



# Dover City Schools Continuity of Services Plan

<b>District Name:</b>	Dover City Schools
<b>District Address:</b>	228 West 6th Street, Dover, Ohio 44622
<b>District Contact:</b>	Karie McCrate, Superintendent
<b>District IRN:</b>	043893

**Revision Date: 2/1/2022**

## **Overview**

The American Rescue Plan (ARP) provides federal resources to support states and local school districts. Recent federal guidance clarifies that districts submit to the state of Ohio a plan that fulfills the requirement that districts publish local “Safe Return to In-Person Instruction and Continuity of Services Plans” by June 24, 2021. Each district school should then post the plan on its local website and then submit the plan to the Ohio Department of Education by June 24, 2021. This overall plan is being built upon existing district plans that address many of the elements of the federal requirements.

### **What Considerations Must the Plan Include?**

- ✓ Policies for Mitigation Strategies
- ✓ Continuity of Learning Services Plan
- ✓ Periodic Review Cycles
- ✓ Public Input Procedures
- ✓ ARP ESSER Spending Plan

## **Glossary of Terms**

**LEA:** Local Education Association (Dover City School District is the LEA as referenced in this document and requirement) no

**ELA** (English/Language Arts): Instruction related to reading, writing, and language development according to state standards

**IEP** (Individualized Education Plan): Written document developed for child(ren) eligible for special education services

**MTSS** (Multi-Tiered System of Support): A framework that provides academic, behavioral, and social/emotional support for students’ needs

**RTI** (Response to Intervention): A multi-tier approach to the early identification and support of students with learning and behavior needs; educational decisions about the intensity and duration of interventions are based on individual student response to instruction

**WEP** (Written Education Plan): Written document developed for child(ren) with a gifted identification and services



# Dover City Schools Continuity of Services Plan

## **SECTION ONE: Policies for Mitigation Strategies**

*The following describes to what extent policies incorporate the state, local, and CDC Mitigation Strategies and provide a description of any policies being implemented moving into a post-pandemic period.*

REVISED: 2/1/2022

**The local Covid-19 situation will be monitored and there may be a time that the health and safety (mitigation) strategies may be adjusted or modified for all schools or a specific school if needed to remain in session, which is a priority.**

### **Mask Usage**

Mask wearing is strongly recommended by the CDC and ODH; however, it is not a requirement in schools at this time. Per federal CDC and ODH requirements, mask wearing is required on school transportation. Signage will be placed on school doors emphasizing that masks are strongly recommended by the CDC and ODH.

### **Physical “Social” Distancing**

The CDC recommends that schools maintain 3 feet of physical distance between students in classrooms. Strategies will be in place to maximize physical distancing to the three-foot standard.

### **Handwashing and Respiratory Etiquette**

Handwashing will continue to be emphasized throughout the school day. Signage with illustrations of proper handwashing etiquette will remain posted in restrooms and throughout the buildings in locations with sinks. Hand sanitizer will continue to be available throughout the buildings and students will be encouraged to sanitize hands when entering and exiting classrooms. Age-appropriate cough and sneeze etiquette will be reinforced. Students will bring water bottles that can be refilled, as drinking fountains will not be open.

### **Facility Maintenance**

District cleaning and ventilation protocols will align with state and district Covid-19 prevention requirements with additional emphasis added to high-touch surfaces daily. Per the TCHD School Guidance, once daily cleaning should be sufficient to remove viruses on surfaces. Classrooms and buses will be disinfected each day.

### **Contact Tracing and Quarantining**

Individuals who test positive for COVID-19 are still encouraged to report their positive lab to the local health department. The self-report module is still available at: <https://forms.gle/N9pd2jQC5xfWEcpa7>. The TCHD will send a form entitled “Documentation of COVID-19 Positive Test” to all positive cases via USPS. This form will include a unique ODRS ID issued by the State and can be used as a return to school document. Upon receiving documentation of this form, classroom notification can occur if applicable. Dover Schools utilizes the Ohio Department of Health’s “Mask to Stay/Test to Play” policy, which is available [HERE](#) or at [https://www.tchdnow.org/uploads/4/2/8/6/42860741/updated\\_odh\\_school\\_guidance\\_12\\_30\\_21.pdf](https://www.tchdnow.org/uploads/4/2/8/6/42860741/updated_odh_school_guidance_12_30_21.pdf)



