PLAN FOR SAFE RETURN TO IN-PERSON INSTRUCTION
AND CONTINUITY OF SERVICES PLAN

REQUIRED ELEMENTS OF A LOCAL PLAN

1. **Policies for Mitigation Strategies**: Plan for incorporating eight different mitigation strategies included in current CDC guidance.

2. **Continuity of Services**: Plan to address academic and non-academic services for students and staff.

3. **Periodic Review**: Review at least every 6 months through September 30, 2023 and revise plan as appropriate.

4. **Public Input**: Seek public input and incorporate revisions as necessary.

DEADLINE: June 24, 2021
DIRECTIONS: Post the plan to the school or district website and then email that link (URL) to: continuityplan@education.ohio.gov
RESOURCES:
ODE American Rescue Plan: Safe Return to In-person Instruction and Continuity of Services Plans
CDC Operational Strategy for K-12 Schools through Phased Prevention

School District: Youngstown City School District

District Contact: Justin M. Jennings

(Title) Chief Executive Officer

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(Phone) (330) 744-6920
POLICIES FOR INCORPORATING MITIGATION STRATEGIES

Describe to what extent the following policies have been adopted to incorporate the following CDC Mitigation Strategies and provide a description of any policies being implemented:

- **Universal and correct wearing of masks**-
  - The district requires masks to be worn by all staff and scholars, no exceptions. Masks must be worn correctly, covering both the nose and the mouth. Signage is posted throughout all of the buildings. The nurses, the administration and the staff all play a role in making sure that everyone is wearing their masks properly. Masks are available to individuals who do not have one. Face shields are available for individuals who are not able to wear a mask.

- **Physical distancing**-
  - The district requires all staff and scholars to keep at least 3-6 feet of distance in between each other at all times (while wearing a mask). Signage is posted in every building directing traffic and measuring the distance between individuals. The scholars’ desks are placed 3-6 feet apart from each other in the classrooms along with desk shields. The scholars are seated 3-6 feet apart in the cafeteria along with table shields. The scholars are seated at least 3-6 feet apart from each other on the bus. Classroom sizes were reduced to accommodate social distancing. Staff members were encouraged to eat lunch alone and avoid gathering amongst each other.

- **Handwashing and respiratory etiquette**-
  - Frequent handwashing is practiced throughout the district. Every bathroom has signage posted with instructions on the proper way to wash hands. Signage is posted with instructions on how to properly cover coughs and sneezes. Staff encourage the scholars to cough or sneeze into their elbow or into a tissue followed by hand washing or sanitizing. Sanitizing and handwashing stations have been placed in every building.

- **Cleaning and maintaining health facilities** - YCSD Disinfection and Cleaning Plan

- **Contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments**-
  - This space has desks that are placed 6 feet apart along with desk shields. If a scholar is showing signs and symptoms of COVID-19, they are placed in an isolation room until a parent or guardian can pick them up. This room is supervised by a designated staff member and is completely sanitized at the end of each day. If a staff member or scholar tests positive for COVID-19, they are directed to quarantine at home for 14 days and are to provide 2 negative test results in order to return to work/school. If a staff member or scholar has been exposed to COVID-19 while in school or at work and they followed all social distancing and mask policies, that staff/scholar may still come to work/school, but must be quarantined from all other activities for 10 days. If a staff/scholar has been exposed to
COVID-19 outside of work/school, that staff/scholar may not Contract tracing is conducted by the school nurse and/or the health department when an exposure has occurred. The district's Supervisor of Nursing communicates to the health department via Google Form all positive cases. The health department contacts the exposed individuals if required. When an exposure happens in the classroom/bus, the school nurse notifies every family and/or staff member that was in contact. Every building has a designated space for isolation cases. come to work/school, must be quarantined at home for 10 days and must provide 1 negative test result prior to returning. If a staff/scholar is fully vaccinated and is exposed to COVID-19, they must monitor themselves for symptoms, but no other action is required.

