



ECS Safe Return to In-Person and Continuity Plan

District Name:	Eaton Community Schools
District Address:	306 Eaton-Lewisburg Rd Eaton, Ohio 45320
District Contact:	Jeff Parker, Superintendent
District IRN:	043935

The recently passed American Rescue Plan (ARP) provides substantial federal resources to support states and local school districts. As a result, local school districts are required to develop a plan, which details the safe return to in-person instruction and the continuity of services. This plan is developed with stakeholder feedback and will be monitored and revised based on ongoing review through September 30, 2023.

Mitigation Strategies

Universal and correct wearing of masks:

To keep all of our students and staff as safe as possible the district will be making facial coverings optional. This includes all students and staff as well as anyone entering the building. If parents choose, they may provide their child with an approved face shield that can be worn in place of a mask.

Physical distancing:

ECS will continue spacing in each classroom and lunch room that will resemble something between pre-pandemic and the 2020-21 school year.

Handwashing and respiratory etiquette: Handwashing will be emphasized throughout the school day. The district will have adequate supplies to support healthy hygiene behaviors, including but not limited to hand sanitizers throughout the buildings. Cough and sneeze etiquette will be taught, monitored, and reinforced.

Cleaning and maintaining healthy facilities, including ventilation: District cleaning protocols will return to pre-COVID routines. Cleaning of our classrooms and facilities increased tremendously. Custodians disinfect areas such as bathrooms, drinking fountains, doorknobs, handrails, and lockers while our students are in session. Teachers and student desks and chairs are disinfected at the end of each day. In addition, there are hand sanitizing stations in the hallways, the cafeteria, and all entrances as well as hand sanitizer in every classroom. Students and staff are expected to wash their hands frequently during the course of the day. Upgrades to ventilation processes have occurred and HVAC units will be serviced appropriately to meet code requirements to improve air quality.



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Contact tracing: Contact tracing will occur based upon Preble County Health Department guidance for all highly infectious diseases. During the 2020-21 school year, this occurs when a close contact happens between someone who has been within 6 feet of someone who has tested positive for COVID for at least 15 minutes in a day. When a student or staff member tests positive for COVID-19 and has been in the school during the 48 hour period before symptoms began (or before a positive COVID test for no symptoms), the administration will begin contact tracing using seating charts for the classroom, lunchroom and buses. Close contacts on school sponsored athletic teams and organizations will also be identified. ECS will report positive cases to the Preble County Health Department as soon as they are informed. School officials will notify families that someone in their child's class has tested positive.

Staying at home when appropriate: Teachers, staff, and families will continue to be educated about when they and their children should stay home and when they can return to school. Students, teachers, and staff who have symptoms should stay home and be referred to their healthcare provider for testing and care.

Isolation: Isolation is used to separate people diagnosed with COVID-19 from those who are not infected. Students, teachers, and staff who are in isolation should stay home and follow the direction of the local public health authority about when it is safe for them to be around others.

Quarantine: Quarantine is used for students, teachers, and staff who might have been exposed to COVID-19 and develop symptoms. Students, teachers, and staff who are in quarantine should stay home and follow the direction of the public health department about when it is safe for them to be around others.

When notified of a positive test, the school district will work to identify close contacts and consequently contact the parents to let them know the school believes their child has been in close contact with an individual who tested positive for Covid. The school will recommend that the parent contact the Preble County Health Department for further direction. If the individual does not quarantine for the 10 day period the school strongly recommends/encourages the individual to wear a mask.

Diagnostic and screening testing: ECS will offer referrals to diagnostic testing to any student, teacher, or staff member who is exhibiting symptoms of COVID-19 at school. Students, teachers, and staff will be advised to stay home if they are sick or if they have been exposed to COVID-19. They will be encouraged to talk to their healthcare provider about getting COVID-19 test. As vaccine supply increases and more teachers and staff receive vaccines, CDC's priorities for testing will change and the guidance will be updated.



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Screening testing is intended to identify infected people without symptoms (or before development of symptoms) who may be contagious so that measures can be taken to prevent further transmission.

Efforts to provide vaccinations to educators, other staff and students, if eligible: The district will continue to encourage faculty and staff to be vaccinated. Vaccinations to educators, other staff, and students can be administered at existing state and local COVID-19 vaccination sites. In addition, teachers, staff, and students can sign up for an appointment at more than 9,000 pharmacy locations participating in the Federal Retail Pharmacy Program for COVID-19 Vaccination.

Appropriate accommodations for children with disabilities with respect to the health and safety policies: ECS will have an individualized approach for students with disabilities consistent with the student's IEP or Section 504 plan. Educators and school leaders will remain aware of their obligations under federal and state disability laws and should also consider adaptations and alternatives to prevention strategies, while maintaining efforts to protect students, teachers, and staff from COVID-19. Some students with disabilities might need assistance with handwashing and respiratory etiquette behaviors. ECS will consider prioritizing in person instruction for students with disabilities who require special education and related services directly provided in school environments.

