



2021-2022 AMERICAN RESCUE PLAN:

SAFE RETURN TO IN-PERSON INSTRUCTION & CONTINUITY OF SERVICES PLAN

Foundation:

The recently passed American Rescue Plan (ARP) provides substantial federal resources to support states and local school districts. Recent federal guidance clarifies expectations for states and districts, including the development of a state plan that must be approved by the U.S. Department of Education before the remaining one-third of the federal funds can be allocated.

The federal template also includes a requirement that districts and community schools receiving American Rescue Plan funds must publish local “Safe Return to In-Person Instruction and Continuity of Services Plans” by June 24, 2021. Each district and community school should post the plan on its local website and then submit the website address that links directly to the plan to continuityplan@education.ohio.gov by June 24.

According to the U.S. Department of Education, LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register.

The federal requirements go on to identify the elements of the most up-to-date Centers for Disease Control and Prevention (CDC) guidance that must be addressed in the plan:

1. Each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the following mitigation strategies:
 - Universal and correct wearing of masks;
 - Physical distancing (e.g., including use of cohorts/podding);
 - Hand washing and respiratory etiquette;
 - Cleaning and maintaining healthy facilities, including improving ventilation;

- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments;
 - Diagnostic and screening testing;
 - Efforts to provide vaccinations to educators, other staff and students, if eligible; and
 - Appropriate accommodations for children with disabilities with respect to the health and safety policies.
2. Each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health and other needs, which may include student health and food services.
 3. The LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revises its plan as appropriate.
 4. The LEA seeks public input and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan.

Overall, we intend to work towards ensuring continuation of a rigorous education program, equitable access, appropriate accommodations for the health and safety of all employees, students and students with disabilities, compliance via effective operational policies and procedures to ensure all local, state and federal grant guidelines are met. We look forward to welcoming all students back in-person in the 2021-2022 school year!

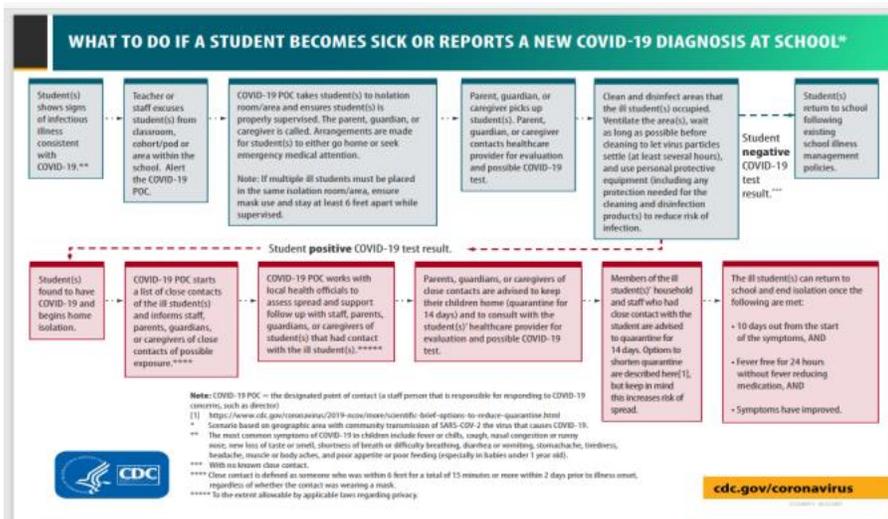
OUR AMERICAN RESCUE PLAN (ARP)

“Safe Return to In-person Instruction and Continuity of Services Plan”

Our Health & Safety Plan

I. Promoting Behaviors that Reduce Spread

- ~ Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.
- ~ Employees and students will be required to stay home for a period of (14) calendar days, if they have tested positive for or are showing COVID-19 symptoms as noted below:
 - Temperature external icon of 100.4 degrees Fahrenheit or higher
 - Sore throat
 - Cough (for students with chronic cough due to allergies or asthma, a change in their cough from baseline)
 - Difficulty breathing (for students with asthma, a change from their baseline breathing)
 - Diarrhea or vomiting
 - New loss of taste or smell
 - New onset of severe headache, especially with a fever
- ~ Employees and students who have recently had close contact with a person with COVID-19 will be recommended to stay home and monitor their health for a period of (14) calendar days.
- ~ Encourage employees and students exposed to COVID-19 to talk to their healthcare provider about getting a COVID-19 test.
- ~ Student(s) or employees who become sick at school or reports a new COVID-19 diagnosis, will follow the COVID-19 Diagnosis flow chart as shown below:



