



# Safe Return to In-Person Instruction and Continuity of Services Plan

**RESET**

**REFOCUS**

**RESTART**

**2021-2022**

*Empowering each student for college, career, and life success*

**Superintendent  
Tom Burton**



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### **Safe Return to In-Person Learning and Continuity of Services Plan**

The Princeton City School District has established policies and a description of policies on each of the following mitigation strategies. From the beginning of the school year until March 12, 2021, Princeton City School District has had hybrid and remote learning options. Students whose parents chose hybrid learning were in-person every other week and participated in remote learning every other week. 36% of our students elected remote learning for the entire school year. Students with disabilities with significant learning needs and English Learners with language needs received in-person learning five days per week.

Beginning March 15, 2021, all in-person students, K-12, returned to school. March 15 started our fourth quarter of the school year and allowed students to get acclimated to receiving instruction from their teachers daily.

Our 2021-2022 school year plan follows many of the same protocols that we followed throughout the 2020-2021 school year. In addition, we will continue to follow mandates from the Governor's Office, the Center for Disease Control (CDC), and the Hamilton County and Ohio Health Departments.

Suppose the prevalence of COVID-19 shifts towards a more significant risk level or stakeholder feedback necessitates a change. In that case, the district will assemble our Health and Safety Team to review conditions and mitigation strategies. The Health and Safety Team consists of the superintendent, assistant superintendent of curriculum and instruction, assistant superintendent of human resources, directors of communication and operations, health directors/consultants from Hamilton County Public Health, City of Springdale Health Department, and a school nurse.

For the upcoming school year, district administrators, staff, and students will follow many of the same protocols outlined in the 2020-2021 Safe Schools Reopening Plan. District-certified and non-certified staff, administrators, parents, and community agencies developed that plan. The district will follow the below principles and mitigation strategies below to keep our school community safe.

Princeton City School District will review the Safe Return to In-Person Instruction and Continuity of Services Plan bi-annually through September 2023.

The District welcomes public input and will take such input into account to determine revisions. Input can be submitted to the Associate Superintendent's Office by August 1, 2021, and during the State and Federal Programs Annual Information Meeting. A notification of the annual information meeting, including the date, time, and location, is placed in the local newspaper and posted on the district's website.

## Guiding Principles as we Move Forward with the Reopening of Schools for the 2021-2022 School Year

1. Our school district will implement recommended safety protocol to the highest degree possible. Social distancing will be encouraged whenever possible. Physical distancing will increase if an outbreak were to occur.
2. Our school district will work closely with the Hamilton County Health Department, the City of Springdale Health Department, and the Lincoln Heights Healthcare Connection to promote health and safety in all school facilities.
3. Our school district will continue to compile COVID-19 cases and report data to the Hamilton County Health Department and the City of Springdale Health Department, who then report data to the Ohio Department of Health.
4. We will be transparent with all stakeholders that some level of risk will always be present when children and school district employees occupy school district facilities.
5. Our school district recognizes the need for consistency in operations while also recognizing that individual differences in classroom sizes, school facilities, and building operations may lead to inconsistencies.
6. This plan covers all grade levels, including preschool. Because of preschool children's age and the unique set of regulations that govern this program, some things may change for preschoolers due to programmatic needs.
7. We will provide equity in access and opportunity to staff, students, and families.

## Mitigation Strategies

### A. Universal and correct wearing of masks:

Effective June 2, 2021, Governor DeWine's mask mandate has expired. However, as a district, we required masks to be worn during the summer learning program. We surveyed staff to determine their sentiment about wearing or not wearing face masks for the 2021-2022 school year. Results of the survey indicate mixed feelings; therefore, the District is recommending the following:

- ***Anyone, at any time, may wear a mask if they so choose for their safety.***
- ***Should the Governor's order be reinstated due to a COVID outbreak, the following wearing of masks guidelines may be used.***
  - Staff may be required to wear masks. When in their room and alone, staff may remove face coverings.
  - Students may be required to wear face coverings when in hallways, common areas, and any time students cannot maintain the social distance of at least 6 feet.
  - Face coverings for students during classroom instruction may be required, in most cases, except for situations involving medical conditions where a physician deems a student unable to wear a face covering.
  - While on school transportation, face coverings may be required.
  - All visitors are required to wear a mask while in the building.
  - Consideration is given to students with disabilities based on the student's IEP or 504 plan.

