

American Rescue Plan | Continuity of Services Local Plan

School District: Sebring Local School

School IRN: 048355

Date: 6-10-2021, Revised 8-23-21

Correct wearing of masks:

- In class training for students
- Masks above nose and below chin
- Training as needed for staff
- Signage throughout district
- Social media posts
- Other:

Physical distancing:

- 3' or more between desks
- One way halls
- One way stairwells
- Plexiglass or similar dividers
- Spacing in cafeteria
- Markings on floor
- Other:

Sebring Local Schools will follow the physical distancing mandate as directed per the Ohio Department of Health.

Handwashing and respiratory etiquette:

- Hand sanitizer in classrooms
- Hand washing/sanitizing stations throughout buildings
- Training for students on respiratory etiquette as appropriate
- Social media campaigns
- Signage
- Other:

Students sanitize hands before eating, before and after recess and physical education class or any activity where objects have been touched by another person. A handwash station was installed at McKinley Jr./Sr. High School in the cafeteria.

Cleaning and maintaining healthy facilitations/improving ventilation:

- Increased sanitization/heightened cleaning schedule
- Maintenance of heating and cooling systems
- Other:

Bipolarization installed to HVAC system, carpeted areas replaced with LVT. We are securing quotes to replace some windows to increase ventilation in classrooms and roofing repairs to improve indoor air quality. Cleaning and safety supplies will be purchased, use of electrostatic backpack sprayers will continue. Sanitation supplies will also be purchased for vehicles that transport students.

Contact tracing, isolation, quarantine, collaboration with health department:

- Training for staff pertaining to contact tracing
- Communication plan related to contact tracing
- District plan to address quarantine and isolation related to:
 - Vaccinated versus unvaccinated individuals
 - Classroom exposure when safety measures are not in place
 - Outside of classroom exposure quarantine and isolation
- Collaboration with local health department
- Other:

Work collaboratiely with Akron Children's School Nurse and the hospital's supervisor.

Diagnostic and screening testing:

- Consultation with a school nurse to determine how to proceed with suspected cases based on symptoms and professional assessment
- Other:

Covid-19 test kits are available on site.

Vaccinations:

- Collaborate with Educational Service Center to coordinate vaccines for staff and students
- Other:

On-site clinics will be offered when available.

Accommodations for students with disabilities:

- Access to all COVID related accommodations received by typically developing students
- Clear masks/shields as needed to meet student needs
- Tele-therapy
- Dividers
- Blended schedule
- Other:

Blended schedule is provided when students are subject to quarantine to prevent loss of instruction.

LEA plans to ensure continuity of services including, but not limited to, services to address students' academic needs, and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

- Developed Extended Learning Plan that outlines supports and services for Summer 2021, the 2021-2022 school year and beyond
 - Collect and review student data to determine those most in need
 - Develop professional learning plan for teachers and staff with implementation of ODE's SEL standards
 - Review and/or revise district PBIS (Positive Behavior Interventions & Supports) systems
- Create access to Employee Assistance Programs
- Provide access to external community resources/counselors.
- Commit to K12 Prevention Programming (PAX and Botvin LifeSkills) rollout.
- Utilize internal support in place in the school district.
- Expanded food access and distribution including but not limited to free breakfast and lunch during the school year and over the summer of 2020.
- Other:

The district will employ three teachers at the elementary level to help close the literacy achievement gap. Addition of SEL curriculum: Habitudes and Merrill's Strong Kids. An afterschool program will be implemented and supplies will be purchase to help close the learning loss created by the COVID-19 shut down. Two tutors will be hired for an intervention period held during the school day and after school for the after school program. Tutors will be hired to close the gap for the learning loss created in the fine arts. Staff will increase their awareness by participating in professional development conducted by consultants and experts in the educational field. Staff will receive stipend for training received beyond their contracted day.

Plan will be reviewed every six months through September 30, 2023 and revised as necessary. Public input will be sought to determine necessary revisions.

