who had registered to take the COVID-19 vaccine.*

Accommodations for Children with Disabilities

- *Kalida Local Schools, if determined as a necessity, will offer blended or remote learning for students with a disability that prevents them from attending school in-person. Additionally, if necessary, the district will provide disabled students with Personal Protective Equipment (PPE) when necessary to ensure safety in any and all in-person learning environments.*

The Plan:

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.

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 & issues and prepare its plan in a way that responds appropriately & 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 & extended learning opportunities.

Identifying Academic Needs

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)?*

Spring 2021

- Administer Spring State Testing
- Contact classroom teachers for recommendations
- Identify students who are at-risk for not graduating through teachers and assessments
- Process a course failure report to identify high school students in need of credit recovery
- Enroll students in summer intervention courses

Summer 2021

- Deliver five weeks of summer intervention to identified students, addressing learning loss.
- Work with the Putnam County Educational Service Center (PCEC) to coordinate partnerships to provide mental health and wellness supports for students, if necessary

2021-22 School Year

- Identify and implement high-quality student data (HQSD) as part of OTES 2.0
- Having already identified next year's second grade group as high capacity/high loss of learning due to remote learning in Spring of 2020, we will add a fourth section to reduce student-teacher ratio from 20-1 to 15-1. We will then determine if this lower ratio is to continue.
- Teachers will continue to analyze HQSD data to identify critical instructional and/or curriculum deficiencies and subsequently implement necessary instructional changes
- The district will also repeat procedures listed in Spring 2021 (testing, at-risk identification, etc.)

2022-23 School Year

- Identify and implement high-quality student data (HQSD) as part of OTES 2.0
- Teachers will continue to analyze HQSD data to identify critical instructional and/or curriculum deficiencies and subsequently implement necessary instructional changes
- The district will also repeat procedures listed in Spring 2021 (testing, at-risk identification, etc.)
- Continue to reflect, revise and refine 2021-22 Continuity of Services Plan

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers:

- *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.)?*

Spring 2021

- Conference with at-risk students/parents at the middle and high school level to address credit deficiencies.
- Provide credit recovery options for at-risk high school students, if necessary.
- Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc.
- Counsel and educate at-risk students about alternative graduation options, if necessary (work-based learning, credential opportunities)
- Offer 5 weeks of summer intervention for students in grades K-7.

Summer 2021

- Provide summer school for students identified with learning loss, academic needs, and/or credit deficiencies. Transportation will be provided, if necessary.
- District leadership, in consultation with summer school teachers, will assist staff in addressing learning gaps and deficiencies.

2021-22 School Year

- Provide evidence-based intervention services for students that have been identified as academically deficient or at-risk
- We will add a fourth section of second grade to reduce student-teacher ratio from 20-1 to 15-1.
- Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc.
- Provide credit recovery for at-risk high school students.

2022-23 School Year

- Provide evidence-based intervention services for students that have been identified as academically deficient or at-risk
- Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc.
- Provide credit recovery for at-risk high school students.
- Continue to reflect, revise and refine 2021-22 Continuity of Services Plan

Approaches to Identify Social & Emotional Needs

Impacted Students:

- *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)?*

Spring 2021

- Conference with at-risk students/parents at the middle and high school level to address issues of anxiety, depression, etc., if necessary or requested.
- Make staff aware of possibilities of social & emotional risks through bulletins and professional development opportunities, such as Safe Schools.

Summer 2021

- Post resources on school social media and district website referencing support guides where students/families may turn for help.

2021-22 School Year

- Provide professional development opportunities for staff to identify students with social and emotional needs.
- Guidance Counselor will promote opportunities to discuss social and emotional issues.
- Support an anonymous contact for students to search for support.
- Hold small group student led sessions in grades 5-8 for students to discuss relevant topics
- Teachers in grades K-4 may refer students to the elementary mental health counselor.

2022-23 School Year

- Provide professional development opportunities for staff to identify students with social and emotional needs.
- Guidance Counselor will promote opportunities to discuss social and emotional issues.
- Support an anonymous contact for students to search for support.
- Hold small group student led sessions in grades 5-8 for students to discuss relevant topics
- Teachers in grades K-4 may refer students to the elementary mental health counselor.

Approaches to Address Social & Emotional Needs

Approaches & Removing/Overcoming Barriers:

- *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.)?*

Spring 2021

- Check in regularly with at-risk students.
- 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.
- Run focus groups emphasizing connectedness, self-esteem, coping skills, and positive thinking
- Leverage existing community mental health collaborations/partnerships
- School counselors meet with students in small groups to determine and meet needs.
- School counselor work with district administration to implement all of the above services
- Teachers in grades K-4 refer students to elementary mental health counselor after securing parental permission.

Summer 2021

- Provide summer mental health services through community partnerships.
- Provide services to individual students as needs arise.
- Students attending summer school sessions will continue to be assessed for social and emotional needs.
- Refer at-risk students to community partners for counseling as needed.

2021-22 School Year

- Utilize data from needs assessment to inform a multi-tiered system of supports for individual students, small groups, and the entire student body.
- Expand/continue focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, healthy boundaries, positive thinking, etc.
- Expand/enhance community mental health collaboration/partnerships
- Check in regularly with at-risk students.
- Leverage existing community mental health collaborations/partnerships.
- School counselor work with district administration to implement all of the above services

2022-23 School Year

- Utilize data from needs assessment to inform a multi-tiered system of supports for individual students, small groups, and the entire student body.
- Expand/continue focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, healthy boundaries, positive thinking, etc.
- Expand/enhance community mental health collaboration/partnerships
- Check in regularly with at-risk students.
- Leverage existing community mental health collaborations/partnerships.
- School counselors meet with students in small groups to determine and meet
- needs.
- School counselor work with district administration to implement all of the above services
- Continue to reflect, revise and refine 2021-22 Continuity of Services Plan