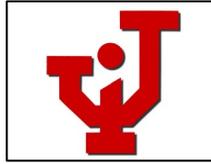


Jackson City School District



Mr. Phil Howard, Superintendent

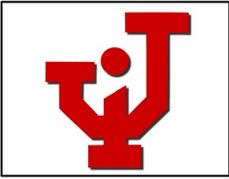
Ms. Brenda Hill, Interim Treasurer

450 Vaughn Street,
Jackson, OH 45640
Phone: (740)286-6442
Fax: (740)286-6445

Continuity of Services Plan / Local Use of Funds Plan

Contents

Continuity of Services Plan	2-8
Local Use of Funds Plan	9-11



Continuity of Services Plan

District Name:	Jackson City School District
District Address:	450 Vaughn Street, Jackson, OH 45640
District Contact:	Superintendent Phil Howard
District IRN:	044156

The Jackson City School District was in session for in person learning five days per week for the entire 2020-2021 school year. We did offer an online option for parents who did not feel comfortable with their children to attend in person. Students were able to switch to the online option at any time during the year but were only able to come back to in person learning at the end of each grading period in order to maintain consistency in the delivery of the instruction.

In February/March of 2021 the district conducted a Needs Assessment in cooperation with GVESC with certified and administrative staff to determine how we could best utilize future ESSER funding in order to better serve our students going forward. The Needs Assessment revealed that we have a huge need for counselors in our elementary buildings and some additional certified staff at the elementary level in order to reduce pupil teacher ratio as well as summer learning in order to make up for loss of learning for selected students.

Summer School 2021

Students in grades K-5, 6-8, and 9-12 have been identified to attend a summer school to address their academic needs in reading and/or math or for any high school credit deficiency. This included students attending school in-person as well as those students participating in remote learning. Many of those students were already being provided with after-school tutoring at Southview and JMS through 21st CCLC grant-funded programs and at JHS through a General Mills funded program. Contact was made with parents of at risk students to request their child attend summer school to recover lost learning due to the pandemic.

The summer session is being held in all five school buildings from 8:00 AM until 12:00 PM each day Monday through Friday from June 7th through July 2nd. Properly licensed teachers are employed to provide direct instruction face-to-face for these students attending on the school site. Grab-and-Go breakfast and lunch is being provided for the students as well as transportation to and from the instructional sessions. Each school is currently providing this focused instruction for approximately 70-90 students.

Summer activities will also include screening for kindergarten students and planning an August boot camp experience for those students needing additional support for successfully entering kindergarten. Professional development and district planning for identifying students in need, overcoming barriers to success, and social/emotional development in general will be made available to the district employees.

2021 – 2022 School Year

Students with academic learning needs will be identified at the beginning of the school year and provided with appropriate intervention during the school day and during after-school tutoring sessions. Learning needs will be identified by a number of measures that will include classroom performance, assessment data, and teacher referral for intervention in Literacy and Math. Equity for student support will be prioritized as a necessary element for the success of all learners including students with disabilities as well as gifted students, all of whom may have lost learning as a result of the pandemic.

Up to two additional teachers will be secured to provide additional instructional intervention and small group instruction at the three elementary schools. These properly licensed teachers will focus on meeting individual student academic needs through appropriate differentiated instruction. Math teachers at JMS will focus on students grouped by academic performance for improved instruction and peer learning. Teachers at JHS will provide differentiated instruction to meet individual student academic needs. Professional development to support literacy, math, students with disabilities, and gifted education will be provided by the school district and the GV ESC. After-school tutoring will be provided at all five buildings for identified students in grades K-12 who are in need of additional support and instructional resources and time. Transportation and high-quality snacks will be provided to break down those barriers for students attending after-school.

Some students have already been identified as high need and have been impacted by the pandemic in other ways. Each day we will be looking for students who are missing from school and are not participating or meeting expectations for their grade-level learning. Teachers, school counselors at JMS and JHS, and social agency counselors will be addressing needs continually at all five buildings. In addition, school psychologists will conduct surveys early in the year to reveal students with serious mental health concerns.

District administrators will identify additional teachers and school counselors needed to provide support to students and their families for the coming school year. Budgets will be developed and funds allocated for the summer learning recovery activities and related costs such as transportation and food services. Cooperative relationships will be developed and continued with area health care providers such as Nationwide Children's Hospital, Adena Medical Center, and Holzer Hospital.

District personnel will reach out to families to encourage students to return to or continue face-to-face instruction with the JCSD. We will not offer an online option for any students for the 2021-2022 academic year. Many students that were in the online program last year at the elementary level simply did very little work. Parents of elementary students participating in online learning needed to be actively engaged and for many of our students that was simply not the case and as a result many elementary students fell behind academically. The juvenile judge spoke at a recent board meeting and strongly encouraged the board to not offer an online option at any level. He stated that the majority of the cases he had to deal with were either middle or high school and were truancy issues from students who had been a part of the online program.

