



Safe Return to In-Person Instruction Continuity of Services

District Name:	Joseph Badger School District
District Address:	7119 State Route 7 Kinsman, Ohio 44428
District IRN:	050179

The Joseph Badger School District offered in-person instruction for our students for a full five days a week in the 2020-21 school year. Remote options were also available at parents' desire. A hybrid model was also available for our high school students. We will again be offering in-person instruction for our students for a full five days a week in the 2021-22 school year. Remote plans will be available for students and a meeting is required with our principal and school counselor if such an option is desired.

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.
2. Each LEA plan describes how it will ensure continuity of services, including but not limited to services to address the students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.



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3. The LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revises its plan as appropriate.
4. The LEA seeks public input and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan.

Federal Reporting. When LEAs submit the application to the Ohio Department of Education for ARP funding, it will include an assurance that the LEA will have a Safe Return to In-Person Instruction and Continuity of Services Plan posted on its website by June 24, 2021. The assurance also requires the LEA to periodically review the plan with its stakeholders.

Public reporting. In addition to the requirement that districts publicly post the continuity of service plans, the Ohio Department of Education will collect the website addresses for those plans and post them to the Ohio Department of Education website.

Review Dates:

 X : December 2021:

 : June 2022

 : December 2022

 : June 2023



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Part 1 - SAFE RETURN TO IN-PERSON INSTRUCTION

NOTE: To best protect the health of our students, employees, and visitors and to abide by requirements from recommendations from the Ohio Department of Health and the Trumbull County Combined Health District, the Joseph Badger School District may need to amend practices outlined in this plan.

Universal Correct Wearing of Masks

2021 – 2023

Guidelines Effective June 2, 2021 Governor DeWine’s mask mandate has expired. We will continue to follow the Governor's orders, however, we have created the following face covering guidelines should the order be reinstated. School Staff: All school staff and volunteers must wear face coverings unless it is unsafe to do so or where doing so would significantly interfere with the learning process. Exceptions include: Facial coverings in the school setting are prohibited by law or regulation. Facial coverings are in violation of documented industry standards. Facial coverings are not advisable for health reasons. Facial coverings are in violation of schools documented safety policies. Facial coverings are not required when the staff works alone in an assigned work area. There is a functional (practical) reason for a staff member to not wear a facial covering in the workplace. School nurses or staff who care for individuals with symptoms must use appropriate personal protective equipment (PPE), provided by the school, in accordance with OSHA standards.

Physical Distancing

2021 – 2023

Social distancing, also called “physical distancing,” means keeping space between yourself and others. Students and staff will be expected to maintain as much space as possible.



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Handwashing and Respiratory Etiquette

2021 – 2023

All students and staff must rigorously practice hand hygiene and cough etiquette. Wash your hands often with soap and water for at least 20 seconds, especially after you have been in a public place, after blowing your nose, coughing or sneezing. Avoid touching your eyes, nose and mouth with unwashed hands. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol. When sneezing and no tissues are available, aim for your elbow, not your hand.

Cleaning and Maintaining Healthy Facilities, including improving ventilation

2021 – 2023

CLEANING

The custodial staff is trained and utilizes proper cleaning and disinfecting protocols. Only approved COVID-19 cleaning and disinfecting products are utilized.

VENTILATION

Custodial staff ensures filters are changed regularly. Air flow has been increased per HVAC engineers and programming. All HVAC equipment is operating correctly through routine maintenance, including fresh air return.

Contact Tracing, in Combination with Isolation and Quarantine, in Collaboration with State, Local, Territorial or Tribal Health Dept.

2021 – 2023

See the Trumbull County Combined Health District COVID-19 Protocol. (Attachment #1)
COVID-19 positive individuals shall notify their administrator or supervisors immediately.



