

# Edgerton Local School District

111 East River Street, Edgerton, OH 43517



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## **Introduction and Necessity of Continuity Plan**

During the past two school years, the Edgerton Local School District provided the best educational offerings possible for students while under pandemic restrictions, whether instruction and curriculum was selected by parents to be delivered onsite or through remote (at-home) learning. After experiencing the past two school years, our belief is that most students learn best when instruction is delivered in a physical setting that includes their teachers and peers. We have been able and plan to continue providing onsite learning for students. Since the pandemic conditions are on a downward trend, it is our plan to return to onsite learning for all students and that remote learning will not be an educational option, at least not in the foreseeable future.

The recently passed American Rescue Plan (ARP) provides federal resources to support state and local initiatives intended to respond to the long-term impact of the COVID-19 pandemic. In order to receive ARP funds, school districts must develop a plan for a safe return to in-person instruction and the continuity of student services. Since we have been experiencing safe in-person learning, it should be an easy transition for our District to continue providing onsite learning for all students.

Edgerton's continuity plan was developed with stakeholder feedback and will be reviewed at least every six months and revised as necessary through September 30, 2023. When deemed appropriate, the Superintendent will make amendments to the plan on behalf of the school district and the most current plan will be posted on the District's website.

## **MITIGATION STRATEGIES**

To extent possible, the District will return to a pre-pandemic educational learning environment. If conditions and corresponding mandates change, the District will review conditions and make necessary changes to protocols. The following are mitigation protocols designed for a return to a regular learning environment:

- **Physical distancing** will return to pre-pandemic conditions. However, to the extent practical, physical distancing will be encouraged in all settings.
- **Hand washing** and sanitizing will be encouraged at frequent intervals. Sanitizing stations will be available at entry and exit points of the building.
- **Facility cleaning** protocols will return to pre-pandemic routines, but sanitation will continue on a regular basis. If an outbreak of any contagious disease occurs, additional cleaning and sanitizing will take place. Improved airflow (increased ventilation using outdoor air) will continue.
- **Universal Facemask wearing** will not be expected. However, if a student (or parent/visitor) prefers to wear a facemask, mask wearing will be permitted.

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- **Contact tracing** will be based on guidance for all infectious diseases and will follow protocols established by state and local health departments.
- **Vaccinations** have been and will continue to be encouraged for students and employees. Almost 40% of staff members have been vaccinated to help mitigate the risk of contracting or spreading the COVID-19 virus.
- **Arrival & Dismissal** of students will continue to be staggered to avoid congestion. Unless conditions warrant, student and staff temperatures will not be taken upon entering the building and facemasks will not be provided on buses or at school. To the extent practical, students will be separated on buses to promote social distancing and appropriate bus behavior.
- **Diagnostic and screening tests** will be available for students and staff.
- **Cafeteria seating** for students will continue to be socially distanced to the extent possible. Traffic flow to and from the cafeteria will continue to be in one direction to the extent possible to minimize cross traffic patterns.
- **Playground** zones will continue to be enforced to avoid mingling of various student groups, which will help with contact tracing (if needed).
- **Student activities** (extra-curricular and curricular) will proceed as normal unless a governing body, such as the OHSAA, mandates specific protocols. Accommodations will be made for children with disabilities.