A. Hand Hygiene and Respiratory Etiquette

- ~ Teach and reinforce hand washing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and employees.
- ~ If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for employees and older children who can safely use hand sanitizer).
- ~ Encourage employees and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

B. Cloth Face Coverings

- ~ Face coverings will be worn by employees and students when social distancing is not possible in classrooms, common areas e.g. hallways, main office, restrooms, during arrival, during dismissal etc...
- ~ Employees and students will be provided with (2) cloth reusable face coverings to use throughout the school year. Disposable masks will be available as applicable and feasible
- ~ Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected, but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- ~ Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings.
- ~ Employees and students will be frequently reminded not to touch the face covering and to wash their hands frequently.

C. Adequate Supplies

- ~ Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for employees and students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes and no-touch/foot-pedal trash cans etc..

D. Signs and Messages

- ~ Signage will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- ~ Broadcast regular announcements on reducing the spread of COVID-19 on intercom and one-call systems, as needed

- ~ Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with employees and families (such as on school websites, in emails, and on school social media accounts).

E. Diagnostic Testing

- ~ Refer students and employees with symptoms of COVID-19 for diagnostic testing
- ~ Refer students and employees in close contact with someone with COVID-19 for diagnostic testing
- ~ Provide home tests for families, as applicable and available

F. Contact Tracing

- ~ Close Contact is someone who has been **within 6 feet of an infected person** (laboratory-confirmed or a clinically compatible illness) for a **cumulative total of 15 minutes or more over a 24-hour period**.
- ~ Public Health Recommends, except in certain circumstances, people who have been in close contact with someone who has COVID-19 should quarantine.
- ~ People with recent exposure may NOT need to quarantine, if they have been fully vaccinated and/or those who were previously diagnosed with COVID-19 within the last three months.

G. Vaccinations

- ~ Recommend all employees be vaccinated
- ~ Register employees, as requested with the partner vaccine provider site
- ~ The LEA will be a community vaccine site partnering with the Office of Integrated Supports
- ~ Provide vaccine resource, as applicable/needed - **Find a COVID-19 Vaccine:** Search [vaccines.gov](https://www.vaccines.gov), text your ZIP code to 438829, or call 1-800-232-0233 to find locations near you in the U.S.

II. Maintaining Healthy Environments

A. Cleaning and Disinfection

- ~ Frequently touched surfaces (e.g. all desks, doors, door handles, chairs in the classrooms, gym and offices, tables in gym, all classrooms, computer lab, all restrooms, lobby, hallways, kitchen, all staircases, building entrances, sink handles, drinking fountains) within the school will be cleaned and disinfected at least daily or between use as much as possible.
- ~ All cleaning and disinfecting products will meet EPA disinfection criteria and will be properly stored in an area(s) away from students and employees.

- ~ All cleaning and disinfecting products will not be used near students and employees.
- ~ All cleaning and disinfecting products will be used with adequate ventilation to prevent students and employees from inhaling toxic fumes.

B. Shared Objects

- ~ The sharing of items that are difficult to clean and disinfect will be discouraged
- ~ All students' belongings will be separated from others' and/or stored in individually labeled containers, cubbies, or areas, as applicable
- ~ All classrooms will have adequate supplies to minimize sharing of high touch materials as well as, limit student's use of these supplies and equipment and clean and disinfect between use, when supplies are low.
- ~ Students will be discouraged from sharing their school assigned device. Any shared devices will be cleaned and disinfected between uses.

C. Ventilation

- ~ All ventilation systems will be inspected to ensure proper operation and circulation of outdoor air will be utilized as much as possible by opening windows and doors that do not pose a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students or employees.
- ~ All rooms without windows will include a air purifier

D. Water Systems

- ~ All drinking fountains will be disabled. Bottled water will be provided by the school, as feasible. Students and employees will be encouraged to bring their own water as well.

E. Social Distancing

- ~ All classroom desk and/tables will be arranged to space seating at least (6) feet apart per grade/pod i.e. (20) students
- ~ Desks may be turned to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- ~ Install/add physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least (6) feet apart (e.g. main office, teachers desk, cafeteria serving lines, administrative office, bathroom attendant).

- ~ Install/add physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that employees and students remain at least (6) feet apart in hallways, during arrival and dismissal, other times as applicable
- ~ Install/add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least (6) feet apart.