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Diagnostic Testing and Screening

2021 – 2023	<p>Employees suspected of COVID -19 exposure shall be referred to utilize an off-site testing provider.</p> <p>The Trumbull County Combined Health District COVID-19 Protocol will be followed.</p> <p>(Attachment #1)</p>
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Efforts to Vaccinate Educators

2021 – 2023	<p>In collaboration with the Trumbull County Combined Health District and Discount Drug Mart, all employees had access to the mass vaccination clinic (February/March 2021.)</p> <p>The JBSD encourages unvaccinated staff members to seek a vaccine by attending a Trumbull County Combined Health District Vaccine Clinic.</p>
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Food Service

2021 – 2023	<p>The Joseph Badger School District provided all students with free breakfast and lunches throughout the 2021-2022 academic year, including the summer of 2021. Sign-ups are available via survey or telephone registration. Meals during the school year will be served and seating will have as much spacing as possible. Traffic will be reduced with elementary students as breakfast will be served to them in their classrooms.</p>
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CCIP Application Details

2021 -

1. 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?

The district maintains a partnership with the local educational service center and we hold weekly meetings that includes the Trumbull County local health commissioner. We receive updates with regards to the current recommendations of the CDC. Our FTEs monitor our students to determine that they are following the best practices of the CDC including the proper wearing of masks, distancing, practice proper hygiene and ensuring that the facilities are cleaned appropriately. Further, our biggest area of concern is the time that our students spend on older buses in crowded conditions without ideal ventilation and filtration options.

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 is exceptionally proud that we have been open for face to face instruction - five days a week for the past two years thus minimizing the lost time students experience in most other districts. However, we certainly embrace the understanding that there is, without question, a loss, and each building in our district is addressing these needs uniquely. For instance, we are utilizing a summer reading camp that includes transportation and food as well as extending the school day with after school programs from FTEs that provide differentiated instruction and intervention based upon our district commitment to utilizing RTI (Response to Intervention) strategies. Further, these programs are evaluated for their effectiveness by analyzing those students' achievement gap when compared with those who do not participate.

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

FTEs will be maintained and not laid off. Further, in an effort to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff, the district will purchase transportation that will specifically address ventilation and the filtering of air that is mentioned in CDC recommendations.



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Additionally, we propose to address the CDC recommendation of maximizing proper distancing on our buses by exploring options of increasing the number of our bus routes, thus minimizing the number of students on each bus run.

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. Maintaining intervention services with equity is paramount to our district. We annually analyze our intervention services with a multitude of tools

including the Equity Analysis Tool. We have two FTE counselors as well as working partnerships from a variety of sources that specifically addresses the social, emotional and mental health needs of all students. Our FTEs will analyze each situation and determine the academic impact of COVID. Specific interventions that will be used and then analyzed include: increased accessibility to counseling services, 5 days/week, Informal check-in/check-out with families and community, Provision of resources such as back-pack program, supplies, clothes, food, internet access and technological devices as needed, Increased risk assessments by all staff. We are in regular and consistent contact with parents and this includes home visits, wellness checks by our SRO, emails and phone calls. We utilize existing MTSS supports to engage students, and we are partnering with Cadence Care Network to provide extended school year counseling services accessible within the school.

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

The district created multiple teams including a district and building level team whose responsibilities include identifying educational needs. Principals, teachers and community stakeholders participate in these teams.

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



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These funds will maintain 4 FTEs for one school year and will provide transportation services with drastically improved ventilation and filtration, increased distancing and overall safety to the students of the JBSD for the next ten years.

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

The district supports a student's choice to determine what environment is best for their needs. The FTEs that are purchased through these funds will both create content for our remote learners as well as create a monitoring plan that includes assessments to ensure that the achievement gap is closing.

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 has a multi-tiered approach for addressing learning loss due to COVID. We have assembled multiple teams of educators including stakeholders in our community with the purpose of analyzing student growth, progress and recommending strategies to close the achievement gap. Our school improvement plan's fundamental adult goal is to close the achievement gap. Further, our district embraces the strategy (Response to Intervention) with complete district buy-in. We afford teachers opportunities to deliver instruction in three tiers to address individual needs. We also provide opportunities for families to choose what is best for their child's learning and will assemble a plan for each student who chooses to study remotely that includes monitoring, tutoring, intervening and redesigning assessments as appropriate, and of course, appropriate and necessary SEL services as mentioned above.