- Face shields can be used as an alternative to cloth face coverings. Some situations where face shields would be helpful include:
  - When interacting with students, such as those with disabilities, whose communication could be impacted by a mask.
  - When interacting with English learners or teaching a foreign language, receiving speech therapy, developing phonemic awareness, or learning phonics.
  - Some instructional activities may require students to view a teacher's face during the lesson, such as a setting where cloth masks might present a safety hazard (i.e., science labs).
  - For individuals who have difficulty wearing a cloth face covering.
  - School nurses or staff who care for individuals with symptoms must use appropriate personal protective equipment (PPE), following OSHA standards.

## **B. Physical distancing**

Physical distancing guidelines now suggest that we maintain at least 3 feet from others. We understand that in some circumstances, this will be impossible. However, we will make every reasonable attempt to distance ourselves from others physically.

## **C. Handwashing and respiratory etiquette**

All students and staff must rigorously practice handwashing hygiene and cough etiquette.

- We will continue to reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among teachers, students, and staff.
- We have made hand sanitizers available for all staff and students. Hand sanitizers are located near frequently touched surfaces (e.g., water fountains, doors, shared equipment) and areas where soap and water are not readily available (e.g., cafeterias, classrooms, gyms).
- When sneezing and no tissues are available, aim for your elbow, not your hand.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- We promote hand hygiene throughout the school by placing visual cues such as handwashing posters, stickers, and other materials in highly visible areas.

## **D. Cleaning and maintaining healthy facilities, including improving ventilation**

The District will use the following protocol to ensure the safety of our students, staff, and community.

- Antimicrobial Spray will be applied monthly - it kills germs for 30 days.
- Custodians will spray Clorox 360 Electrostatic Sanitizing Machines in classrooms nightly.
- Cleaning and sanitizing of all high-touch areas by custodians throughout the day.
- Custodians will do a thorough cleaning of the facility nightly.
- Classroom surfaces and high-touch areas will be sanitized between each class.
- School signage will serve as a visual reminder for safety-social distancing, traffic patterns, etc.

## **E. Health checks and sanitization procedures**

- We ask that all students, parents, and staff daily assess for symptoms before learning at home each morning. Anyone with symptoms (described below) or a temperature above 100°F must stay home:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - Loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Students will be reminded to wash their hands frequently. Hand sanitizer will be in every entrance and classroom.
- Each classroom will be equipped with cleaning supplies to sanitize work areas throughout the day.
- A schedule will be established for building and classroom cleanings.

#### **F. Students health issues not diagnosed as COVID-19**

A student must be fever-free without medication 24 hours before returning to school and free of any known COVID-19 symptoms.

- Upon returning to school, the student must report to the school nurse/office for a temperature check.

#### **G. Staff health issues not diagnosed as COVID-19**

- A staff member must be fever-free without medication 24 hours before returning to school and free of any known COVID-19 symptoms.

#### **H. When a student or staff becomes sick**

- The district will communicate with families and staff the following:
  - Any individual who tests positive for COVID 19 must remain home.
  - Any individual who has a temperature of 100 degrees Fahrenheit or who shows signs or symptoms of illness must stay home.
  - Families will be told to report to their child(ren)'s school possible cases within the family structure to initiate contact tracing.
  - Parents of students sent home to quarantine due to exposure of someone with COVID 19 will be told to contact the school before the student returns.
  - Staff will be told to report to their supervisor possible exposure cases or if one of their family members tests positive for COVID 19.