## SECTION ONE

### IDENTIFYING ACADEMIC NEEDS OF IMPACTED STUDENTS

<b>Spring 21</b>	<b>Identifying Academic Needs</b>
<b><u>Edgerton Elementary (K – 6):</u></b>	
<p>Edgerton Elementary uses the following to measure its students' academic performance: DIBELS; STAR Reading; Ohio State Practice Test; McGraw-Hill Wonders Reading Weekly Assessment and Unit Assessments; Moby Max; Pearson Math assessments; Ascend Math; Star Math; IOWA; COGAT; Formative; Summative; Restart Readiness Checkpoint and Benchmark assessments.</p> <p>Edgerton Elementary is experiencing an influx of newly qualified IEP students, likely as a result of the COVID shutdowns. Many students who were already "at risk" or borderline declined significantly, causing them to struggle this year and many are now qualifying for specialized services. The ETR process has qualified a larger percentage of students for special education services than is typical. Having more students qualify for specialized services is a positive step, but our special education staff is struggling to keep up with the increased caseload and to provide services for a higher numbers of students. The elementary special education program has a high proportion of third grade students with deficits in learning that have not been in school due to COVID (homeschooling and distance learning), and have returned to school near the end of third grade. Some special education students who have missed significant onsite instruction due to quarantines are not making adequate progress. Due to delays in reading and the lack of in-person instruction, many students are behind and not able to keep up with their peers, especially in the areas of reading, math, science, and social studies.</p> <p>Third graders took the Third Grade Reading Guarantee assessment in the fall of 2020. There were 12 students who did not pass the test. This is typical for the fall assessment, but the percentage of failure is higher this year. Analyzing the data from items missed on state tests helps guide what standards need to be addressed before spring testing. Drastic improvement took place on Spring Test with only 3 students not passing. Those students have been referred for Special Education testing and potentially SPED services.</p> <p>Comparing data from previous years to this year helps to determine what was lost from the statewide school shutdown during the spring of 2020.</p> <p>Some remote learning students are failing to turn items in on time or are not turning items in at all.</p>	
<b><u>Edgerton JH/HS (7 – 12):</u></b>	
<p>Edgerton JH/HS is using the following to measure its students' academic performance: STAR Reading; Ohio State Practice Test; HMH Math assessments; iReady Math; Star Math; CogAT; Formative; Summative; Restart Readiness Checkpoint and Benchmark assessments.</p> <p>Edgerton JH/HS is experiencing an influx of newly qualified IEP students, which we believe is a direct result of the COVID shutdowns. Many students who were already "at risk" or borderline declined significantly, causing them to struggle this year and many are now qualifying for specialized services. The ETR process has qualified a larger percentage of students for special education services than is typical. Having more students qualify for specialized services is a positive step, but our special education staff is struggling to keep up with the increased caseload and to provide services for a higher numbers of students. Some special education students who have missed significant days of school due to quarantines are not making adequate progress. Due to delays in reading and the lack of in-person instruction, many students are behind and not able to keep up with their peers, especially in the areas of reading, math, science, and social studies.</p>	

Summer 21	Identifying Academic Needs
<p><b><u>Edgerton Elementary (K – 6):</u></b> Continue identifying academic needs as outlined in Spring 2021</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Continue identifying academic needs as outlined in Spring 2021</p>	

2021–2022	Identifying Academic Needs
<p><b><u>Edgerton Elementary (K – 6):</u></b></p> <p>Continue identifying academic needs as outlined in Spring &amp; Summer 2021. In addition:</p> <ol style="list-style-type: none"> <li>1. Implement a performance-tracking tool, such as <b><i>I Ready</i></b>, to better identify and track the academic progress of all students, especially those who need intervention.</li> <li>2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying causes of each student's excessive absences in order to improve academic performance.</li> </ol> <p><b><u>Edgerton JH/HS (7 – 12):</u></b></p> <p>Continue identifying academic needs as outlined in Spring &amp; Summer 2021. In addition:</p> <ol style="list-style-type: none"> <li>1. Implement a performance-tracking tool, such as <b><i>Performance Matters or Mastery Connect</i></b>, to better identify and track the academic progress of all students, especially those who need intervention.</li> <li>2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying causes of each student's excessive absences in order to improve academic performance.</li> </ol>	

2022– 2023	Identifying Academic Needs
<p><b><u>Edgerton Elementary (K – 6):</u></b> Continue identifying academic needs as outlined in Spring &amp; Summer 2021, as well as in school year 2021 - 2022.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Continue identifying academic needs as outlined in Spring &amp; Summer 2021, as well as in school year 2021 - 2022.</p>	

## **SECTION TWO**

### **APPROACHES TO ADDRESS ACADEMIC GAPS**

Spring 21	Approaches to Address Academic Needs
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**Edgerton Elementary (K – 6):**

Edgerton Elementary has five elementary aides; one aide(para-professional) is assigned to K – 3 for Cross Categorical instruction and 4 to grades K – 6 for reading and math intervention. Several high school students are volunteering to work with elementary students who need additional assistance.