ACADEMIC PLANNING

<p>Determining Academic Needs</p>	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.) ● How will districts determine impacted/vulnerable populations? ● How will districts/schools combat barriers for disengaged students? ● What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.) ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic. ● Attainment (e.g., high school diploma, college degree, employment) ● What essential elements of determining instructional needs are already in place? ● District MTSS Process and Universal Screeners ● Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it? ● Gap Analysis for ELA, Math, Science, and Social Studies ● Prioritize Literacy and Math ● Prioritized Standards ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)
<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Existing processes and supports ● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) ● MTSS processes ● Effective district-wide/school-wide leadership teams focusing on achievement gaps ● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? ● Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards ● Clear instructional plans have been communicated with staff, parents, and other stakeholders ● Cross grade-level communication

	<ul style="list-style-type: none"> • Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. • Who, When, How...Cohorts, Family PODs, Layout, and Delivery • How do we ensure at-risk students are taking advantage of the opportunities? • How can disengaged students be reengaged? • How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? • 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.)?
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process</p>

PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>What professional development activities will be needed/offered to your school district’s teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners. • How will teachers, stakeholders, and others be brought into the planning and professional learning process? • If schools are looking to partners to support learning recovery, how will efforts be coordinated? • How will tutors or others be trained? • What school staff/ESC/SST staff can support training community partners? • Alignment to the Ohio Improvement Process and One Needs Assessment • What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
Resource Link(s):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>

SOCIAL & EMOTIONAL NEEDS

Students often share their awareness of social/emotional needs in a variety of ways. The district technology coordinator will monitor a report of disturbing word searches from all levels of students daily. While all teachers have received professional development in trauma informed care and suicide awareness there is still a serious need for program development to support their ongoing efforts in instructing and supporting their students every day. PAX professional development was provided to elementary teachers in March and followed with PBIS PD in April. Middle school teachers will be receiving professional development in the SOS suicide prevention program. High school teachers will receive the Signs of Suicide (SOS) training in August.

The district will continue to support students identified as having social/emotional needs by providing opportunities during the summer learning recovery session to meet with other students, teachers, and counselors who can help them navigate the challenges brought about by the pandemic. Professional development for staff to better support students will be made available throughout the summer. Equity issues such as social/emotional and mental health support services and approaches available for vulnerable students will include addressing those for ED, SWD, and Gifted students. Additional personnel, aides, or attendants for health as well as hygiene services will be secured to assist at all grade levels as needed. Increased communication with parents as well as programming concerning social/emotional development and needs will be developed.

School counselors at grade levels 6-12 will address social/emotional needs of identified students while working with teachers and families to support those students. Teachers will be provided with professional development in areas related to child development and social/emotional needs, particularly those brought about by the pandemic. Steps will be taken to break down barriers to learning and development while supporting the students and their families as they meet and survive the challenges brought about by the 2020 Covid-19 pandemic. Professional development will continue for staff with attention given to increasing awareness of equity needed among the various student groups. Community agencies will be encouraged to provide mental health services for students and their families with ongoing support. JMS and JHS staff will continue to receive services from district school psychologists, their school counselors, and area social agency personnel provided for identified students.

The district will address identified social/emotional needs at the PreK-Grade 5 level with licensed school counselors working at each elementary school. This will provide support to students, their families, and the building personnel by providing counseling services that have not been available in our elementary schools before 2021-2022. The district will maintain and continue to develop systems to address social/emotional needs and any learning recovery needs that exist throughout the school year. Staffing will be maintained or increased to support the students in the many ways needed for their success. Families and stakeholders will be kept informed and encouraged to continue their support of all learners in our district.

<p>Determining Social Emotional Needs</p>	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● District MTSS Process and SEL Screeners ● Student Wellness and Success Plans ● Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. ● How can ESC Family and Community Partnership Liaisons support in this area? ● Are there prevention services/opportunities available through ADAMS and ESCs?
--	--

Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</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, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. ● 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.)
Resource Link(s):	<p>Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework</p>

COVID – 19 Protocols

Given that we only had about 70 – 90 kids per building that participated in summer school the district made the decision that we would not require masks for the summer, but would make them optional instead. The district did provide masks to those students who chose to continue to wear them. They were obtained when boarding the bus or when they are dropped off at the building by those parents choosing to transport their children.

Since most teachers had less than 10 students in a class for summer school, social distancing was generally taking place. We also encouraged staff to continue to utilize the barriers as much as possible, particularly when social distancing was unable to be achieved in the classroom. Washing and sanitizing of hands was still taking place as all students were required to sanitize their hands upon boarding and exiting the bus. Hand washing and sanitizing was also a point of emphasis during the day at summer school and will continue for the foreseeable future. Custodians were on duty and were cleaning and maintaining healthy facilities as well. We followed isolation and quarantining procedures in collaboration with state and local health departments. Additional hands on deck for cleaning and continued collaboration with local health officials will continue into the 2021 – 2022 school year.

