



Fairborn City Schools



Safe Return to In-Person Instruction and Continuity of Services Plan ARP ESSER Local Recovery and Extended Learning Plan 2021-2023

Required elements of local plans. The federal requirements 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:

o 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. Fairborn City Schools will no longer require masks to be worn by staff or students in the district. 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.

o Physical distancing (e.g., including use of cohorts/podding);

- o 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. Fairborn City Schools will keep intentional distance between and among students during school hours to the fullest extent possible

o Handwashing and respiratory etiquette;

- o School employees will continue to model safe and healthy handwashing, physical distancing, and cough and sneeze etiquette for students. This includes:
 - o Modeling handwashing for at least 20 seconds using soap and water, rinsing hands well and drying hands

- Making available alcohol-based (60%) hand sanitizer in building entryways, hallways, cafeterias, classrooms and on busses
- Physical distancing to the fullest extent possible
- Modeling covering your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in the trash.
- **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.
- **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 offered by Krogers were held in the school district at Fairborn High School on the following dates: 2/19/2021 and 3/12/2021. Additional vaccination clinic information was made available to staff who were not able to take the vaccine at the district clinic.
 - No student vaccination clinics were held in the school district. However, 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: [Fairborn City Schools Learning Recovery and Extended Learning Plan.pdf](#)

Fairborn City Schools 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.

Identifying Academic Needs

Impacted Students:

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

**Spring 2021
Summer 2021
2021 - 2022
2022 - 2023**

- Ohio ONE NEEDS Assessment to determine needs
- Alignment of OIP, CCIP, Literacy Plans, MTSS, Remote Learning Plan, Learning Recovery Plan
- Conduct Gap Analysis & Curriculum pacing/alignment for ELA, Math, Science, and Social Studies
- Curriculum Alignment as needed
- MTSS processes universal screeners to determine where students are at & their needs
 - K-12 iReady Assessments in Reading & Math

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Spring 2021 2021 - 2022 2022 - 2023	<ul style="list-style-type: none"> • MTSS processes ongoing development & implementation • Consider additional literacy instruction assistance in elementary grades • Restructured Access/Advisory in secondary • Investigate & Implement instructional supports <ul style="list-style-type: none"> ◦ MS math support ◦ Elementary literacy & math supports • Credit Recovery program <ul style="list-style-type: none"> ◦ During school day ◦ Possibly Saturday option • Tutoring <ul style="list-style-type: none"> ◦ Based on need: in person & virtual ◦ In school ◦ After school ◦ Provide transportation when possible • Expanded Virtual Support Resources <ul style="list-style-type: none"> ◦ For students <ul style="list-style-type: none"> ■ Read Live ■ iReady Personalized Learning ◦ For families <ul style="list-style-type: none"> ■ Focus on Learning videos • Printed materials for home practice • Curriculum Pacing & Alignment 	
Summer 2021	<ul style="list-style-type: none"> • Summer Learning Camps K-12 <ul style="list-style-type: none"> ◦ Academic ◦ SEL ◦ The arts • Credit Recovery program • Tutoring <ul style="list-style-type: none"> ◦ In person & virtual ◦ AmeriCorp Tutors • Expanded Virtual Resources • Printed materials for home practice 	

Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Spring 2021 Summer 2021 2021 - 2022	MTSS processes <ul style="list-style-type: none"> • Universal screeners (SAEBRS) • Tier 2/3 referrals from school staff • Data from attendance plans 	