A new remote instructor was employed in Fall 2020 to work with remote students in grades K – 6. The instructor has worked effectively with remote students and their families, and has been a vital component of our efforts to create a smooth transition for students returning from remote instruction, homeschooling, or online charter schools. When remote students or others with identified gaps in learning begin onsite instruction, the remote instructor works with them to address each student's identified deficits.

Computer-based instruction is utilized to target and address learning loss. Programs such as iReady Math, STAR, Study Island, Reading Eggs, and Moby Max are used to individualize instruction and monitor progress. Funding for programs to address learning loss is essential to continue providing supports and interventions for students who are below grade level.

Some students stay after school to complete work and receive additional instruction and intervention. Others have been assigned Saturday School sessions for additional assistance.

In late February and continuing until spring assessments, tutoring is offered three times a week, before school hours, for students who did not pass the fall Third Grade Reading assessment.

The following interventions are used in the classroom setting: differentiation; spiraling; re-teaching & re-assessment; online assignments (game activities to reinforce content); small groups; co-teaching; one-on-one remediation; leveled readers and assessments (Wonders); peer editing; peer assistance; and extended time.

**Edgerton JH/HS (7 – 12):**

Remote students in grades 8 – 12 use the NOVA program for curriculum and instruction. NOVA is also used for credit recovery for students in grades 9 – 12. Several high school students are volunteering to work with 7 – 12 students who need additional assistance. Junior High students who chose remote learning received instruction from core curriculum teachers using Google classroom.

A Cross Categorical Classroom with one teacher and one para-professional is provide to low functioning students grades 7-12 for Extended Standard curricular instruction.

Computer-based instruction is being utilized to target and fill gaps in learning. Programs such as Ascend Math provide individualized instruction and monitor progress. Continued funding for Ascend Math is essential to provide supports and interventions for students who are below grade level. STAR testing is being used to track progress in reading and math.

Some students stay after school to complete work and receive additional instruction and intervention. Others have been assigned Saturday School sessions for additional assistance.

The following interventions are used in the classroom setting: differentiation; spiraling; re-teaching & re-assessments; online assignments (game activities to reinforce content); small groups; co-teaching; one-on-one remediation; leveled readers and assessments (Wonders); peer editing; peer assistance; and extended time.

Summer 21	Approaches to Address Academic Needs
<p><b><u>Edgerton Elementary (K – 6):</u></b></p> <p>Reading and math instruction will be the core content focus for students in kindergarten through grade six. Due to the large number of students who are significantly behind in foundational competences, direct instruction in reading foundational skills will be offered remotely, onsite, or as a blend of the two instructional modalities.</p> <p>Once gaps are identified, tutoring will be offered to students in their specific areas of deficiency. According to a number of recent studies, tutoring is believed to be the most important intervention to address gaps in learning. To remove obstacles to summer learning and tutoring, a blend of remote and onsite learning will be offered to students with identified learning loss. To enhance the onsite learning experience, nutritious snacks or meals and transportation will be offered to students without charge.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b></p> <p>Reading, math, science and social studies instruction will be the core content focus for students in grades seven through twelve.</p> <p>Once gaps are identified, tutoring will be offered to students in their specific areas of deficiency. According to a number of recent studies, tutoring is believed to be the most important intervention to address gaps in learning. To remove obstacles to summer learning and tutoring, a blend of remote and onsite learning will be offered to students with identified learning loss. To enhance the onsite learning experience, nutritious snacks or meals and transportation will be offered to students without charge.</p>	

**2021–2022**

**Approaches to Address Academic Needs**

**Edgerton Elementary (K – 6):**

Continue addressing academic needs as outlined in Spring & Summer 2021. In addition, implement the following approaches:

1. Schedule regular tutoring/intervention times with students who still show gaps in learning.
2. Assign all available aides to monitor certain at-risk groups.
3. Purchase new textbooks to replace those that are out of date.
4. Increase the number of teacher manuals, resources, textbooks, workbooks, and online licenses to curriculum materials so all Intervention Specialists and Tutors have access to the grade level resources they need.
5. Offer before and/or after school tutoring for students who are behind in core content areas, especially reading and math.