#### **I. Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments.**

The district will maintain a COVID-19 Dashboard that contains the number of students confirmed positive; the number of staff members confirmed positive; the number of students in quarantine; the number of staff members in quarantine; and district schools impacted.

When administrators, school nurses, or health assistants receive notification of a positive case, they will notify students and staff directly contacted with the person who received the positive case. Administrators and health professionals will inform the school family members and share the actions taken and follow-up procedures.

The district follows ten (10) steps for compiling data for the Ohio Department of Public Health and Dashboard:

- A district administrator, school nurse, or health assistant completes the district's COVID-19 Tracker form for confirmed, probable, suspected, close contact, and quarantine cases.
- The administrator or staff member calls the superintendent directly to report a new case.
- The superintendent calls the Hamilton County/City of Springdale Health Departments.
- The superintendent notifies the assistant superintendent of human resources and director of communications.
- The assistant superintendent of human resources contacts the administrator at the school or department area.
- The assistant superintendent of human resources gets the dates and details related to the positive COVID-19 student or staff case, including potential close contacts.
- The assistant superintendent of human resources sends an email message to the school staff, the administrator, the superintendent, and the directors of communications and operations.
- The communications director sends an email to the entire school community via the Blackboard parent link, and a letter is placed on the website with any needed links.
- The assistant superintendent of human resources and director of communications meet weekly on Wednesdays (now Mondays) at 1:00 pm to review COVID Tracker data entries.
- The assistant superintendent of human resources reports data to HCPH/ODH, and the director of communications updates the district's COVID-19 dashboard (incl. quarantines).

Staff members are advised to report all cases to prevent and minimize the spread of COVID-19.

The district will post an updated COVID-19 Dashboard on Friday of each week to notify the community of COVID-19 spread in the school system.

The district will continue to work closely with Hamilton County Public Health and the City of Springdale Health Department to promote safety in all school settings.

## **J. Quarantining**

People who have tested positive for COVID-19 within the past three months and recovered do not have to quarantine or get tested again as long as they do not develop new symptoms. According to the Centers for Disease Control and Prevention (CDC), people do not have to quarantine if they have been fully vaccinated against the disease and show no symptoms. Vaccine recipients are considered "fully vaccinated" two weeks after receiving their second dose of the Moderna or Pfizer-BioNTech vaccine or two weeks after receiving the single-dose Johnson & Johnson (Janssen) vaccine.

## **K. Students with COVID-19**

Schools will work with the Hamilton County Health Department and the City of Springdale Health Department to release appropriate information upon a positive case to the staff and community.

- A 14-day quarantine will be required for any student who tests positive for COVID-19 and others who were exposed as determined by the Hamilton County Health and Ohio Public Health Departments' contact tracing protocol.
- Schools will have a designated isolation room for students exhibiting symptoms until a parent can pick them up.
- Parents must pick up a sick child immediately when the school calls.

## **L. Staff with COVID-19**

- A staff member diagnosed with COVID-19 must quarantine at home for 14-days as determined by the Hamilton County Health and Ohio Public Health Departments' contact tracing protocol.
- The staff member must have lesson plans prepared for a substitute teacher.
- The district will work with the Hamilton County Health Department and the Ohio Public Health Department to release information upon a positive case to the staff and community.
- The Hamilton County Health Department will determine who else needs to be quarantined based on their contact tracing protocol.

## **M. Efforts to provide vaccinations to educators, other staff, and students, if eligible.**

All Princeton City School District staff members were allowed to receive COVID-19 vaccinations through a partnership with Mercy Health Hospital. The first dose of vaccines was administered on Thursday, February 17, 2021, and the second dose was administered on Thursday, March 11, 2021. We continue to maintain this relationship with the Mercy Health Hospital through quarterly meetings. Staff received the Moderna vaccine.