F. Food Service

- ~ All students will be offered and served an individually wrapped breakfast in the multi-purpose room
- ~ All students will be offered and served an individually wrapped lunch in the multipurpose room via staggered schedules and assigned seating. Students may bring their own lunch as feasible
- ~ Disposable food service items (e.g. utensils, dishes) will be provided by the caterer.
- ~ Students will store their face coverings in their student labeled bag at their seat during lunch
- ~ In the event of an extended school closure, students will be offered to pick up grab and go meals one time per week

G. Pupil Services Department

- ~ All registration materials will be collected via virtual platforms, if possible. All office personnel will use personal protective equipment when delivering, distributing and/or collecting any forms and/or documents for student files or employee files.
- ~ All employee forms and documents will be sent electronically as office mailboxes will not be utilized

III. Maintaining Healthy Operations

A. Protections for Employees and Students at Higher Risk for Severe Illness from COVID-19

- ~ Options for employees at higher risk for severe illness that limit their exposure risk will be considered on a case by case basis, as applicable
- ~ Options for students at higher risk of severe illness that limit their exposure risk will be considered on a case by case basis, as applicable
- ~ The schools privacy policy will be followed regarding underlying medical conditions of all students, their families and employees

B. Visitors-Volunteers, Field Trips and Events

- ~ Visitors to the school will be limited to essential workers/providers. e.g. school employees, contractors or independent consultants interacting with students or teachers during the school day, bus drivers, school nurse, speech/occupational therapist, emergency health care and therapy providers, food service providers, social workers, police, fire and health department representatives, Ohio Department of Education representatives, CMSD sponsor representatives, before-school and after-schools providers (*when applicable*) etc...
- ~ Parents/guardians and extended family members are not permitted to visit/volunteer or access the building for late arrivals or early dismissals
- ~ All in-person field trips, student assemblies, special performances, family engagement events, school-wide meetings/orientations, parent-teacher conferences, may be scheduled as applicable.

Communication Systems

A. COVID-19 Point of Contact

- ~ The School Nurse will be designated as the employee responsible for responding to COVID-19 concerns, cases, positive results reporting and communication etc... All school employees and families will be notified as well
- ~ The School Nurse will also coordinate preparedness and response efforts of the LEA with state, local, tribal and territorial public health departments and other relevant agencies to prevent, prepare for and respond to COVID-19, as applicable.

B. COVID-19 Health Checks

- ~ All students and employees will be encouraged to take their temperature prior to arriving to the school building if possible.
- ~ We will conduct daily health checks (e.g. temperature screening and/or symptom checking of all employees and students upon arrival and periodically throughout the day, as needed and applicable
- ~ Any persons with a fever of 100.4^o (38.0^oC) or above or other signs of illness will be escorted to a designated quarantined area until they are able to depart the building

C. COVID-19 Reporting & School Closures

- ~ In accordance with health information sharing regulations for COVID-19; all school employees and families will be required to notify the school, if they or

their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days.

- ~ All reports and the impact to school hours, temporary closures (24-48 hours), extended school closures, student or employee mandated self-quarantine, as applicable; will be based on guidance from the Ohio Department of health and shared with employees, families and the public, as soon as possible via the school's website and one-call system
- ~ The school will follow its' 2020-2021 Remote Learning Plan during all closures, as applicable
- ~ Any employees or students in close contact with someone with a confirmed positive test for COVID-19, will be encouraged to seek medical assistance and/or guidance from a health care professional
- ~ Any employees or students with a confirmed positive test for COVID-19 will not be permitted to return to the school building per CDC guidelines as follows:
 - At least 10 days since symptoms first appeared and
 - At least 24 hours with no fever without fever-reducing medication and
 - Symptoms have improved

D. Sick Leave and Excused Absence Policies

- ~ Policies for employees will be listed in the employee handbook
- ~ Policies for parents and students will be listed in the parent-student handbook

E. Professional Development

- ~ All employees will participate in training on all health and safety protocols.

F. Support Coping and Resilience

- ~ Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- ~ Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- ~ Encourage employees and students to talk with people they trust about their concerns and how they are feeling.