# Dover City Schools Continuity of Services Plan

Students and staff are expected to comply with the most up-to-date Covid Exposure (Quarantine) and Isolation guidelines, which are available [HERE](#) or at

[https://www.tchdnow.org/uploads/4/2/8/6/42860741/odh\\_updated\\_isolation\\_\\_\\_quarantine\\_flow\\_chart\\_1\\_25\\_22.pdf](https://www.tchdnow.org/uploads/4/2/8/6/42860741/odh_updated_isolation___quarantine_flow_chart_1_25_22.pdf)

## **Vaccinations**

Per the ODH and CDC, as long as they remain symptom-free, students who are vaccinated are not required to quarantine if determined to be a close contact to a positive case but are required to wear a mask in school settings during that time. An individual is considered vaccinated two weeks after an individual's second dose in a 2-dose series OR 2 weeks after a single-dose vaccine.

The Dover City School District participated in voluntary staff vaccination clinics on February 25, 2021, and March 19, 2021. The district has shared information about available vaccination clinics on its social media outlets.

## **School Reporting Requirements**

Dover City Schools will report school district case numbers to the TCHD by 4:00 pm each Friday, as required. Active cases confirmed with a unique ODRS ID issued by the State will also be updated weekly on the district website in effort to provide clear, up-to-date information to families.



# Dover City Schools Continuity of Services Plan

## **SECTION TWO: Continuity of Student Services**

*The following describes how Dover City Schools will address continuity of services for students and staff in three areas: (1) programming services that support academic and social-emotional learning and student health needs; (2) data analysis and informed decision making; and (3) summer school and extended learning opportunities.*

### **1. Academic and Student Health Needs**

#### **Academic Services**

- A. For high school students who are credit deficient, the specific courses that a student has failed will be identified. Options for recovery will include retaking a course with additional support and interventions, as well as online credit recovery options in non-core subjects.
- B. For students in grades K-8, we will use subscore data on identified assessments to determine the skills and strategies most needed by students.
- C. In grades K-3, co-teaching models will be used to provide a systemic intervention-enrichment program to meet the needs of diverse student populations with a focus on reading, language development, and mathematical processes.
- D. Each school will utilize their TBTs to review student data and make adjustments as needed.
- E. Individual students who do not respond to Tier 1 (whole group) instruction will be placed through the MTSS process to find appropriate Tier 2 interventions. The RTI process will be documented through the Panorama program.
- F. We will be utilizing a traditional summer school model for credit recovery, as well as intervention and enrichment at grades K-8. A Jump Start program in August for targeted elementary students.
- G. The district is developing a Dover Virtual Academy (DVA) to address specific needs of students in grades 7-12 who are not experiencing success with a traditional school format. The DVA will be a combination of in-person, online, and hybrid schedules.
- H. The district will pursue ECF funding and any additional grant resources to continue to build its device inventory, as well as hotspot internet resources for students and families. The K-12 district library will have a system in which students can check out devices (some with internet hotspot access) for at home access and
- I. If needed, the district will consider and study the needs for half-day early releases (one per quarter) or a similar format or full-day releases to allow instructional staff to review student data and to collaborate on curriculum and instructional issues including: in-depth student data analysis, collaboration with “gap” buildings, building, grade level and department colleagues and district initiatives.

#### **Social-Emotional and Mental Health**

Social Emotional needs will be determined through small and in-class counseling lessons, student self-identification, parental input and teacher identification. The district has added 1.5 school counselors for beginning in the 2021-22 school year.



# Dover City Schools Continuity of Services Plan

The district will continue to use Panorama software to progress monitor both academic and SEL growth and identify needs for intervention. At grades 6-12, a Hope Squad suicide prevention program will be implemented in Fall 2021 and staff training began in Spring/Summer 2021. Student training will begin in 2021.

The district has purchased and has begun training on a Social-Emotional Learning curriculum (Grades K-5: Second Step curriculum, and Grades 6-12: Positive Action curriculum) for all students K-12 as a schoolwide intervention. School counselors have been trained and staff will be training in August 2021 for implementation in the 2021-22 school year. in-class lessons for students in K-8 through the use of school counselors and teachers on a regular basis.