The district offered parents the opportunity to have their child(ren) get vaccinated as long as they meet the CDC guidelines (12 years or older). The Lincoln Heights Healthcare Connection, another health partner, administered vaccinations to students. The first dose was administered on Saturday, May 15, 2021, and the second dose was administered on Saturday, June 5, 2021. Students received the Pfizer vaccine. Our partners are willing and ready to administer additional vaccines when needed or requested.

## **N. Appropriate accommodations for children with disabilities concerning the health and safety policies.**

Throughout the 2020-2021 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, records reviews, ETR's, and data collection on progress toward IEP goals. We will continue to use these methods to monitor student progress.

Based on students with disabilities' IEPs, we will make decisions according to the students' plans. Instructional delivery will be designed to ensure that the least restrictive environment required by their individualized education program (IEP) is honored to the best of our ability. Services for students receiving specialized instruction may continue to include synchronous instruction and asynchronous instruction as appropriate.

We are also aware of students with fragile medical conditions. We will continue our communication with the parents/guardians of these children to ensure that they are safe medically, progress academically, and are provided with resources outlined in their IEPs.

## **O. Technology**

Beginning the 2020-2021 school year, the Princeton City School District moved to One2One technology devices for students in grades 3 - 12. This means that students are provided Chromebooks to use at school and home. The One2One program will continue for the 2021-2022 school year. The District believes that utilizing technology in teaching and learning is crucial to our student's learning and prepares them for 21st-century learning. Technology levels the playing field, and with the proper use of these tools, we can adequately prepare our students for a fast-changing world.

The district has worked hard to secure Mobile Wifi devices for student use. These devices will help narrow the digital divide and make sure each student has access to the internet. To provide this service, families must fill out an application for the device. Completed applications ensure that the district understands and prioritizes the distribution.

## **P. Recess**

- Princeton City School District will make every effort to maintain consistency with established safety procedures.
- We may limit student access to certain pieces of playground equipment that may be difficult to clean and do not allow for social distancing.
- We will work toward "structured" recess activities to limit physical contact among students.
- Students must sanitize/wash their hands after recess.

## **Q. Food Service**

All buildings will offer our regular food service program. Logistics will be determined by each building in compliance with the Hamilton County Health Department based on the following:

- Capacity/occupancy of the school cafeteria
- Need for prepackaged food.

## **R. Transportation**

- Princeton City School District will attempt to seat siblings together.
- We will allow two students per seat and, in some cases, three if the children are younger and therefore smaller.
- Students are to remain in their seats and face forward.
- Seating charts are required to assist with contact tracing if needed.

## **S. Drinking Fountains/Water Bottles**

- Students are encouraged to bring their water bottles. Filling stations are available in specific areas of the building.

## **T. School Calendar**

- The district will follow the 2021-2022 school calendar approved by the Board of Education at the February 22, 2021 board meeting. We will work to maintain our approved calendar

## U. Visitors/Volunteers

- Building administration will implement safety protocols such as taking temperatures and hand sanitization for visitors entering the building.
- Face coverings are required for all visitors and volunteers during school hours. If visitors do not have a face covering, one will be given before entering the building.

### Continuity of Services Plan Focused Areas: Academic, Social Emotional, and Mental Health

The Princeton City School District will implement the following Continuity of Services Plan for the 2021-2022 school year. The plan will address students' academic needs, students and staff's social, emotional, mental health, and student physical health and address food services provided daily to all students attending every day. Staff will address equitable access to quality instruction through differentiated supports based on student needs. Services include but are not limited to intervention services, gifted services, English learner services, and special education services. Staff will monitor students using formative assessments throughout the week, diagnostic assessments (two times per year), progress reports (every 5 weeks), and report cards (every ten weeks) will be sent home to families.

The Continuity of Services Plan is a three-year plan covering a five-week robust summer learning program during the 2020 - 2021 school year. Over 1400 students are in attendance this summer. Specific details are contained in the district *Strategic Plan, Academic Achievement Plan, and Equity Plan* to identify academic needs, address academic gap filling, and respond to social-emotional needs for Spring 2021, Summer 2021, school year 2021-2022, and school year 2022-2023.