2022 - 2023	<ul style="list-style-type: none"> • Data from Public School Works (discipline data) <p>OIP Plan Surveys</p> <ul style="list-style-type: none"> • SAEBRS assessment • SAS survey • SEL surveys: Staff & Students • Adult Care & Student Relationship opportunities data collection • Information from Securly and Go Guardian notifications 	
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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?	
Spring 2021 2021 - 2022 2022 - 2023	<p>SEL Curriculum (K-12):</p> <ul style="list-style-type: none"> • K-8 Second Step Program • 9-12 The Core Project • Grade 8 Signs of Suicide program <p>Counseling Services (PK-12)</p> <ul style="list-style-type: none"> • MOU with community partners (GCESC, Ohio Mentor). Services provided within the building • The district has initiated conversation with the local Mental Health and Recovery Board (ADAMHS) to discuss additional supports for students and families <p>Targeted interventions in the building (K-12)</p> <ul style="list-style-type: none"> • Small group counseling activities • Check-in/check-out and mentoring activities • Gr 6-8 partnership with local prevention programs through community mental health for small group programs • Clinical counselor, school counselors, and school psychologist available in each building to provide supports to students and families including crisis intervention and planning <p>Collaboration with Community Partners</p> <ul style="list-style-type: none"> • Family Solutions Center (community mental health). Collaboration to support student and family access to services • Greene County ESC. Collaboration for counseling, Handle With Care program • State Support Team 10. Collaboration with district PBIS programming, professional development support • Mental Health and Recovery Board. Collaboration regarding ways to support students and families. <p>University of Minnesota Study: Brief Remote Intervention to Engage Families (BRIEF):</p> <ul style="list-style-type: none"> • Family-focused intervention for use by school-based practitioners (counselors, school social workers, school psychologists, behavior specialists). BRIEF is a motivational intervention that empowers caregiving adults in the home to select an area to work on with their child, and then provides them with specific concrete practices they can use in the home to promote their child's wellbeing and engagement in school. 	<p>\$6149</p>
Summer 2021	<p>Counseling Services (PK-12)</p> <ul style="list-style-type: none"> • MOU with community partners (GCESC, Ohio Mentor). Services provided within the building • The district has initiated conversation with the local Mental Health and Recovery Board (ADAMHS) to discuss additional supports for students and families • Clinical Therapist as part of Summer School program 	

	Collaboration with Community Partners <ul style="list-style-type: none"> • Family Solutions Center (community mental health). Collaboration to support student and family access to services • Greene County ESC. Collaboration for counseling, Handle With Care program • State Support Team 10. Collaboration with district PBIS programming, professional development support • Mental Health and Recovery Board. Collaboration regarding ways to support students and families. 	
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PLANNING SUPPORT DOCUMENT

As stated by ODE, this is not a one-size-fits-all exercise. Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

ACADEMIC PLANNING

Determining Academic Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> • Data analysis of performance on tests (e.g., district assessments, statewide tests, ACTs, etc.) • Data analysis of attendance patterns & disaggregation of populations • Review programming for missed opportunities for All Learners, Students with Disabilities, English Language Learners, Gifted Students, etc. • FCS District MTSS Process and Universal Screeners • Use of/Alignment with the OIP/DLT/BLT/TBT process • Conduct Gap Analysis & Curriculum pacing/alignment for ELA, Math, Science, and Social Studies • Establish Prioritized Standards
Filling Academic Gaps	<p>How will academic gaps be filled?</p> <ul style="list-style-type: none"> • Existing processes and supports • Summer Camp interventions • After school interventions • Instructional Coaches • Intensive Literacy Support - SUCCESS Teachers • Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) • FCS District MTSS processes • District and Building leadership teams improvement processes & data based decision making • Credit Recovery Options for HS • Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. • Cross grade-level communication • Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, WSU, etc.
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <ul style="list-style-type: none"> • Universal screeners to determine competency in reading and math • SEL universal screeners to identify students who need social emotional supports

	<ul style="list-style-type: none"> Formative and summative assessments
Resource Link(s):	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

SOCIAL & EMOTIONAL NEEDS	
Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <ul style="list-style-type: none"> FCS District MTSS Process and SEL Screeners 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.
Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <ul style="list-style-type: none"> MTSS processes 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 & emotional needs, identify students who need instructional support (mentors, tutors, peer support, etc.)
Resource Link(s):	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

PROFESSIONAL LEARNING NEEDS		
Professional Learning Spring 2021 Summer 2021 2021 - 2022 2022 - 2023	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <ul style="list-style-type: none"> • Coordinate Professional Learning plan based on One Needs Assessment that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners. <ul style="list-style-type: none"> ◦ Literacy training <ul style="list-style-type: none"> ■ Investigate the possibility of Orton Gillingham for primary ■ Ongoing training with literacy adoption ◦ Laying the Foundation training (NMSI) at BMS & FHS ◦ Math training <ul style="list-style-type: none"> ■ New adoption ◦ Culturally Responsive Teaching ◦ Science training <ul style="list-style-type: none"> ■ New adoption • Expand instructional coaches to support curriculum implementation & learning • Alignment to the Ohio Improvement Process and One Needs Assessment • Social and emotional PD to help teachers address wellness needs of students and staff recovering from added pandemic stressors • AmeriCorp Covid Education Recovery Tutors trained by MCESC for summer • NMSI Training for high school 	
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support	