Identifying Academic Needs

Eaton Community Schools (ECS) delivered face-to-face instruction all year, with a remote learning option for students K to 12. At the beginning of the year, 363 (approximately 16.5 %) students registered for remote learning; As of mid-March, we have 125 (approximately 5.5 %) students continuing to learn remotely K to 12. Our learning plan for the 2020-21 school year included using a digital learning framework based on Modern Teacher Professional Development, in conjunction with existing core curriculum and classroom resources; middle and high school courses were provided synchronously while our elementaries used a combination of synchronous and asynchronous learning. In order to continue addressing students' academic, social, emotional, and mental health needs, ECS created and is implementing the following plans.

Summer Support 2021

ECS will monitor students' progress in summer school sessions with a focus on students engaged in courses for credit recovery and literacy and math intervention for students in grades K-8. The District will continue the practice of offering targeted intervention services to students who have been identified with a need for recovery services through the IEP process. Specifically this plan includes:

- "Summer SPLASH" (Students Practicing Learning and Soaring Higher) will be available to all K-8 students, as well as specific invitations to students at Tiers III and II by the beginning of May.
- Partnerships (ESC, libraries, YMCA, pre-school providers, etc.)
- BCESC Head Start program for summer transitions
- BCESC & PCESC preschool transition partnership talks. Bridging PK to K transition and curriculum discussion.
- Guidance Counselor lessons for SEL support
- South Community Mental Health Services provided through summer
- ELA core transition/implementation team. PD to support implementation of ELA core program.



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	<ul style="list-style-type: none"> • Credit Recovery program for HS students based on grades and EOC assessment data. • Principals and counselors will work with teams at the next academic level to share observations, data, and plans for students of concern to ensure the thoughtful transition for students from fifth to sixth grade and eighth to ninth grade. • K-8 SPLASH (Students Practicing Learning and Soaring Higher) After-school Extended Learning Program that includes SEL support, as well as blended academic and enrichment experience. 	
<p>School Year Support 2021 - 2022</p>	<p>ECS faculty and teacher leaders will administer and analyze data from multiple sources throughout the school year from the following:</p> <ol style="list-style-type: none"> 1. KRA for kindergarten students 2. K-3 Third Grade Reading Guarantee diagnostic assessment 3. NWEA MAP in reading and math to students in grades K-10 4. NWEA MAP in science to students in grades 6-8 5. Literacy screeners, including Dyslexia, to students in grades K-12 6. Universal SEL and Behavior Screeners (Branching Minds/Aperture) to students K-12 7. ACT 8. OTES 2.0 approved teacher assessments 9. State Assessments/End of Course Exams, including OELPS/OELP 10. AP tests 11. Gifted Identification Assessments 12. Attendance <p>This data will be used for:</p> <ul style="list-style-type: none"> • Data-based decision-making as part of CORE and MTSS. • Developing triage plans for Seniors/Credit Recovery Options for HS. <p>Creating clear instructional plans with prioritized standards.</p> <ul style="list-style-type: none"> • Creating clear instructional plans communicated with staff, parents, and other stakeholders. • Cross grade-level communication. • Coordinating with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. • Reviewing progress regularly at building and district level. Discuss progress for all students and targeted groups. • Developing personalized learning goals (e.g. NWEA MAP) that will support gap closing • SPLASH (Students Practicing Learning and Soaring Higher) After-school Extended Learning Program 	<p>NWEA MAP annual cost</p> <p>Progress Monitoring Tool (Branching Minds) annual cost approximately \$8K, Aperture, approximately \$6 per student</p> <p>PD</p> <p>District Curriculum review of literacy materials w/adoption projection</p>
<p>School Year Support 2022 - 2023</p>	<p>ECS faculty and teacher leaders will administer and analyze data from multiple sources throughout the school year from the following:</p> <ol style="list-style-type: none"> 1. KRA for kindergarten students 2. K-3 Third Grade Reading Guarantee diagnostic assessment 3. NWEA MAP in reading and math to students in grades K-10 4. NWEA MAP in science to students in grades 6-8 5. Literacy screeners, including Dyslexia, to students in grades K-12 6. Universal SEL and Behavior Screeners (Branching Minds/Aperture) to students K-12 7. ACT 8. OTES 2.0 approved teacher assessments 9. State Assessments/End of Course Exams, including OELPS/OELP 10. AP tests 11. Gifted Identification Assessments 	<p>NWEA MAP annual cost</p> <p>Progress Monitoring Tool (Branching Minds) annual cost</p> <p>Progress Monitoring Tool (Branching Minds) annual cost</p>