**Edgerton JH/HS (7 – 12):**

Continue addressing academic needs as outlined in Spring & Summer 2021. In addition, implement the following approaches:

1. Schedule regular tutoring/intervention times with students who still show gaps in learning.
2. Assign all available aides to monitor certain at-risk groups.
3. Purchase new textbooks to replace those that are out of date.
4. Increase the number of teacher manuals, resources, textbooks, workbooks, and online licenses to curriculum materials so all Intervention Specialists and Tutors have access to the grade level resources they need.
5. Offer before and/or after school tutoring for students who are behind in core content areas, especially reading and math.



2022– 2023	Approaches to Address Academic Needs
	<p data-bbox="199 212 568 239"><b><u>Edgerton Elementary (K – 6):</u></b></p> <p data-bbox="199 239 1336 302">Continue addressing academic needs as outlined in Spring &amp; Summer 2021, as well as in school year 2021 - 2022.</p> <p data-bbox="199 384 513 411"><b><u>Edgerton JH/HS (7 – 12):</u></b></p> <p data-bbox="199 411 1336 474">Continue addressing academic needs as outlined in Spring &amp; Summer 2021, as well as in school year 2021 - 2022.</p>

### **SECTION THREE**

#### **IDENTIFYING SOCIAL & EMOTIONAL NEEDS**

<b>Spring 21</b>	<b>Identifying Social &amp; Emotional Needs</b>
<b><u>Edgerton Elementary (K – 6):</u></b>	
<p>The following are used to identify students who need social and emotional supports:</p> <ol style="list-style-type: none"><li>1. Open communication between staff members, the school guidance counselor and care coordinator helps to identify students with social and emotional concerns.</li><li>2. SEL classroom lessons provided by the care coordinator help to identify students who may have social and/or emotional needs.</li><li>3. Attendance is tracked weekly and the care coordinator intervenes with students and families as appropriate.</li><li>4. Students, parents, and staff members may refer students to the guidance counselor and/or care coordinator for further assistance.</li></ol>	
<b><u>Edgerton JH/HS (7 – 12):</u></b>	
<p>Students are identified and referred to the school counselor or social worker by self-referrals, teachers, parents, or other school personnel. In addition, the following are used to identify students who need social and emotional supports:</p> <ol style="list-style-type: none"><li>1. Open communication between staff members, the school guidance counselor and care coordinator helps to identify students with social and emotional concerns.</li><li>2. Attendance is tracked weekly and the care coordinator and school counselor intervene with students and families as appropriate.</li><li>3. Students in grades 9-12 meet with school guidance counselor throughout the school year to discuss class problems, graduation progress, and personal issues/concerns.</li><li>4. 7-12 staff members use a Google document to track/communicate behavior concerns from students in the classroom.</li><li>5. 7-12 student's/staff members complete an SEL character traits survey at the start of every school year.</li><li>6. Students in Health 8 and Health 9 complete the Signs of Suicide screening tool, which is reviewed by the school guidance counselor and care coordinator.</li><li>7. The school guidance counselor and JR High/HS Principal run weekly grades reports for students in grades 7-12 and meet with students who have D+ or lower in any subject.</li><li>8. Students in 7-12 who miss a set amount of periods for a specific class are required to come in and make up missed class periods with the JR High/HS Principal.</li><li>9. The School Guidance Counselor and JR High/HS Principal meet with seniors (and their parents) who are behind or at risk of not completing graduation requirements.</li></ol>	

