

Dayton SMART Elementary: Safe Return to In-Person Instruction & Continuity of Services Plan

The recently passed American Rescue Plan (ARP) provides federal resources to support states and local school districts. School districts that receive funds through ARP are required to develop a "safereturn to in-person instruction and continuity of service plan". The Ohio Department of Education has provided guidance to local school districts on required components of the plan. If you would liketo provide input into the development of the plan, please email our Director of Curriculum, Ms. Jody McCurdy; [email](#). Public input will be considered for all revisions of the plan. At a minimum, plans will be reviewed twice a school year.

The Dayton SMART Elementary intends to provide in-person instruction for all students in all buildings beginning August 2021. All academic services will resume to their Pre-COVID operations. To address students' social, emotional and mental health needs,DSE partnered with an Eastway to increase the mental health services available to our school community.

Implementation of [CDC Mitigation Strategies](#)

- Universal and correct wearing of masks: Students and staff will be required to wear mask upon entering the building. Mask should securely coverthe mouth and nose and must be worn all day with the exception of meal timesand medical conditions that require mask breaks and/or no mask.
- Physical distancing (e.g., including use of cohorts/podding): The districtwill continue to utilize physical distance protocol in classrooms (3 feet with mask on) and in lunchrooms, when possible. Handwashing and respiratory etiquette: Hand sanitizing stations are situated throughout the building as well asin each classroom. There will be scheduled times a day of scheduled soap/water handwashing. Staff and students coughing or sneezing are expected to cover their nose and mouths to reduce risk of respiratory droplets from spreading.
- Cleaning and maintaining healthy facilities, including improving ventilation: Cleaning protocol includes the daily sanitizing of rooms and the installation of numerous hand sanitation stations. Classroom and office doors and windows will be open and ceiling fans (where applicable) on to provide room ventilation. If doors need to be closed for any reason, windows will remain open.
- Contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments: The District

will continue to utilize the CDC's recommended symptom assessment, quarantine and isolation protocols

- Diagnostic and screening testing: DSE has asked that parents and employees conduct daily health checks and review for potential COVID symptoms. The school will continue temperature checks upon entry.
- Efforts to provide vaccinations to educators, other staff and students, if eligible: All staff members were offered vaccination February 2021.
- Appropriate accommodations for children with disabilities with respect to the health and safety policies: Students with medical (or IEP) documentation who indicated an inability to wear a mask will be excused from the mask requirement and offered face shields.

Plan to Address Continuity of Academic and Non-Academic Services

1. Academic Services

- a. In the event that a student is restricted from in-person learning, we will continue to provide academic services through a mix of synchronous and asynchronous lessons.
- b. We will provide families with information about broadband Internet subsidies, so they can maintain continuous Internet access and receive quality education while home, if the need arises for virtual learning.
- c. Similarly, if teachers need to quarantine, but they are not ill, they may be able to utilize Zoom to teach their lessons from home while another adult monitors students in person.

2. Social-Emotional

- a. School staff follow up on students who are home because of quarantine due to illness in their home, or who are isolating due to illness. There is also a protocol to follow up on these students within two weeks of their return to school to determine if they need further support.
- b. The District uses the Second Step program to directly target social-emotional learning of students.

3. Mental Health

- a. The District partners with Eastway to provide mental health support for students.

4. Health

- a. In order to reduce quarantine time, the District will provide COVID-19 self-tests to students and families who need to isolate at home. With a

negative test after day five, the student will be allowed to return to school after day seven.

5. Food

- a. We plan to begin the 2021-2022 school year by serving meals in the building to in-person learners. However, we will continue to provide curbside meals to our virtual learners.

