

ARP ESSER Local Recovery and Extended Learning Plan 2021-2023: Dayton

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

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:**
 - In alignment with Ohio’s most recent health orders, beginning June 2, Individual school districts will decide whether or not to continue masking and social distancing in school settings. Dayton City School District will no longer require masks to be worn by staff or students in the district. Mask will be recommended for those who are unvaccinated. Mask wearing will be optional and masks will be made available to those who choose to continue to wear masks. Proper mask wearing will be modeled by school employees for those who choose to continue to wear masks. Signs related to proper mask use will continue to be displayed.
- **Physical distancing (e.g., including use of cohorts/podding);**
 - In alignment with Ohio’s most recent health orders, beginning June 2, Individual school districts will decide whether or not to continue masking and social distancing in school settings. Dayton City School District will keep reasonable distance between and among students during school hours to the fullest extent possible
- **Handwashing and respiratory etiquette;**
 - School employees will continue to model safe and healthy handwashing, physical distancing, and cough and sneeze etiquette for students. This includes:
 - Modeling handwashing for at least 20 seconds using soap and water, rinsing hands well and drying hands. Signage will continue to be displayed.
 - Making available alcohol-based (60%) hand sanitizer in building entryways, hallways, cafeterias, classrooms and on busses
 - Physical distancing as practical and reasonable in a school setting
 - Modeling covering your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in the trash.
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- **Cleaning and maintaining healthy facilities, including improving ventilation;**
 - Continue to utilize highly engineered sanitizing processes that will include, but are not limited to, high touch surface areas and frequently traveled areas
 - Continue to evaluate building operations, including, but not limited to, flow of traffic in the building, use of classrooms/cafeterias/restrooms/etc., operational times, visitor procedures, etc.
 - Maintain a frequent schedule of air filter changes for the HVAC systems located in each building

- **Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments;**
 - Beginning June 2, 2021, and in accordance with CDC guidance, vaccinated children do not have to quarantine or be tested if they are exposed to COVID-19. Unvaccinated children who are exposed to COVID-19 should quarantine if the exposure took place outside of a classroom setting where masks were required to be worn. Unvaccinated children should also isolate if they test positive for the coronavirus. Local health departments should determine if quarantine or isolation should occur.

- **Diagnostic and screening testing;**
 - The district does not engage in diagnostic and screening testing. All testing occurs with local health providers including, but not limited to, primary care physicians, urgent care, local pharmacies, local hospitals, and pop-up COVID testing sites.

- **Efforts to provide vaccinations to educators, other staff and students, if eligible;**
 - Staff vaccinations clinics were held in the school district on the following dates: 2/6/2021 and 2/27/2021. Additional vaccination clinic information was made available to staff who were not able to take the vaccine at the district clinic.
 - Student vaccination clinics were held in the school district for student's age 16+ on the following dates: 4/28/2021 and 5/19/2021. Additional vaccination clinic information for students 12+ has been made available to families in the district.

- **Appropriate accommodations for children with disabilities with respect to the health and safety policies.**
 - Accommodations for students with disabilities with respect to health and safety are outlined in each student's individual education plan (IEP).

- 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.
- The LEA’s state required Learning Recovery Plan which addresses academic and social/emotional needs is attached as well as located on the following district webpage: [DPS Learning Recovery/Extended Learning Plan](#).

Dayton City School District will periodically review our ARP ESSER Local Plan no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revise its plan as appropriate.

The LEA will seek public input and take such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan.

PSC

2021-2022	<p>K-6 Plan: Implement PSC as measured by yearly TFI and building specific action plans. Building level PSC teams will meet monthly, have agendas, review data, & make changes to action plans if needed.</p> <p>Consistent Implementation of Males of Color, Females of Color, School-wide Tier 1 acknowledgment systems, Check in-check out for identified Tier 2 and Tier 3 students, & CHAMPS</p> <p>PAX is used in one elementary building</p> <p>7-12 Plan: Implement PSC as measured by yearly TFI and building specific action plan. Building level PSC teams will meet monthly, have agendas, review data, & make changes to action plans if needed.</p> <p>Consistent Implementation of Males of Color, Females of Color, Check In/Check Out programs for identified Tier 2 and Tier 3 students, & CHAMPS/Discipline in the Secondary Classroom</p> <p><u>Currently Using:</u></p>	Budget
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	<p>CHAMPS/Discipline in the Secondary Classroom, PAX (in one elementary building), Ongoing PSC Professional Development in all buildings across district, PSC district coaches, & Mentoring (Males of Color, Females of Color)</p> <p><u>For Consideration:</u></p> <p>SEL curriculum, Restorative Practices, Mediation, Mentoring, & ROX</p>	
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Learning Recovery/Extended Learning Plan