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Approaches to Identify & to Address Social & Emotional Needs

<p>Addressing Social and Emotional Needs</p>	<p>ECS will address social and emotional needs utilizing:</p> <ul style="list-style-type: none"> • MTSS processes • Alignment to existing Wellness Plans • Alignment to existing Student Success Plans • Triage plans • Integrate, coordinate, and align with relevant partners to support this work including ESCs (PCEC, BCEC, and MCEC), mental health partners (Mental Health & Recovery Board, South Community, & Gephart Counseling), behavioral health (MCEC, Butler Behavioral/MRSS, and KEY Behavioral), social services and cultural partners (Board of DD, Success Liaisons/BCEC, YMCA, and Arts Council) . • Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
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Approaches to Address SOCIAL & EMOTIONAL NEEDS

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Periodic Review and Public Input

1. 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.
2. 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.

This plan was created on June 16, 2021.

Local Use of Funds

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?

ESSER I and ESSER II funds were used to purchase equipment and supplies to sanitize and disinfect. In addition, the District provided masks and developed district guidelines consistent with CDC guidance to ensure that the environment was consistent with expectations. Also, the District developed schedules to provide for social distancing opportunities for students which were consistent with CDC guidelines. Initial communication with parents occurred at board meetings, on the District website, and via ParentSquare and OneCall. Communication continues to be ongoing. ARP ESSER III funds will be used to continue to provide these needed supports.

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 providing summer school opportunities for students grades K to 12. Summer school services were offered and students were invited to help address the academic impact of lost instruction due to the COVID 19 restrictions. Students were provided instruction in small groups. Instruction consisted of math and ELA (English/language arts) instruction K to 8. Learning opportunities were based upon credit deficiencies and student need based upon student data at the high school. ARP ESSER funds were used for Summer School costs including teachers, educational aides, transportation, food service, administrative oversight, purchased services, curriculum, and other instructional materials.

The District also purchased a K-12 ELA curriculum that aligns with Orton Gillingham to help address the academic impact of lost instructional time.

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

The District's ARP ESSER funds will purchase technology to provide greater access to online curriculum on an individual and classwide basis. Technology was used to provide direct instruction and repeated practice for students. Electronic instructional, assessment, and social emotional software and programs are being purchased to assist the District in addressing and identifying learning loss and supporting the social emotional needs of District students.

Funds will also be utilized for supplies and equipment to sanitize and clean the District's facilities.

The District will provide additional staffing and contracted services to assist in addressing SEL and learning loss.

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.

Teams met in the winter and spring to plan instruction for the summer. Data included individual student measures as well as content assessments for classes and grade-levels. This data was used to design

targeted instruction to assist students with improving and increasing academic skills. The district will continue to gather student data throughout the academic year, and this data will be used to plan grade-level and class-specific instruction as well as to provide targeted and intensive instruction for all students.

The building's MTSS (Multi-Tiered System of Supports) teams review student data with specific focus on subgroups, ie, students with disabilities, student with low income families, students in foster care, and homeless students. These teams develop and monitor student-specific plans to help to ensure that needed evidenced-based supports are provided. In addition, mental health services, which include individual and group therapy services, are provided for students who need additional assistance with mental health issues, which may include anxiety and depression.

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

Grant funds have assisted the District in providing devices for each student (1:1). Prior to the pandemic, the District did not have 1:1 student devices, and with the use of the ESSER grants, the District has been able to provide 1:1 Chromebooks and also hot spots to allow for connectivity.

6. 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.

Data is gathered at regular intervals using the IXL Diagnostic (grades kindergarten through 12th grades in English/language arts and math and additionally science and social studies in grades 4 to 8) as well as Orton Gillingham (grades kindergarten through 5th) and Heggerty (kindergarten and 1st and 2nd grades).

Data is analyzed at the student level, classroom level, grade level, and building level.

Students who are identified as being at-risk or having delays in skills are provided additional small group supports and services using research-based interventions and evidence-based practices. Data from small group is monitored regularly and discussed at grade-level team meetings and at MTSS meetings (student problem solving).

Parents are informed and included about targeted instruction. Resources are shared on how to support learners at school and at home.

Attendance is tracked on each student at the building. Attendance Intervention Team (AIT) meetings occur as students are identified as being at risk or meeting thresholds.

7. Describe the use of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Center 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.

The District will utilize funds, in part, for cleaning supplies and equipment to reduce the risk of spread of COVID. In addition, with the use of 1:1 Chromebooks, students are not sharing devices and the purchase of various software allows for the students to utilize their Chromebook instead of sharing paper resources.

8. 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.

ARP ESSER funds will be utilized to assist the District in maintaining existing programming and activities. This will be critical for students from the social emotion impact of COVID.