



Dover City Schools Continuity of Services Plan

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

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

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



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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.

Mask Usage

Mask wearing is permitted and may be recommended in some settings; however, it will not be required.

Physical “Social” Distancing

Dover City Schools reopened to in-person instruction during the 2020-2021 school year with six-foot social distancing as best possible in all school facilities. Beginning with the 2021-2022 school year, the District will return to pre-pandemic protocols. Three-foot social distancing will be utilized where feasible but will not be required.

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.

Facility Maintenance

District cleaning protocols will return to pre-Covid routines, with additional emphasis added to desk surfaces and high-touch surfaces daily.

Contact Tracing

Contact tracing will occur based upon requirements for all highly infectious diseases. District nurses have been trained in this process and will assist the TCHD if needed.

Vaccinations

The Dover City School District participated in voluntary staff vaccination clinics on February 25, 2021, and March 19, 2021.



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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. 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.



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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 has increased the number of school nurses employed for the 2020-2021 school year, as compared to pre-pandemic levels. The district will employ 2 FT nurses and 2 PT nurses in 2021.

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.

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2. Data Analysis and Informed Decision Making

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)
Data Used to Identify Students Most At Need	<ul style="list-style-type: none"> ● KRA Assessment ● NWEA MAP Assessment (growth + achievement) ● AIR State Testing Results ● Subjective Assessments ● OELPA Results 	<ul style="list-style-type: none"> ● NWEA MAP Assessment (growth + achievement) ● AIR State Testing Results (ELA and Math focus) ● Subjective Assessments ● Course grades and progress ● OELPA Results 	<ul style="list-style-type: none"> ● NWEA MAP Assessment (growth + achievement) ● EOC Results (ELA and Math focus) ● Course Failures ● OELPA Results

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



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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.

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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)
Curriculum	<u>K-3:</u> <ul style="list-style-type: none"> • Foundations • Kid Lips • Heggerty • General Curriculum • Fine Arts + PE <u>Grades 4-5:</u> <ul style="list-style-type: none"> • Phonics for Reading • Heggerty • Bridge the Gap • Kid Lips • National Geographic • Panorama • General Curriculum • Fine Arts + PE 	<ul style="list-style-type: none"> • Odysseyware + Edgenuity for Online Learning • General Curriculum • Fine Arts + PE 	<ul style="list-style-type: none"> • Odysseyware + Edgenuity for Online Learning • General Curriculum • Fine Arts + PE
Structure	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
Potential Location Partnerships	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.



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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. 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.



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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/DoverSchoolsResponsibleRestart2020Information.aspx>, as well as on the ODE website. The plan will also be shared at a public session of a Board of Education meeting.

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.