OUR CONTINUITY OF SERVICES PLAN

We plan to ensure continuity of services by identifying our impacted students, accessing and addressing the academic need of all students per our FY21-FY22 School Improvement Plan as well as expanding social emotional learning and support as noted below:

Our Impacted Students

Vulnerable and/or at-risk youth often encounter challenges in receiving a quality and equitable education. While any group of students identified through a needs assessment can be considered vulnerable or at-risk; federal data reporting requirements are helping districts to identify trends and opportunities to better support their most vulnerable and at-risk students. Federal guidelines urge districts to collect and analyze academic and community data to identify, implement and monitor evidence-based practices that will provide vulnerable and at-risk youth with the opportunity to thrive. Our district's responsive education system is committed to equity in education and will work to successfully partner with families and community members to identify and address the needs of each child. Those youth identified as vulnerable, disadvantaged and/or at-risk are listed below:

Our Vulnerable Youth - Students who often encounter challenges in receiving a quality and equitable education. Vulnerable youth may face many barriers, including traumatization, high mobility, and undiagnosed behavioral and health conditions. A total of seven groups of students are identified as vulnerable. i.e. Students with Disabilities, English Learners, Migrant, Homeless, Justice Involved, Foster Care and Military

Our Disadvantaged Youth - Title I, Part A as amended provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to ensure that all children meet challenging state academic standards. In general, federal funds must enhance, add to and supplement services and programs school-wide that are offered with state and local funds; federal funds may not be used to replace any services and programs that were offered, or would otherwise be offered, using state and local funds.

Our At-Risk Youth (Groups 1-3)

Group 1: Per the Ohio Department of Education Improving At-Risk K-3 Readers states reading is the foundation for all learning. As such, it's critical to find and address reading issues for a student as early as possible. The guarantee drives our attention to students in grades Kindergarten to third, identified as struggling readers to make sure they get the help they need to succeed in reading. As required, through this initiative, our district will diagnose reading issues, create individualized RIMPs and provide intensive reading interventions for any students identified as at-risk under this measure.

Group 2: Per Ohio Revised Code 3314.03, any students that were truant for more than 10% of the required attendance for the 2020-2021 school year; as well as failed two or more required curriculum subjects.

Group 3: According to IDEA 34 CFR §300.226 regulations; our district is using federal funds to provide for coordinated early intervening services for students who are not currently identified as having a disability; but who may need additional academic and behavioral supports to succeed.

Ensuring Equitable Access to Instruction

The district will ensure equitable access by focusing on the items identified/listed in our Local Equitable Access Plan 1 as well as additional considerations concerning remote learning as listed below:

- 1:15 teacher/ student ratio on live instruction sessions
- Weekly remote intervention/check-ins with identified IAT students
- Collaboration with parents on home internet services
- School issued devices (i.e.1:1Tablets)
- Student training sessions on proper utilization of school-issued devices
- Modified assignments for Special Needs students
- IEP review conducted frequently for Special Needs students

Our 2021-2023 School Years

Our Academic Needs Assessment – Core Questions, Competency/Credit Rubric & Goals

Core Questions Considered – BLT and TBLT Committees

1. *What students need to know?*
2. *How we know they learned it?*
3. *How do we intervene for those who have not learned it?*
4. *How do we intervene for those who have learned it?*

- The school will utilize graded level blue-print standards “integrity and proper respect, formative assessment strategies, tech savvy (typing), proper study habits and skills, organizational skills, proper interactions with adults and authority, note taking, proper listening and communication skills. (I.)
- The school will utilize student test data and growth measures on fall, winter and spring assessments via Northwest Evaluation Association (NWEA) Measure Academic Progress (STAR) for grades K-8 and/or Study Island tri-semester benchmarks, weekly, formative

and/or summative assessments, Ohio Department of Education (ODE) Diagnostics (screener and/or full measure) as well as the Kindergarten Readiness Assessment – Revised (KRA-R) and Ohio State Test (OST) spring 2021 results for students in grades 3-8. (2.)

- Interventions, progress reports (academic and behavioral), parent/teacher conferences, implement behavior codes on reports, review attendance and participation patterns, teacher classroom observations i.e. informal and formal, student self-surveys with respect to level of importance of, intrinsic versus extrinsic motivation, creating an in-home quiet place to study, accessing student grades, understanding behavior plans and contracts, value of stricter classroom routines, training on basic technology, providing supplies as applicable, class and school newsletters, family focused workshops and seminars. School-wide use of evidence based in literacy and math supplemental resources i.e. use of vocabulary lists, visual aids on boards and in classrooms, representation of priority standards, tailoring monthly curriculum STARs, use of blueprint standards and on-line supplemental programs. The level of guidance and support for special education services, including a review of the Intervention Assistance Team (IAT) process and current level of collaboration between general education teachers and special education teachers. Kindergarten Readiness, by providing readiness lists, readiness assessments, Kindergarten Readiness Assessment – Revised (KRA-R), behavior plans, motor skills, academic foundational skills, and social/ emotional development resources for prospective families. (3.)
- Reward systems, community service (in building, helping teachers), working in office, announcements, essential elements of determining instructional needs via teacher observations, familiarity of on-line curriculum and programs, utilization of weekly assessments to aide differentiation, variation of assignments that offered/assigned, structure of office hours, and teacher planning time. (4.)