### Review and Public Input

- Princeton City School District will review the Continuity of Services Plan bi-annually through September 2023.
- The District welcomes public input and will take such input into account to determine revisions, if necessary. Input can be submitted to the Associate Superintendent's Office and during the State and Federal Programs Annual Information Meeting. A notification of the meeting, including the date, time, and location, is placed in the local newspaper and posted on the district's website.

**This document is subject to change due to the Governor's orders and state and local health department guidelines.**

### Continuity of Services Plan Identifying Academic Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
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#### Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans,

#### Budget

	<p>improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</p> <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> <p>- <b>Core Questions to Consider:</b></p> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul>	
<p><b>Spring 2021</b></p>	<p>Princeton City School District has had hybrid and remote learning options for students since the beginning of the 2020-2021 school year. Students whose parents chose hybrid learning were in-person every other week and participated in remote learning every other week. 36% of our students elected remote learning for the entire school year. Students with disabilities with significant learning needs and English Learners with language needs received in-person learning five days per week.</p> <p>Beginning March 15, 2021, all in-person students, K-12, returned to school. This began our fourth quarter of the school year and allowed students to begin to get acclimated to receiving instruction from their teachers on a daily basis.</p> <p>Specific details are contained in the district <i>Strategic Plan, Academic Achievement Plan, and Equity Plan</i> to identify academic needs, address academic gap filling, and respond to social-emotional needs for Spring 2021, Summer 2021, school year 2021-2022, and school year 2022-2023.</p> <p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<p><b>Summer 2021</b></p>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
<p><b>2021 - 2022</b></p>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II ESSER III Title IA, ID, II, III, IV IDEA Student Wellness</p>
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		IV IDEA Student Wellness
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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<p><i>What approaches will schools/districts use to fill the learning needs identified above?</i></p> <p><i>What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>
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<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>
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<b>Spring 2021</b>	<p><a href="#">REACH (Receive, Extra, Academic, Classroom, Help) Evening Help Sessions Intervention &amp; Enrichment Opportunities K-12</a></p> <ul style="list-style-type: none"> <li>● The documents above describe the intervention and enrichment opportunities schools are providing both during and outside of the school day</li> </ul> <p><a href="#">Intervention &amp; Enrichment Opportunities K-12 Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
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<b>Summer 2021</b>	<p><a href="#">Intervention &amp; Enrichment Opportunities K-12</a></p> <p>Individual and group</p> <p><a href="#">Summer School Learning Program (K-12) Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
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<b>2021 - 2022</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.2</li> <li>● Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I ESSER II ESSER III Title IA, ID, II, III, IV IDEA</p>
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		Student Wellness
<b>2022 - 2023</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.2</li> <li>Academics* - Goals 3.a.1; 3.a.3; 3.b.1; 3.b.2; 3.b.4; 3.c.1; 3.c.3; 3.c.5</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details will be in the revisions for the <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a> as determined by plan goal progress monitoring data</i></p>	General Fund ESSER I ESSER II ESSER III Title IA, ID, II, III, IV IDEA Student Wellness

## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
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<b>Considerations:</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li><b>Resources</b> (Existing and Needed)</li> <li><b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li><b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	

<b>Spring 2021</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p> <p>Terrace Metrics Youth Truth Survey</p>	General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness
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<b>Summer 2021</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p>	General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness
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<b>2021 - 2022</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p>	General Fund ESSER I, ESSER II, ESSER III Title IA, ID, II, III, IV IDEA Student Wellness
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<b>2022 - 2023</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul>	General Fund ESSER I, ESSER II, ESSER III
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	<p><i>*Specific details will be in the revisions for the <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a> as determined by plan goal progress monitoring data</i></p>	<p>Title IA, ID, II, III, IV IDEA Student Wellness</p>
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## Approaches to Address Social and Emotional Need