### Student Physical Health

The district increased the number of school nurses employed for the 2020-2021 school year, as compared to pre-pandemic levels. The district looks to employ a combination of full-time and part-time nurses in 2021-22.

### Food Services

The district has provided free lunch offerings for all students K-12 in the 2020-2021 school year, and will continue to do so in the 2021-2022 school year. During remote learning, breakfast and lunch is available for pick-up and or delivery for all students. The district has partnered with organizations to provide food baskets for students to take home if needed.

\* \* \* \*

## 2. Data Analysis and Informed Decision Making

Data used to support progress monitoring includes, but is not limited to, the following and is detailed below:

Grade Level	K-5 (S   E   DA)	6-8 (DMS)	9-12 (DHS)
<b>Data Used to Identify Students Most At Need</b>	<ul style="list-style-type: none"> <li>● KRA Assessment</li> <li>● NWEA MAP Assessment (growth + achievement)</li> <li>● AIR State Testing Results</li> <li>● Subjective Assessments</li> <li>● OELPA Results</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Assessment (growth + achievement)</li> <li>● AIR State Testing Results (ELA and Math focus)</li> <li>● Subjective Assessments</li> <li>● Course grades and progress</li> <li>● OELPA Results</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Assessment (growth + achievement)</li> <li>● EOC Results (ELA and Math focus)</li> <li>● Course Failures</li> <li>● OELPA Results</li> </ul>

In addition to content-specific learning needs, a focus will remain on language skills and development for all learners. Data will be collected at each grade level (benchmark assessments, formative, summative, diagnostic, and standards based). This data will be analyzed and used to inform the Ohio Improvement



# Dover City Schools Continuity of Services Plan

Process District Leadership Team, Building Leadership Teams, and Teacher Based Teams. As additional data is collected, we will continue to monitor student growth against the targets in the areas of phonics, fluency, comprehension and writing which will build a foundation for data-driven decision-making.

\* \* \* \*

### 3. Extended Learning Opportunities and Summer School Options

Summer School 2021 will provide remediation and extended learning opportunities for students. The general format will be as follows.

Grade Level	K-5 (S   E   DA)	6-8 (DMS)	9-12 (DHS)
<b>Curriculum</b>	<u>K-3:</u> <ul style="list-style-type: none"> <li>• Foundations</li> <li>• Kid Lips</li> <li>• Heggerty</li> <li>• General Curriculum</li> <li>• Fine Arts + PE</li> </ul> <u>Grades 4-5:</u> <ul style="list-style-type: none"> <li>• Phonics for Reading</li> <li>• Heggerty</li> <li>• Bridge the Gap</li> <li>• Kid Lips</li> <li>• National Geographic</li> <li>• Panorama</li> <li>• General Curriculum</li> <li>• Fine Arts + PE</li> </ul>	<ul style="list-style-type: none"> <li>• Odysseyware + Edgenuity for Online Learning</li> <li>• General Curriculum</li> <li>• Fine Arts + PE</li> </ul>	<ul style="list-style-type: none"> <li>• Odysseyware + Edgenuity for Online Learning</li> <li>• General Curriculum</li> <li>• Fine Arts + PE</li> </ul>
<b>Structure</b>	100% In-Person	Hybrid Credit Recovery In-Person Skills Intervention EL Programs In Person Extension + Enrichment In-Person	Hybrid Credit Recovery In-Person Skills Intervention EL Programs In Person Extension + Enrichment In-Person
<b>Potential Location Partnerships</b>	Dover Public Library Tuscarawas County Center for the Arts City of Dover, Parks and Recreation Tuscarawas Philharmonic East Central Ohio Educational Service Center		

Extended Learning Opportunities will be available during the school year via before and after-school programming to provide targeted interventions for students in grades K-12.



# Dover City Schools Continuity of Services Plan

## **SECTION THREE: Periodic Review**

*The following section describes how periodic reviews of the plan will occur and be monitored through the time period of August 2021 through September 30, 2023.*

The plan will be reviewed by the District Leadership Team every 6 months and was most recently reviewed on December 8, 2021. A guiding cornerstone will be student assessments -- both academic and non-academic (SEL).