How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Sebring Local Schools will follow any mask mandate and physical distancing directed by the Ohio Department of Health. Temperatures will be taken upon entering the buildings. Students will sanitize their hands before eating, before and after recess and physical education class, or any activity where objects are being touched by another person. A handwashing station is installed in the high school cafeteria.

Covid-19 tests kids will be available on site. Bipolar ionization is being installed in our HVAC systems, carpeted areas are being replaced with tile. Sanitation supplies will be purchased for vehicles that transport students, and the use of electrostatic sprayers combined with cleaning supplies will continue.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

The district will employ three teachers at the elementary level to help close the literacy achievement gap. Addition of SEL curriculum: Habitudes and Merrill's Strong Kids. An afterschool program will be implemented and supplies will be purchase to help close the learning loss created by the COVID-19 shut down. Two tutors will be hired for an intervention period held during the school day and after school for the after school program. Tutors will be hired to close the gap for the learning loss created in the fine arts. Staff will increase their awareness by participating in professional development conducted by consultants and experts in the educational field. Staff will receive stipend for training received beyond their contracted day.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The District will install bipolar ionization units in the HVAC system. Carpeted areas will be replaced with tile. The high school library furniture will be replaced with modular furniture and counter height tables that can be more easily cleaned. We will investigate the possibility of installing windows that open and roofing repairs to provide better air quality. We will hire two tutors for the fine arts to help close the learning loss created by the Covid-19 shut down. We will also purchase musical instruments to prevent the sharing of instruments that could spread Covid-19. We will purchase additional data storage to accommodate the possibility of virtual learning. Students who must quarantine will be provided with a chrome book and a hot spot if they lack access to the internet.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Administration of surveys: Devereux Student Strength Assessment (DESSA): K-12, administered three times per school year, analyzed for social and emotional concerns, Community and Youth Collaborative Institute (CAYCI): K-12, administered annually per school year, student data analyzed for student engagement

SEL Curriculum:

Merrell's curriculum helps children develop the social-emotional skills they need to build a strong foundation for school success. The program is proven to help increase children's knowledge of healthy behavior. Merrell's Strong Start for kindergarten - 2nd, Merrell's Strong Kids for 3rd-5th, Game Changers teaches emotional intelligence and skill building for grades 6-12, sessions were created by Dr. Kathleen Cirillo, Habitudes.

Care Team is a group of educators, administrators, counselors, and community professionals working together to provide resources and supports for the district's students. Referrals are made for poor academics, behavioral challenges, stressful family events, lack of supports or basic needs, or other specific incident-related referrals. Home visits are scheduled if families lack transportation.

Alta Behavioral: School Based mental health counseling. The district employs two school based mental health counselors. The counselors also make home visits with students and families. Alta Behavioral Health Counselors, Care Team Coordinator and School Resource Officer will provide home visits as needed.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

Analyze the following data: I-Ready: K-12, administered three times per school year, student data analyzed for adequate growth, Benchmark Assessments for ELA & Math, ELA: Benchmark Assessment System (BAS) administered three times /year) and Jerry John's Basic Reading Inventory administered twice/year, Bridges and CPM, Moby Max, Common Assessments/Teacher Created Assessments, Ohio Department of Education Examinations

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

Spring 2021/2021-2022/2022-2023

The building principals, Mahoning County Educational Service Center Instructional Consultant, English Language Arts Coach, Mathematics Coach, and certified staff will thoroughly analyze data and continue to monitor students who did not perform well from March 2020 through the end of the 2023 school year. Students who do not respond to Tier I instruction or do not meet benchmark criteria will be placed in the MTSS process. Those students will be intentionally placed in intervention groups and will receive either Tier II or Tier III evidenced based interventions. High school students who fail a course will be assigned credit recovery and tutoring services for the specific course if deemed necessary. Analyze the following data: I-Ready: K-12, administered three times per school year, student data analyzed for adequate growth. Benchmark Assessments for ELA & Math, ELA: Benchmark Assessment System (BAS) administered three times /year) and Jerry John's Basic Reading Inventory administered twice/year. Bridges and CPM Moby Max. Common Assessments/Teacher Created Assessments. Ohio Department of Education Examinations

Summer 2021: Care Team Coordinator will contact families during the summer and communicate regularly to administration.