<p><b>Approaches &amp; Removing/Overcoming Barriers</b></p>	<p><i>What approaches will schools/districts use to address the social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>
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<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	<p><b>Budget</b></p>
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<p><b>Spring 2021</b></p>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>● Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p> <p>Resources: Terrace Metrics assessment, school counselors, school psychologists, Leader in Me Program, Zones of Regulation, SEL lessons. Based on individual student needs, we have the following social/emotional partnerships: National Youth Advocacy Program, Catholic Charities, Camelot Community Care, Lighthouse Behavioral Health Solutions, Talbert House, Hope Squad.</p>	<p>General Fund ESSER I, ESSER II, Title IA, ID, II, III, IV IDEA Student Wellness</p>
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<p><b>Summer 2021</b></p>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>● Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p> <p>Based on individual student needs, we have the following social/emotional partnerships: National Youth Advocacy Program, Catholic Charities, Camelot Community Care, Lighthouse Behavioral Health Solutions, Talbert House.</p> <p>Analyze perception data from the Youth Truth Survey which will assess school climate, rigor, bullying, engagement, relationships, belonging and peer collaboration, SEL, Instructional methods, Preparation for high school, college and career readiness, drop-out risk, and culture. The survey will be given to students, parents, and teachers.</p>	<p>General Fund ESSER I ESSER II Title IA, ID, II, III, IV IDEA Student Wellness</p>
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<p><b>2021-2022</b></p>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>● Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li>● Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>● Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details can be found in the district <a href="#">Academic Achievement Plan</a> (Goal 3 MTSS) and <a href="#">Equity Plan</a></i></p>	<p>General Fund ESSER I, ESSER II, ESSER III Title IA, ID, II, III, IV</p>
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	<p>Resources: Terrace Metrics assessment, school counselors, school psychologists, Leader in Me Program, Zones of Regulation, SEL lessons.</p> <ul style="list-style-type: none"> <li>Elementary counselors will provide SEL guidance lessons to students in classrooms</li> <li>Trauma-informed practices training will occur during the 2021-2022 school year</li> <li>PBIS focus on preventative support</li> <li>School psychologists will be focused on the further development of the district MTSS system.</li> </ul> <p>Based on individual student needs, we have the following social/emotional partnerships: National Youth Advocacy Program, Catholic Charities, Camelot Community Care, Lighthouse Behavioral Health Solutions, Talbert House, Hope Squad.</p>	IDEA Student Wellness
<b>2022-2023</b>	<p><a href="#">Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Equity* - Goals 2.a.1; 2.b.1; 2.b.2; 2.b.3; 2.b.4; 2.c.2; 2.b.4</li> <li></li> <li>Health &amp; Safety* - Goals 5.b.2; 5.b.3; 5.c.2; 5.c.3</li> <li>Communication* - Goal 4.c.4</li> </ul> <p><i>*Specific details will be in the revisions for the <a href="#">Academic Achievement Plan</a> and <a href="#">Equity Plan</a> as determined by plan goal progress monitoring data</i></p>	General Fund ESSER I ESSER II ESSER III Title IA, ID, II, III, IV IDEA Student Wellness

## Professional Learning Needs

<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Distance Learning Professional Development - June 2021          Universal Design for Learning - June 2021          ISTE professional development and training for administrators and staff, June 2021          Standard-based Grading and Writing Across the Curriculum professional learning - June 2021          Branching Minds RTI/MTSS Tool training for specific staff - April &amp; May 2021</p> <p>Specific details are contained in the district <a href="#">Strategic Plan</a>, <a href="#">Academic Achievement Plan</a>, and <a href="#">Equity Plan</a></p>
<b>Resource Link(s):</b>	<p><a href="#">Professional Learning Supports</a>  <a href="#">Mental Health Resources</a>          ESC Customized Support</p>

## Empowering each student for college, career, and life success