Local Use of Funds Plan

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our safe return to in-person instruction plan directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes the proper use of masks, supporting our scholar, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. Some examples of specific, CDC-recommended strategies outlined in our in person instruction plan include: - Limiting classroom sizes to around 14 scholars on average to support safe distancing and reduce exposure and transmission risks - Maximizing the utilization of as-yet unused classrooms to accommodate all scholars and support appropriate social distancing - Spacing school desks six feet apart and facing the same direction in all classrooms - Clearly marking hallways for one-way traffic flow in order to alleviate congestion or any cross traffic - Recess breaks and specials taking place in home rooms to minimize cross contamination - Closing off all public water fountains to reduce the risk of transmission - Cleaning frequently used surfaces (such as door handles, handrails and bathrooms) three to four times a day and deep cleaning each classroom every night with the support of our incredible custodian staff - Cleaning all scholar desks and chairs used in rotational groups prior to each rotation In addition to the above CDC recommended mitigation strategies, we will use ESSER III funding to strategically address pandemic-related learning loss in our scholars, especially those disparately impacted by COVID-19. This will include providing Tier II, small-group tutoring to our scholars; providing data-driven extended learning time programming in the summer; providing additional social-emotional programming to support scholars in making a successful transition to in-person instruction; providing our educators with staff development and retention opportunities, and more.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

[Address Unfinished Learning Goal](#)

Strategically address unfinished learning of foundational skills without sacrificing grade-level learning
[Strategy](#)

- a. Gather and analyze data to understanding what unfinished learning there is
- b. Use data to strategically group students, plan aligned interventions and progress monitor

c. Have specific time within the master schedules dedicated to intervention in order to preserve grade-level instruction

Build Content Knowledge Goal

Build leader and teacher content knowledge to align planning and instruction to research-based best practices

Strategy

- a. Use cohort experiences to deepen understanding of grade level standards and research-based instructional strategies
- b. Build teacher and leader capacity through rigorous intellectual preparation of lessons and professional development
- c. Use teacher and leader advisory groups to build content-knowledge and depth of understanding in research-based best practices
- d. Develop Course Leader supported content courses and cohorts to proliferate knowledge across the network
- e. Execute a cohesive set of research-backed professional development structures that include network-wide, cohort-based, school-based, and one-on-one learning opportunities and follow up supports.

Build Culturally Responsive Classrooms that Embrace Productive Struggle Goal

Create classrooms that are culturally responsive, psychologically safe places for our students to take risks, make mistakes and be curious about content and learning.

Strategy

- a. Build teacher capacity to plan questions - for independent work and class discussion - that are worthy of productive struggle and facilitate the transition from dependent learners to independent thinkers.
 - 1 Compliance Build a Standard Operating Procedures Manual (SOPM) that drives our network through coaching and support to meet 90% of all compliance indicators.
 - 2 Response-to-Intervention (RTI) Monitoring Build our network-wide capacity to execute an integrated RTI program, including, providing proper protocols and supports.
 - 3 Instruction and Co-Teaching Build network-wide knowledge, expertise, and investment in the research-based instructional methodology for exceptional learners
 - 4 Clarifying our content-specific vision for instructions and establishing routines and structures to support the execution of that vision.

This priority involves information gathering to gain a clearer understanding of the impact and efficacy of recent structural and curricular changes across the network. This will inform our long-term strategy for implementing the new curriculum with the vision for excellent instruction at the center. Successful implementation of this priority will result in: a clear articulation of the vision for excellent instruction across all of our schools and grade levels; a draft of the plan to achieve it; a set of goals for changes in teacher practice and student learning and a system to monitor, reflect and refine the strategy over the next 3-5 years.

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

We will use the remaining funds to address learning loss; providing interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

Function Mission/Vision/Guiding Principles - Exceptional Student Education (ESE) We believe all students deserve an exemplary education to achieve at the highest levels. We work hard to make sure that our schools are inclusive, anti-racist, brave spaces where exceptional learners can reach their full potential. We manifest this vision by adding and building capacity within our school communities to be able to: Engage a whole-child approach, fostering students' physical and socio-emotional well-being; Emphasize grade-level content mastery for ALL students, including exceptional learners; Provide timely, data-driven, and empowering support rather than lowering expectations; Encourage scholars to understand their strengths and advocate for their learning differences; Inspire students to be lifelong learners by nurturing their unique backgrounds, strengths, and abilities

Department Priorities (2020-21)