<b>Summer 21</b>	<b>Identifying Social &amp; Emotional Needs</b>
<p><b><u>Edgerton Elementary (K – 6):</u></b> Continue identifying social and emotional needs as outlined in Spring 2021.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Continue identifying social and emotional needs as outlined in Spring 2021.</p>	
<b>2021–2022</b>	<b>Identifying Social &amp; Emotional Needs</b>
<p><b><u>Edgerton Elementary (K – 6):</u></b></p> <p>Continue identifying academic needs as outlined in Spring &amp; Summer 2021. In addition:</p> <ol style="list-style-type: none"> <li>1. Implement an online survey and/or tracking tool to better identify and monitor the social and emotional progress of students who need intervention.</li> <li>2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying social and emotional causes of each student's excessive absences.</li> </ol> <p><b><u>Edgerton JH/HS (7 – 12):</u></b></p> <p>Continue identifying academic needs as outlined in Spring &amp; Summer 2021. In addition:</p> <ol style="list-style-type: none"> <li>1. Implement an online survey and/or tracking tool to better identify and monitor the social and emotional progress of students who need intervention.</li> <li>2. Implement a shared agreement to employ a court-appointed attendance office in a partnership between the seven Williams County School districts and the Williams County Common Pleas Court, Juvenile Division to better respond to students with excessive absences from school. Use Shalom Mediation services to identify and respond to the underlying social and emotional causes of each student's excessive absences.</li> </ol>	
<b>2022– 2023</b>	<b>Identifying Social &amp; Emotional Needs</b>
<p><b><u>Edgerton Elementary (K – 6):</u></b> Continue identifying social and emotional needs as outlined in Spring &amp; Summer 2021, as well as school year 2021 – 2022.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Continue identifying social and emotional needs as outlined in Spring &amp; Summer 2021, as well as school year 2021 – 2022.</p>	



2022– 2023	Identifying Social & Emotional Needs
<p><b><u>Edgerton Elementary (K – 6):</u></b> Continue identifying social and emotional needs as outlined in Spring &amp; Summer 2021, as well as school year 2021 – 2022.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Continue identifying social and emotional needs as outlined in Spring &amp; Summer 2021, as well as school year 2021 – 2022.</p>	
<p style="text-align: center;"><b><u>SECTION FOUR</u></b></p> <p><b><u>APPROACHES TO ADDRESS SOCIAL &amp; EMOTIONAL NEEDS</u></b></p>	
Spring 21	Approaches to Address Social & Emotional Needs
<p><b><u>Edgerton Elementary (K – 6):</u></b></p> <p>The Guidance Counselor provides SEL lessons to elementary classes and talks with individual students who have been identified with personal/emotional difficulties. The following are used to provide additional social and emotional supports:</p> <ol style="list-style-type: none"> <li>1. Dojo communication to parents from teachers for all classroom related matters.</li> <li>2. RTI process to identify concerns in the area of academics and social emotional.</li> <li>3. Interest survey for all teachers to give to students.</li> <li>4. Second and Seventh Foundation (JH/HS students reading to elementary school students).</li> <li>5. School-based mental health counselor from the Community Hospitals of Williams County at school one day per week, whose service is free to students in need.</li> <li>6. National Youth Advocacy Program is delivered at school (paid through student insurance).</li> <li>7. Mobile dentist sees students that meet the criteria every 6 months.</li> <li>8. Red Ribbon Week is celebrated for drug prevention and awareness.</li> <li>9. School-based Edgerton Bulldog Bags is available for any family that expresses a need.</li> <li>10. Edgerton Elementary partners with community agencies to assist with daily living needs.</li> <li>11. Project Respect and Junior Achievement lessons are presented in 5<sup>th</sup>, and 6<sup>th</sup> grade.</li> <li>12. Fire Safety lessons are presented in kindergarten.</li> <li>13. PBIS, including Bulldog Best student of the month and character trait awards reinforce positive behavior.</li> <li>14. Website lists school &amp; community resources for social, emotional, and daily living needs.</li> </ol> <p><b><u>Edgerton JH/HS (7 – 12):</u></b></p> <ol style="list-style-type: none"> <li>1. One period is built into the 7 – 12 schedule for Leader in Me, Social Emotional learning and reinforcement.</li> <li>2. 7-12 students complete weekly Social Emotional Learning activities.</li> <li>3. 7-12 students complete once a month career exploration activity/lesson.</li> <li>4. Signs of Suicide program presents in health classes (8<sup>th</sup> &amp; 9<sup>th</sup>), and students complete a suicide screening form in cooperation with Guidance Office.</li> <li>5. Project Respect presents in health classes (8<sup>th</sup> &amp; 9<sup>th</sup>) throughout the school year.</li> <li>6. The National Honor Society operates two blood drives as a community service.</li> <li>7. The boys' basketball program operates a donation drive for needy kids, called Christmas for Kids.</li> <li>8. National Youth Advocacy Program is delivered at school (paid through student insurance).</li> <li>9. School-based mental health counselor from the Community Hospitals of Williams County onsite.</li> </ol>	