The plan will also be updated based on new and additional guidance and/or directives from the Tuscarawas County Health Department, the ODH, and/or public input.



# Dover City Schools Continuity of Services Plan

## **SECTION FOUR: Public Input**

*The following section will describe how the district will seek public input and incorporate revisions as necessary.*

The Continuity of Services Plan, along with the Extended Learning Plan, are both posted on the district website at <https://www.dovertornadoes.com/ARPESSERRequirements.aspx>, as well as on the ODE website. The plan will also be shared and reviewed at public sessions of Board of Education meetings.

A community survey has been conducted regarding Internet access and devices and it will be updated as needed.

Public input will be reviewed as part of the revision process.





# Dover City Schools Continuity of Services Plan

## SECTION FIVE: ARP ESSER Spending Plan

Dover City Schools will begin the 2021-2022 school year in a traditional, five-day, face-to-face instructional format. The district will utilize available funds to address learning loss as well as maintain a continuity of services in order to provide a well-rounded education for our students. By ensuring adequate staffing is maintained for in-person learning, we will be better suited to safely remain open and operate our schools through minimum, adequate social distancing practices.

We will reserve funds under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, where applicable, to ensure evidence-based strategies are reviewed and implemented. Many evidence-based practices have already been implemented or have been set in motion due to our Literacy Grant. In addition, we will use these funds for staffing, online educational resources, curriculum, and facilities upgrades to help promote equity for all students.

To remain consistent with section 2001(e)(2) of the ARP Act, we intend to allocate funds to provide technology, including hardware and software, for online learning to all students (through a Credit Flexibility model), as well as to provide mental health services and supports through maintaining current staffing, and addressing learning loss among all students, especially those in subgroups, through administering and using high-quality assessments that are valid and reliable. Lastly, we intend to use funds for the purposes of inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

We intend to utilize a Credit Flexibility model to help ensure students are able to advance, as well as recover, lost instructional time. In addition, the district will utilize these funds to ensure appropriate staffing of school counselors and their availability for all students in the district. This will help us ensure a continuity of services that addresses our students' social, emotional, and mental health needs. While we will continue to strive to meet the needs of all subgroups, especially those disproportionately impacted by COVID, we have identified a growing need for the support of our English Learner population and intend to support those students with adequate translators, educational support and resources, and counseling when applicable.

Our TBTs, BLTs, and DLT relay information on struggles, needs, and planning to each other on a frequent basis. Also, we are intent to listen to the members of our school community. We have worked hard to listen to parents, caregivers, and community members to ensure we are providing our students with the nutritional, social-emotional, and educational support they need.

The district intends to begin utilizing ESSER funds immediately upon availability. Focusing on staffing, instructional resources, and facilities, these funds would be put into use during Fall 2021. In addition, we will continue to review the effectiveness of our plan as well as intentions for spending, in the event revisions or adjustments need to be made based on identified needs.



## **Dover City Schools Continuity of Services Plan**

Using guidance from ODE's Reset and Restart Education page, for online students in grades 7-12, it is the district's intent to follow a Credit Flexibility model outlined on the Remote Learning Pathway Considerations document. Our hope, by using funds to support this model, is that we increase students' interest in school and increase their motivation to learn, as well as earn credit. By offering a personalized learning pathway for students, we hope to address learning loss encountered by the pandemic, as meet individual learning needs. ARP ESSER funds will be used to ensure we have licensed personnel overseeing this pathway, as well as instructional materials and electronic resources available for parents and students to ensure student success. The district has submitted a Blended Learning Plan to the ODE for the 2021-2022 school year, which will be used to address immediate covid-related absences as needed.

With these funds, we intend to secure resources and licenses that will allow us to administer high-quality assessments that will allow us to gauge students' academic progress, monitor their readiness for learning, identify instructional gaps, and better meet their academic needs. We continue to provide information, through our district web page, letters, emails, texts, and all-calls that provide information and assistance to families on how they can effectively support students. Our distance learning/credit flexibility program is built on open and frequent communication with students and their families, aided by programs (LMS) and individuals that track student attendance and monitor progress through instructional units.