Our School Improvement Plan Goals

2021-2022: 85% of students in grades K-8 will demonstrate growth in **Reading** by increasing their growth score on the STAR Reading assessment (which assesses multiple CCSS Reading standards) by 8-10 points

2022-2023: 88% of students in grades K-8 will demonstrate growth in reading and math by increasing their growth score on the STAR Reading assessment (which assesses multiple CCSS standards) by 8-10 points

Our Achievement Gap Closure

The assessment data collected from the summer program, our needs assessment components above, state testing reports as well as additional components as indicated below, will all be utilized to narrow and address student ‘gaps’ school-wide according to our impacted student

groups, as applicable over the next (2) school years.

Common Core Focus

As outlined by state testing reports; students with a projected score of basic/limited in **reading** typically display difficulty in the following areas by grade as indicated below:

- ~ Grades K-2: lack a firm foundation in phonics, grammar and vocabulary
- ~ Grade 3: identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts
- ~ Grade 4: explaining a text, drawing simple conclusions, figuring out the meanings of basic words, organizing thoughts into writing, and showing command of the English rules
- ~ Grade 5: finding the main idea of a story, drama or poem, explaining how an author uses evidence for support and writing longer pieces with a logical order and supporting details
- ~ Grade 6: using details to find the main idea of a text, summarizing a text, evaluating and forming opinions about ideas in a text and writing text that are clear and organized
- ~ Grade 7: finding the main idea of a text, evaluating an author's argument about specific ideas of a text, and organizing logical reasons and evidence when writing about a text
- ~ Grade 8: finding and tracing the development of the central idea of a text, summarizing a text, evaluating evidence in an argument and introducing ideas in a logical way

As outlined by state testing reports; students with a projected score of basic/limited in **math** typically display difficulty in the following areas by grade as indicated below:

- ~ Grades K-2: lack a firm foundation of number sense, operations and vocabulary
- ~ Grade 3: solving two-step problems using addition, subtraction and multiplication facts, measurement, finding the perimeter and area and comparing fractions.
- ~ Grade 4: solving multi-step problems, converting large and small units, using perimeter and area formulas to make line plots
- ~ Grade 5: solving problems using fractions, mixed numbers and units of measure; add, subtract, multiply and divide decimals; use formulas of volume, and graph point on a coordinate grid
- ~ Grade 6: writing ratios, solving problems using variables, finding central values in data and finding volume using fractional lengths
- ~ Grade 7: writing and solving equations and inequalities, using scale drawings to solve problems, finding areas, surface area and volume figures; and using probability to figure out events
- ~ Grade 8: solving system equations, writing functions to describe relationships, using the Pythagorean Theorem to find unknown side lengths.

Additional Components

The proposed components to narrow these 'gaps' are noted below and will be utilized school-wide according to our impacted student groups, as applicable.

- Fine tuning existing processes and supports such as more instructional services, stronger title 1 push ins and pull outs, quicker IAT turn around, smoother

- interventions, more TBLT meetings and regular analysis of data with teams, expand on TBLT meetings with push ins from curriculum specialists, more tangible evidence, and create small study groups for middle school.
- Increase student exposure via local and community partner programs, a minimum of (2) field-trips per marking period per grade, technology/ educational trainings, classroom management in a virtual setting and incentives
 - Implement additional school-wide supplemental educational programs i.e., struggling readers, reading groups, pilot for gifted, technology, computer, grade specific readiness, extracurricular activities etc..
 - Administration will utilize report cards, classroom evaluations and other evidence-based data to help to prioritize school-wide achievement gaps focus.
 - Increase student incentives and rewards, including more extracurricular activities, challenging next grade level work, and peer-to-peer tutoring,
 - Adopt use of student success plans to assess the “whole child” each marking period to include an academic, social/ emotional and connection to school-community profile
 - Increase personalized learning opportunities such as independent study/ mandatory study hall, and a self-pacing curriculum options.
 - Implement use of alternative literacy and math supplemental resources i.e. vocabulary lists, visual aids on boards and in classrooms, representation of priority standards, tailoring monthly curriculum STARS, use of blueprint standards and on-line supplemental programs.
 - Increased focus on positive family engagement to communicate clear instructional plans, continue one-calls, conferences, monthly newsletters, orientation fairs, syncing Google classroom with academic calendar, uniformity to progress reports, report cards, communication through platforms i.e. family calls with documentation “call logs”.
 - Increase grade level communication in teacher based team meetings to evaluate different lessons, strategies, topics, teacher communication through platforms, strengths and weakness cards (for students), and open communication with next grade teachers.
 - Implement school wide incentive program (dances, pizza parties, gift cards, student dress down) award ceremonies every marking period, mini graduations for self-pacing programs and/or students meeting benchmarks (lunch and dress down certificates, celebrate select students throughout the school day, lunch with an administrator and/or franchise owner), and Pizza Hut reading program.