<b>Summer 21</b>	<b>Approaches to Address Social &amp; Emotional Needs</b>
<p><b><u>Edgerton Elementary (K – 6):</u></b> Offer additional summer tutoring/mentoring/therapy programs to identified students.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Offer additional summer tutoring/mentoring/therapy programs to identified students.</p>	
<b>2021–2022</b>	<b>Approaches to Address Social &amp; Emotional Needs</b>
<p><b><u>Edgerton Elementary (K – 6):</u></b> Continue addressing social and emotional needs as outlined in Spring &amp; Summer 2021. In addition:  1. Fully implement a school-wide SEL curriculum, starting in kindergarten and continuing through grade six.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Continue addressing social and emotional needs as outlined in Spring &amp; Summer 2021. In addition:  1. Fully implement a school-wide SEL curriculum, starting in seventh grade and continuing through grade twelve.</p>	

<b>2022– 2023</b>	<b>Approaches to Address Social &amp; Emotional Needs</b>
<p><b><u>Edgerton Elementary (K – 6):</u></b> Continue addressing social and emotional needs as outlined in Spring &amp; Summer 2021, as well as in school year 2021 – 2022.</p> <p><b><u>Edgerton JH/HS (7 – 12):</u></b> Continue addressing social and emotional needs as outlined in Spring &amp; Summer 2021, as well as in school year 2021 – 2022.</p>	

## **SECTION FIVE: RESOURCES**

### **Resource Links to Address Academic Needs**

[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](#)

### **Resource Links to Address Social & Emotional Needs**

[Panorama Equity Guide to Student Learning Loss](#)

[CASEL Online SEL Assessment Guide](#)

[Ohio's K-12 Social & Emotional Learning Standards](#)

[INFOhio's Educator Tools Curriculum Library](#) (filter for "Social Emotional Learning" under Subject)

[Ohio's Whole Child Framework](#)

<https://www.lead4change.org/>

### **Links & Resources for Teacher Professional Development**

[Professional Learning Supports](#)

[Mental Health Resources](#)

NwOESC Customized Support

NWOCA Customized Support



## **SUMMARY OF District Responsibility.**

Our Safe Return to In-Person Instruction and Continuity Service Plan is be a working document and is subject to change depending on student data, as well as state and national data. Especially if it impacts the Edgerton District in its ability to continue to provide onsite instruction and intervention.

The school district will work with building leadership teams to wellness goals as it relates to faculty and student success. We'll continue to evaluate student progress through data and feedback provided from staff throughout the safe return to in person learning. The school leadership will continually evaluate student progress through assessment and academic success.

### Agreement is Subject to Change

- Significant time, effort, and collaboration were spent amongst Superintendents and Williams County Health officials to develop guidelines that align with directives and recommendations from Governor DeWine, the Ohio Department of Education, and the Ohio Department of Health. Please understand it is our desire to adhere to this agreement in developing our own district-specific guidelines and protocols. However, due to the fluidity of the COVID-19 pandemic, and in order to respond to the new recommendations or mandates, changes to this agreement are to be expected. County Superintendents and representatives of the Williams County Health Department have been and will be in constant communication to prepare and respond differently, if necessary, to provide for the safety of our students and staff members.

### Submission Protocols

- Posted on Website: June 24<sup>th</sup>, 2021
- Submitted to ODE Website Link: June 24<sup>th</sup>, 2021
  - Via email: [continuityplan@education.ohio.gov](mailto:continuityplan@education.ohio.gov)