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Plan Availability

2021 – 2023

The plan is posted on the JBSD website COVID-19 homepage:

The plan may be orally translated for parents by contacting us at (330) 876-2800.

Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format by contacting us at (330) 876-2800.

Student SEL

2021 – 2023

IDENTIFICATION

Increased risk assessments by all staff.

On-going wellness checks with SRO and Counseling team.

Consistent engagement with remote learners.

Communication with parents and family members

Informal check-in/check-out with students.

On-going support services through Cadence Care.

Communication with parents and family members

Utilization of Eduscape alerts for students to determine at-risk behaviors and needs.

Communication with parents and family members



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Parent survey of social-emotional needs and resources.

SERVICES

Increased accessibility to counseling services, 5 days/week.

Informal check-in/check-out with families and community.

Provision of resources such as back-pack program, supplies, clothes, food, internet access and technological devices as needed.

Increased risk assessments by all staff.

We are in regular and consistent contact with parents to include home visits, wellness checks by our SRO, emails and phone calls.

Utilized existing MTSS supports to engage students.

Partnering with Cadence Care Network to provide extended school year counseling services accessible within the school.

Summer extension of resources to address demand from students, families and the community.

The Social-Emotional team will introduce Eduscapes to teachers and students for complementary use in classes.

On-going provision of counseling services in partnership with Cadence Care.

Developing plans to further address needs of disengaged learners and support families in learning plans.

Continue to utilize MTSS for all students to assist with engagement, interest and motivation.



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Part 2 - CONTINUITY OF SERVICES

Accommodations for Children with Disabilities	
2021 – 2023	<p>Throughout the past school year we have used our typical methods of monitoring student progress i.e. formal and informal assessments, screening tools, classroom performance, grades, state and district testing, record reviews, ETR's, and data collection on progress towards IEP goals. We will continue to utilize these methods to monitor student progress.</p> <p>We are also aware of students with emotional needs and certain medical conditions and will continue our communication with the parents/guardians of these children to make sure that they are safe psychologically and medically, progressing academically, and are provided with all resources outlined in their IEPs.</p>
	<p>Intervention Services</p> <p>The Joseph Badger School District provides a multi-tiered system of interventions to address the academic and behavioral/social-emotional needs of all students. Each building has a process of screening and identifying students in need of interventions. Interventions are designed, implemented and monitored for effectiveness in order to support growth in targeted areas. If you have concerns regarding your student's academic growth or social-emotional development, please contact your building principal to determine the next steps in the referral process.</p>
	<p>Special Education Services</p> <p>Our special education staff, including school psychologists, intervention specialists, and related service personnel will continue to work with parents, students, and teachers to determine the need for special education services. Students who receive special education services will continue to be provided these services as defined by their Individualized</p>



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	<p>Education Plans. For specific details on how a child's Individualized Education Plan will be implemented, parents are directed to contact the child's special education teacher, Dr. Gough or Mr. Hamilton.</p>
	<p>Mental Health Support In addition to school counselors, all district buildings are serviced by licensed mental health providers. These individuals provide small group and individual services to address mental health concerns, concerns with substance abuse, and other mental health issues. Parents are directed that if a child requires this level of support, please contact the school principal.</p>
	<p>Counseling Services School Counselors work in each of our buildings and are an integral part of a student's educational environment. School counselors can support transitions and are available to students in need of immediate assistance with behavioral or social-emotional concerns. Regardless of the learning model, counselors can help students with the following:</p> <ul style="list-style-type: none">· Short term counseling· Referrals for long-term counseling· Academic achievement strategies and academic planning· Managing emotions and using interpersonal skills· Planning for college and other post-secondary options.· Parents are directed that if a child is experiencing anxiety related to the return to school or you have any other concerns about the child's social-emotional development to contact the school counselor.



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Attachment #1



PROTOCOL FOR TRUMBULL COUNTY FRONT-LINE SCHOOL SCREENING

Updated 05-27-2021/SS