Social Emotional Expansion

We will determine school-wide social and emotional learning programs by utilizing (1) of (2) assessments, as applicable i.e. Ohio’s Whole Child Framework adapted from the Association for Supervision and Curriculum Development (ASCD) Whole Child Framework. The emphasis

being placed on the student's well being with support from the district, school, family, and community using a comprehensive approach. The overall goal is to address areas of concern: mental, behavioral, physical, health, wellness, nutrition, and safety needs of our students. We will also utilize the K-12 Ohio Social Emotional Learning Standards. The framework for Systematic Social and Emotional Learning defines five competencies within the Ohio Standards as listed below:

1. Self-Awareness – The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence and optimism.

2. Self-Management – The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.

3. Social Awareness – The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and support.

4. Relationship Skills – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.

5. Responsible Decision-Making – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one's actions and a consideration of the well-being of self and others.

Our Social Emotional Needs Assessment

The Pupil Services Teams' Guidance Counselor/PBIS Liaison, Family School and Community Liaison and to observe/monitor-impacted students through their daily interactions with their student peers, teachers, and others; to determine school-wide social emotional needs as well as embedding SEL in daily instruction. The instructional and intervention teams will assist with providing data on our impacted students as well. The essential questions with respect to assessment(s) options are indicated below:

Assessments Selection – must address the following criteria:

- What skills will the SEL focus on?
- Why do you want to assess SEL?
- What's the best tool for your assessment goal?
- How will you partner with your parents and community?
- How do you intend to discuss the data?

- What will you do with what you learned?
- How will staff be trained that will conduct and analyze assessment data?

Assessments Tools:

- CASEL Assessment
- Assess Screeners
- MySAEBRS- which students can assess online
- RAND Assessments Finders- assessments that focus on interpersonal, intrapersonal and higher order cognitive competencies

Social Emotional Tools & Resources

To expand our current SEL; a SEL Support Specialist position will be created to address initiatives to embed SEL into daily instruction as well as include culture-specific strategies, instructional practices, and appropriate evidence-based curriculum during the regular school day, as well as year-round program efforts that will focus on the following:

To expand our current SEL to include curriculum and instructional practices during the regular school day as well year round programs efforts are focused on the initiatives listed below, as applicable:

- Morning classroom meeting (daily check in)
- Individual/ small group counseling
- Guidance lessons
- Tutoring Programs (Year Round)
- Remedial Summer initiative
- Peer mentoring/ conflict mediation program
- Teen summit/ Teen talk open discussion group (lead by students with adult mentoring)
- Sisterhood program
- Brotherhood program
- School wide initiatives (i.e.; random acts of kindness, anti-bullying, spirit week, college university awareness, pen-pals, silly sock day, pajama day etc
- Extracurricular activities/ clubs to promote and encourage leadership and healthy relationships.
- Increase student knowledge about self, ethnic background, culture, race etc...
- Community mentoring groups
- Parent support groups
- Quarterly speakers to address parenting issues
- Addressing equity barriers and identifying community partners to help resolve the issue
- SEL Support Specialist for Instructional Teams to model imbedding social emotional learning into instructional planning and delivery
- Teacher/staff wellness and self care

Our Social Emotional Learning Assessment Goals

2021-2022: By June 2022; 75% of students in grades K-8 will demonstrate growth in SEL in 2-3 competencies

2022-2023: By June 2023; 80% of students in grades K-8 will demonstrate growth in SEL in 2-3 competencies .

PLAN REVIEWS, REVISIONS & PUBLIC FEEDBACK

We will ensure to complete periodic reviews, no less than every six months for the duration of the ARP ESSER grant period i.e. 9/20/23 and revise the plan as applicable/needed
We will also seek public feedback via annual federal funding meetings and take such input into account on whether revisions are needed and to revise the plan accordingly, as applicable.

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