Online Coordinator will monitor progress of summer school/credit recovery students
Analyze State Assessments and EOC when data is available

Grades K-2 ELA students will receive: Heggerty (Phonological Awareness), double dose of Heggerty if needed. Really Great Reading (PA and Phonics) Interactive Read Aloud, Small Group Reading Instruction/Guided Reading, I-Ready teacher assigned lessons, Tutors, Leveled Literacy Intervention, Moby Max assigned lessons, Grades 3-5 ELA students will receive: Interactive Read Aloud, Small Group Reading Instruction/Guided Reading, Vocabulary, I-Ready teacher assigned lessons, Tutors, Leveled Literacy Intervention, Moby Max assigned lessons K-5 students will receive Americore tutoring, which will include Jan Richardson, Heggerty LLI, Florida Center for Reading Research Lessons, Grades 6-12 ELA students will receive: Intense Vocabulary Instruction K-5 Match students will receive instruction to fill gaps using Bridges Math Intervention Toolkits and number corners. They will also be assigned i-Ready and Moby Max lessons. 6-12 Match students will receive instruction to fill gaps using CPM Math Intervention Toolkits and math talks. Khan academy is also utilized as supplemental instruction to fill gaps.

Summer 2022: Online lessons will be assigned if needed.

Continue to monitor students who did not perform well from March 2020 through the end of 2023 school year. Analyze the following data: Devereux Student Strength Assessment (DESSA): K-12, administered three times per school year, analyzed for social and emotional concerns, Community and Youth Collaborative Institute (CAYCI): K-12, administered annually per school year, student data analyzed for student engagement, Ongoing communication with the Care Team Coordinator and Alta Behavioral HealthCare, PBIS Data

Summer 2021

Care Team Coordinator will contact families during the summer and communicate regularly to administration. Online Coordinator will monitor progress of summer school/credit recovery students

Administration of surveys: Devereux Student Strength Assessment (DESSA): K-12, administered three times per school year, analyzed for social and emotional concerns. Community and Youth Collaborative Institute (CAYCI): K-12, administered annually per school year, student data analyzed for student engagement, SEL Curriculum: Merrell's curriculum helps children develop the social-emotional skills they need to build a strong foundation for school success. The program is proven to help increase children's knowledge of healthy behavior. Merrell's Strong Start for kindergarten - 2nd Merrell's Strong Kids for 3rd-5th Game Changers teaches emotional intelligence and skill building for grades 6-12, sessions were created by Dr. Kathleen Cirillo, Care Team

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

Should the need arise for virtual learning, the District will provide each student with a chrome book and a hotspot if they lack access to the internet. Online tutors will be available and the online coordinator will monitor student progress. Additional data storage will be purchased to accommodate the need for remote learning.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

The District will use I-Ready as an embedded learning tool in both a diagnostic and instructional capacity. I-Ready will be administered three times per year and teacher based teams will analyze data and report to the building leadership teams and the district leadership team. ELA benchmark assessments will be administered three times a year and Jerry John's Basic Reading Inventory will be administered twice per year along with teacher created assessments and Ohio Department of Education examinations.

Budget

Purchase supplies to clean and sanitize facilities of the LEA. = \$20,000

Addressing learning loss.\$756,000

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. = 526,685.01

Credit Recovery = \$60,000

ELA and Math Coach = \$150,000

Data Storage Service = \$8,000

Professional Development \$50,000

After School/Summer School Transportation = \$25,000

Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Sebring Local Schools was fortunate last school year to be open for in-person learning the entire school year. The District plans to continue its strict cleaning/spraying protocols, hand sanitizing, social distancing, temperature-taking, and masks and partitions when necessary. A handwashing station was installed in the high school cafeteria. New this year, the District is installing bipolar ionization to its HVAC systems along with replacing carpeted areas with tile and replacing cloth furniture with modular furniture that is more easily sanitized. The District plans to purchase musical instruments to prevent the need to share instruments among students.