District/Building Name: Dayton Public Schools

District/Building Team Members: Extended Learning Plan Team (Teachers, DEA President, Building Administrators, District Administrators)

Academic Needs					
Guiding Questions: What approaches will the district use to fill learning needs? What steps will be taken to remove/overcome barriers that may be associated with “Gap Filling Approaches”? How do we intervene for those students who have not learned content?					
Identifying Academic Needs	Spr. '21	Sum. '21	SY '21-'22	SY '22-'23	Resources Available
Align the One Plan, strategies, and indicators to identify needs. Data will be analyzed and discussed at TBT, BLT, and DLT meetings.	X	X	X	X	- MAP <ul style="list-style-type: none"> • Winter SY 19-20 to Winter SY 20-21 • Winter SY 20-21 to Spring SY 20-21 - OST - ACT - EdIncites (Monthly) - Acadience Reading (DIBELS Next) - Intervention Software Programs
Determine the gaps in skills and knowledge for each grade level in ELA and math.	X	X	X	X	
Use data for subgroups to determine the need for increased supports and interventions.	X	X	X	X	
Use data within an MTSS framework to identify students in need of interventions.			X	X	
Utilize the district’s early warning system to identify high school students at risk of not graduating.		X	X	X	
					- Credits/Transcripts - OST Points and Progress in Pathways or OST Points and Competency Pathways

Addressing Academic Needs	Spr. '21	Sum. '21	SY '21-'22	SY '22-'23	Resources Available
Extended school calendar for all students to maximize in-person learning.	X				
Implement High School Content Boot Camp (Math & ELA) for at-risk students in grades 10-11.		X			- MAP & OST Data - Credits
Offer Summer School/Camp for all students, grades 1-12, to re-engage students in the learning process.		X			- Grades 1-12 - Core and Enrichment - Credit Recovery
Provide targeted instructional support.		X	X	X	- Instructional Paraprofessionals (Gr K) - DOUBLE TEACHING (Gr 1-3) - Math Specialists (Gr 4-6) - Teacher Leaders (Gr K-6) - Reading Endorsement Cohort (Gr 7-8) - Curriculum Leads (Gr 9-12) - Model Classroom Teachers (Gr PK-12)
Develop and implement a model for literacy across all content areas.		X	X	X	- Math Literacy Project - Reading Course (Gr 7-8) - Science - Social Studies
Implement evidence based instructional strategies and frameworks.	X	X	X	X	- Marzano's Framework - Gradual Release of Responsibility - DOUBLE TEACHING (Gr 1-3) - Math Workshop Model (Gr 1-3) - Additional Reading Period (Gr 7-8)
Revise all curriculum and pacing guides through cross-grade collaboration to narrow curriculum and prioritize greatest needs.		X	X		- Math - ELA - Science - Social Studies

Add an extended day option for high school students to take an extra class (make up credits) or receive intervention.			X	X	- Credits/Transcripts - OST Points and Progress in Pathways or OST Points and Competency Pathways
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Social Emotional Needs

Guiding Questions:

How will the district 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)?

Identifying Social Emotional Needs	Spr. '21	Sum. '21	SY '21-'22	SY '22-'23	Resources Available
Administer Panorama survey for students to self-report SEL wellness.	X		X	X	- Panorama Survey
Analyze Panorama survey results (self-reported).	X		X	X	- Panorama Survey
Analyze attendance data and trends.	X		X	X	- Attendance Data
Analyze behavior data.	X		X	X	- Discipline Data
Curate a list of at-risk indicators.			X	X	
Addressing Social Emotional Needs	Spr. '21	Sum. '21	SY '21-'22	SY '22-'23	Resources Available
Offer Summer School/Camp for all students, grades 1-12, to re-engage students in the learning process.		X			- Grades 1-12 - Core and Enrichment - Credit Recovery
Partner with community agencies (churches, etc.) for summer camp and school-year enrichment experiences.		X	X	X	- Miracle Makers - Omega Community Development Corporation - Dayton Children's Hospital - YMCA

					- 21st Century - Scholars of Hope
Utilize Resiliency Coordinator to provide targeted support.	X		X	X	- Building Resiliency Coordinators
Provide Tier 1 SEL strategies.	X		X	X	- Morning Meeting - Mentoring - Literature to support SEL concepts <ul style="list-style-type: none"> • Males of Color & Women of Color • Big Brothers/Big Sisters - Mindfulness Meditation/Brain Breaks
Provide designated time for SEL curriculum/session during the school day.	X		X	X	- Dayton Children's Hospital
Add an extended day option for high school students to take an extra class (make up credits).			X	X	- Credits/Transcripts - OST Scores & Pathway Points
Reemphasize restorative practices and PSC to create an accepting and supportive atmosphere between staff and students in all buildings.	X	X	X	X	- PSC Coaches - PSC Framework
Provide unified arts classes to all students.	X		X	X	