The Board of Education met in Special Session on July 22, 2021 and upon the recommendation of the Superintendent voted in favor of starting the school year off making either a mask or a face shield mandatory for all students, staff and visitors inside any Jackson City School District building. Attached is a copy of the mask/shield policy that was approved by a vote of 3-2.

Other COVID – 19 protocols for the start of the 2021 – 2022 school year are still being reviewed. We plan to still follow the current CDC mandate that everyone riding a bus will wear a mask. We will also sanitize each bus upon the conclusion of each route. Lunches will remain the same as last year in each building with barriers for protection and social distancing as much as possible due to the fact that students will be unmasked during this time. Each building will have an additional cleaning person during the day to clean and sanitize high traffic areas on a regular basis. We will also continue to disinfect desks when students move from one classroom to another at the high school and middle school. We are also going back to a departmentalized setting at the elementary with our older students and will also be disinfecting and sanitizing desks as students move from room to room in the elementary buildings. Classroom barriers that in many cases hindered vision and communication may be removed upon the judgment of the classroom teacher so long as students are all wearing a mask or shield. The new mask/shield policy applies only to the inside of the building with the CDC mandate dictating the bus rules. Because the mask/shield policy pertains only to the inside of the building,

elementary students will be permitted to remove their masks or shields for outside recess. Teachers will be encouraged to take classes outside as much as possible when it is practical and the weather allows. We plan to work with the Jackson County Health Department to provide other opportunities to provide vaccinations to staff members, students, parents and members of the community. We previously held at least two other clinics on site this spring and they were very successful in terms of the number of people who were able to be vaccinated in the community.

Going Forward

This document will be reviewed regularly and is likely to change as we move closer to the start of school and potentially even after school starts. Changes may be subtle or significant. We did meet on Thursday, June 24th with JCEA representatives to get their input on the Continuity of Services Plan as well as the spending plan for ARP ESSER funds. We also held a board meeting on Tuesday, June 29th, at which there was opportunity for the public to provide input on what they believe is important for the students of the district. This plan was approved by the Board of Education with permission granted for the Superintendent to make changes as necessary.

ARP ESSER PLAN

ARP ESSER funds will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance on reopening schools to continuously and safely open and operate schools for in-person learning. ARP ESSER funds will be used to fund fifteen teachers to maintain continuity of services in response to the impact that COVID-19 has had on the district. Without this funding the district would not be able to maintain operations, continue services, or continue employing existing staff as the current 5 year forecast shows deficit spending of over 1 million dollars. Without the ARP ESSER funding the district would be put in the position of reducing the number of teachers employed resulting in increased class size and reduced social distancing in our buildings. These challenges would most likely result in the spread of COVID-19, the increased quarantining of students and staff, and the very real possibility that we would not be able to remain providing our students with in-person instruction throughout the coming school year.

The district will use the 20% reserved funds as required by 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 differentiated instruction, summer learning for students in need of remediation or enrichment in all buildings, as well as comprehensive supplemental after school programs in all buildings without a 21st CCLC funded afterschool program. These funds will support the recovery of lost learning due to the COVID-19 pandemic that impacted all of our students and their families as well as our staff and their families.

The district will utilize remaining ARP ESSER funds to provide funding for supplemental compensation to teachers and other staff working in-person for the additional responsibilities and risk incurred by them as a result of the COVID-19 pandemic. Teachers have been tasked with increased responsibilities regarding work space sanitation, social distancing of students, closely monitoring the health and safety of students, reporting and contact-tracing COVID-19 outbreaks, and maintaining their own physical health and positive mental outlook while safely conducting in-person instruction. At the same time staff have been forced to adapt their instructional plans, alter their work environment, and secure educational resources to respond to the very real possibility of providing remote instruction as needed and/or mandated.

LOCAL USE OF FUNDS

ARP ESSER

ARP ESSER funds will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance on reopening schools to continuously and safely open and operate schools for in-person learning by funding fifteen teachers to maintain continuity of services in response to the impact that COVID-19 has had on the district. Without this funding the district would not be able to maintain operations, continue services, or continue employing existing staff as the current 5 year forecast shows deficit spending of over 1 million dollars. Without the ARP ESSER funding the district would be put in the position of reducing the number of teachers employed resulting in increased class size and reduced social distancing in our building. The challenges would most likely result in the spread of COVID-19, the increased quarantine of students and staff, and the very real possibility that we would not be able to remain providing our students with in-person instruction throughout the coming school year.

