

Ottoville Local School

2021-22 Continuity of Services Plan

District Name:	Ottoville Local School District
District Address:	650 W. Third Street Ottoville, OH 45876
District Contact:	Scott Mangas
District IRN:	049387

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:

- 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.

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Universal & Correct Wearing of Masks

- *The Ottoville Local School District 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 the Ottoville Local School District.*
- *Face coverings will be dependent on vaccination status, covid-19 symptoms/diagnosis and age of student. State and local guidelines will be consulted on a daily basis.*

Physical Distancing

- *The Ottoville Local School District will follow all recommendations from the CDC, Ohio Department of Health and Putnam County Department of Health regarding physical distancing. K-5 classrooms will remain self-contained and signage will be posted throughout the building.*

Handwashing & Respiratory Etiquette

- *At Ottoville Local School District hand washing will be encouraged and practiced throughout the day. Signage will be posted within each building on handwashing and respiratory etiquette. Additionally, the K-12 building will have hand sanitizer stations placed in high traffic areas.*

Cleaning & Maintaining Healthy Facilities/Improving Ventilation

- *The district adjusted its custodial and maintenance duties to give more attention to wiping down and sanitizing/cleaning high touch areas throughout the building. The district also utilized funds to purchase updated HVAC control systems for the building's air handlers, thereby improving the building's air ventilation.*

Contact Tracing/Isolation/Quarantine

- *The Ottoville Local School District 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.*

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Diagnostic & Screening Testing

- *The Ottoville Local School District staff and administration will consult with our county school nurses and office staff to best determine how to proceed with suspected cases based on symptoms and professional assessment.*

Vaccinations

- *The Ottoville Local School District 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

- *The Ottoville Local School District, 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.*

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.)

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- 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
- Identify students who are at-risk for not graduating
- Process a course failure report to identify high school students in need of credit recovery
- Enroll, if needed, students in extended school year services such as 1-on-1 tutoring and summer school

Summer 2021

- Analyze state testing data, once received, to determine additional summer school programming students
- Monitor student completion of summer school programming.
- Work with the Putnam County Educational Service Center (PCESC) to coordinate partnerships to provide mental health and wellness supports for students

2021-22 School Year

- Identify and implement high-quality student data (HQSD) as part of OTES 2.0 • Teachers will conduct a gap analysis from 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

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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.
- Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc.
- Counsel and educate at-risk students about alternative graduation options (work-based learning, credential opportunities, JVSD options)

Summer 2021

- Provide extended school year / summer school for students identified with learning loss, academic needs, and/or credit deficiencies.
- District leadership in consultation with the PCECSC, will develop professional development opportunities to assist staff in addressing learning gaps and deficiencies.
- District leadership will work to foster partnerships and relationships with area businesses and IHE's to promote work-based learning (WBL) opportunities for at-risk students

2021-22 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 and WBL options for at-risk high school students.

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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 credit deficiencies.
- Provide credit recovery options for at-risk high school students.
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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. • Examples of multi-tiered support systems could include but may not be necessarily limited to the following: Peer focus groups, SEL curriculum at multiple grade levels, task-related duties that help build individual self esteem
- Run focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, and positive thinking (e.g. Ruling our Experiences group).
- 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

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.

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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.
- Examples of multi-tiered support systems could include but may not be necessarily limited to the following: Peer focus groups, SEL curriculum at multiple grade levels, task-related duties that help build individual self esteem
- Expand/continue focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, healthy boundaries, positive thinking, etc. (e.g.
- Expand/enhance community mental health collaboration/partnerships
- Check in regularly with at-risk students.

- Leverage existing community mental health collaborations/partnerships.
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