1. Our schools meet at least 90% of compliance indicator Metrics: IEP, Evaluations, and ETRs held by or before date; students receive all services mandated by the IEP; billing paperwork is completed comprehensively and timely; trimester progress reports; actively monitor infractions for MDRs
2. Each teacher (within Literacy and Math) can name at least 1 Culturally Responsive Teaching (CRT) strategy and 1 trauma-informed care (TIC) within each lesson to support exceptional learners. Metrics: Weekly DPP review, bi-weekly instructional walkthroughs, RTI meeting notes
3. RTI a. School leaders and teachers describe a clear, data-driven school-based RTI process as useful and integrated (for instructional and non-instructional RTI). Metrics: Bi-weekly meetings with DOIs, Bi-weekly check-ins with teachers, RTI implementation surveys each trimester
- b. Teachers are engaging in weekly, grade level, data-driven, student-focused Instructional and Non-Instructional RTI meetings, including archiving and monitoring progress within these meetings. Metrics: RTI meeting notes, Grade-level Intervention tracker
- c. Teachers are engaging / facilitating I-Ready support through Personalized Pathways; Literacy; Decoding and Comprehension; I-Ready; Acceleration. I-Ready diagnostic and benchmarks per trimester, weekly DEP review, bi-weekly instructional walkthroughs
4. Bi-weekly ESE Navigator (KH) communicates a clear vision, strategy, celebrations, and resources across the network, in furtherance of the "Better Together" campaign; Metrics: ESE Navigator survey each trimester, weekly O3s with ESE team.

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

The primary function of the Building Leadership Team (BLT) is to set the academic and instructional vision for the School and to provide the support to achieve that vision through curriculum content, aligned assessments, teacher and leader training, differentiated approaches, and exceptional student education. In order to anchor the ongoing tactical and strategic work of the BLT, the CAO has mapped and aligned priorities for the BLT. Academics is anchored on The Better Together Core Tenets. - Leaders are the unit of change and the greatest determinant of success for our schools. -Everyone learns, Everyone grows - together -Every scholar gets the best experience and outcomes every day. The adoption of these tenets led to a series of changes in the design and management of the network leadership apparatus and the way the Home Office interfaces with, manages and supports schools. The strategic shifts continue to inform the network's academic strategy and continue to underpin many of the tactical moves made by the BLT. However, some components were deprioritized for contextual

reasons. A few substantial confounding variables in the design of a cogent academic vision have been navigating the structural, cultural, and legacy mindset of School, as well as, the culture and climate knock-on effects of the Better Together initiative. These complications are further compounded by the Network Academic Team's rapid ascendancy and sudden decision-making power because of the COVID-19 pandemic and the transformation to remote learning for all scholars and staff. The current reality and the need to create enabling conditions for long-term success serve as the basis for this evolving document. Vision 2025 Vision 2025 is the chosen name of the evolving instructional vision design initiative and plan currently underway on the Network Academic team to drive the School's educational excellence. Vision 2025 embraces excellence in all aspects of schooling (academic outcomes, student experiences, school culture, staff culture, talent management, family engagement, etc.) and serves as the anchor belief and values system underpinning all academic strategies. The BLT has a responsibility to build a cogent and cohesive strategy for addressing the critical inputs necessary to drive toward excellence.

6. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Immediately.

7. Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators and other staff.

Maintain long-term sustainability of instructional rigor and excellence in remote instruction, holding the same high bar regardless of format. Ensure access and inclusion for all students and families. Maximize interactions among teachers, scholars, and families with a focus on authentic instructional feedback cycle. Provide opportunities for listening and responding to staff, students, and families, as an iterative process within remote learning systems. Work together to maximize effectiveness In Person Support Personalized support to meet exceptional needs Synchronous Small groups Live lessons SEL groups (CREW, Advisory, Compass, Morning Meeting) Support Services (Remediation, Acceleration, Counseling, Speech therapy, Occupational Therapy, Physical Therapy) Make-up Option *Asynchronous version of the lesson will be available *Students are expected to touch base with a teacher in small-group *Recording of live lesson will also be available as supplemental resource Asynchronous Self-directed learning Flipped lesson + Pre-work Student-facing handouts Learning Management System: Schoology Self-Directed Literacy: Epic! (K-4) & Sola (5-8) Amira (K-3) i-Ready (K-8), Self-Directed Math: i-Ready (K-8)

8. Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

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