The LEA will use the 20% reserved funds as required by (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 differentiated instruction, summer learning for students in need of remediation or enrichment in all buildings, as well as comprehensive supplemental after school programs in all buildings without a 21st CCLC funded afterschool program. Additional staff will be employed in each kindergarten classroom to assist in the recovery of lost learning and its impact on children in the subgroups of rural and low-income who were adversely impacted by the Covid pandemic during their preschool years. These ARP ESSER funds will support the recovery of lost learning due to the COVID-19 pandemic that impacted all of our students and their families as well as our staff and their families.

The district will spend remaining ARP-ESSER funds by providing funding for district-wide supplemental compensation to teachers and other staff working in-person for the additional responsibilities and risk incurred by them as a result of the COVID-19 pandemic. As a result of the COVID 19 pandemic staff have been tasked with additional responsibilities regarding work space sanitation, social distancing of students, monitoring the health and safety of students, reporting and contact tracing COVID-19 outbreaks, and maintaining their own physical health and positive mental outlook while safely conducting in-person instruction.

The LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, through the weekly monitoring with meetings of Building Level Teams that include the building administrators, teachers, and guidance counselors who interact with the students and are aware of their unique academic or social-emotional needs. Student files will be maintained at the building level to monitor progress and determine interventions for the students and supports for parents and families of those students disproportionately impacted.

Needs Analysis was conducted with input from district staff in cooperation with the Gallia Vinton ESC. Input was collected from various stakeholders through online surveys and the opportunity for public participation at board meetings. Priorities were identified as a result of the needs analysis conducted and discussed among the administrative team and board of education members. The priority needs were then included in the district's Learning Recovery & Extended Learning Plan as well as the Continuity of Services Plan. In addition, it was determined after the opening of the school year that there was a need for additional staffing in the kindergarten classrooms. So many children who are limited by their rural location and low income status were attending in-person learning for the first time as they did not have preschool available during the covid pandemic. After discussion with stakeholders it was determined that the nine kindergarten classrooms needed an additional adult in each room to assist with children's basic needs as well as addressing the learning loss that these young children had experienced. Therefore 9 kindergarten classroom aides will be employed to address the many needs identified once we met the children.

Fifteen (15) licensed teachers are the estimated jobs. Nine (9) non instructional aides.

The LEA will be providing services and assistance to students and staff with these funds with the approval of this application and the start of the 2021-2022 school year. Services will continue through the 2021, 2022, and 2023 school years into 2024 as far as funds will allow.

The LEA will use ARP ESSER funds to promote remote learning for students if in-person learning is not possible at any time during the school year. Remote learning will not be available as a choice for students in grades K-8 during the 2021-2022 school year based on the recommendation of our county juvenile judge. Remote learning may be an option for students in grades 9-12 who are in need of credit recovery or other course work available through remote learning.

The LEA will address learning loss by administering and using high-quality assessments currently in place to assess academic progress and determine student academic needs. Strategies to be used by teachers include MTSS, HYIS and differentiating instruction to meet individual student learning needs. Parents and families will be invited to participate in the child's learning and given opportunities to learn how to support their students outside of school during in-person learning as well as in case of remote learning if in-person is not available. At the building level the members of the BLT will meet regularly to determine student progress, student needs, and any other concerns that arise concerning students and their families.

Funds will be used to support a safe and healthy learning environment that is in line with guidance from the CDC for reopening and operating in school facilities while effectively maintaining the health and safety of students and staff.

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;

Tracking student attendance and improving student engagement in distance education.

In response to Covid 19 the LEA has incurred a broad range of additional expenses that have led to deficit spending as evidenced in the 5 year forecast. In order to maintain operations, continue services, and continue employing existing staff the ARP ESSER funds will be used to support 15 teachers with salaries and benefits. These properly licensed teachers to be paid with federal funds will complete the semi-annual sign-off as required on form OMB Circular A-87. Supporting these 15 teachers will allow the district to maintain operations without having to eliminate teacher positions. If the district were to have to eliminate teacher positions the resulting class sizes would increase with a diminished ability to socially distance and remain operating with in-person instruction. Teachers and other staff will be provided with supplemental compensation to address the additional responsibilities and risk assumed as a result of the Covid 19 pandemic as well as the additional expenses incurred for establishing a safe and effective environment for in-person instruction as well as remote instruction if needed. The allowable indirect cost is included also.

To the greatest extent possible practicable, the LEA will continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.

The district will provide services and supports for students experiencing homelessness first by maintaining emergency funds to be made available as needed and then by maintaining and providing whatever supplies are needed and appropriate for those students experiencing homelessness so that they can participate fully in school and school activities.

The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.

The ARP IDEA Special Education funds will be used to support students with disabilities by providing classroom aides to help them participate in school activities.