- **Diagnostic and screening testing**-
  - This space has desks that are placed 6 feet apart along with desk shields. If a scholar is showing signs and symptoms of COVID-19, they are placed in an isolation room until a parent or guardian can pick them up. This room is supervised by a designated staff member and is completely sanitized at the end of each day. If a staff member or scholar tests positive for COVID-19, they are directed to quarantine at home for 14 days and are to provide 2 negative test results in order to return to work/school. If a staff member or scholar has been exposed to COVID-19 while in school or at work and they followed all social distancing and mask policies, that staff/scholar may still come to work/school, but must be quarantined from all other activities for 10 days. If a staff/scholar has been exposed to COVID-19 outside of work/school, that staff/scholar may not Contract tracing is conducted by the school nurse and/or the health department when an exposure has occurred. The district's Supervisor of Nursing communicates to the health department via Google Form all positive cases. The health department contacts the exposed individuals if required. When an exposure happens in the classroom/bus, the school nurse notifies every family and/or staff member that was in contact. Every building has a designated space for isolation cases. come to work/school, must be quarantined at home for 10 days and must provide 1 negative test result prior to returning. If a staff/scholar is fully vaccinated and is exposed to COVID-19, they must monitor themselves for symptoms, but no other action is required.

- **Efforts to provide vaccinations to educators, other staff and eligible students**-
  - The district offered free COVID vaccine clinics in February and March. The entire staff had the opportunity to receive both doses of the vaccination free of charge. In April, the district offered free vaccinations to scholars 16 years of age and older. The district plans on offering the vaccine to the scholars 12 years of age and up before the next school year begins.

- **Appropriate accommodations for children with disabilities with respect to the health and safety policies**- SWD

**Return to School Plan**
PLAN TO ADDRESS CONTINUITY OF ACADEMIC AND NON-ACADEMIC SERVICES

Describe how you will address continuity of services for students and staff, where needed, in the following areas:

1. **Academic Services**
   a. [YCSD’s Learning Recovery and Extended Learning Plan](#)
   b. [YCSD Remote Learning Plan](#)
   c. [FAQ for YCSD Staff Return to School](#)

2. **Social-Emotional/Mental Health**
   a. The district provides a comprehensive school counseling program. For 2021-22, we have a full-time school counselor at every school. School counseling services provide individual, small group and whole class counseling opportunities. The district also employs full-time Social Workers and Youth Advocate Specialists.
   b. Social-emotional learning standards and supports are integrated into classroom lessons and experiences. School Counselors provided weekly SEL lessons for each classroom based on the Thriving Learning Communities 24 Character Traits.

3. **Health**
   a. The district provides a curriculum and health services in all buildings, including QuickMed clinics in designated schools. YCSD also adheres to Mahoning County Board of Health and the CDC guidelines.
   b. [Exposure and Quarantine Plan](#)

4. **Food**
   a. Food services will also be available to PK-12 students in our **summer learning program**.
   b. All students will be able to receive free breakfast and lunch during **summer months** for pick-up at specified locations and on specified days/times.
   c. All students participating in **in-person learning** will be able to receive free breakfast and lunch. Students will line up 3 feet apart during serving. Foods will be distributed in enclosed packaging.
   d. Students enrolled in the **virtual learning program** will have breakfast and lunch available to them for pick-up at a specified location and on specified days/times.
PERIODIC REVIEW

1. **Describe how you will conduct a review of your plan at least every 6 months.**
   - YCSD CEO, Treasurer and leadership team will review the plan regularly and make any adjustments based upon feedback from the field as well as family and community input.
   - Leadership will solicit input from building principals and department heads for any specific changes needed.

2. **Describe how you will revise the plan as appropriate.**
   a. YCSD’s plan will be reviewed regularly and as new guidelines are released by state and federal agencies. Adjustments to programming, practices, and policies will be made based on data, impact of programming, and local, state, and/or federal guidelines.

PUBLIC INPUT

1. Describe how you will seek public input.
2. Describe how you will take public input into account when making revisions.
3. **Review Period:** What revisions were made and why?

YCSD’s CEO, Department Chiefs and the District Leadership Team will conduct parent and community meetings and create surveys and distribute them to parents, business and community partners. All questions on the survey will directly align to the goals of the District Plans and identified priorities. The CEO, Department Chiefs and the District Leadership Team will work together to review and analyze data collected from the surveys and District benchmarks aligned to priorities. Results from the surveys will be analyzed and the needs, priorities of focus will be used to determine the revisions to the existing plan. CEO, Treasurer’s office and cabinet members that meet quarterly to review and provide feedback and recommendations. Once the plan is finalized, it will be shared with stakeholders through meetings and posted on the district’s website.
Local Use of Funds

ARP ESSER

LEA Contact: Justin Jennings

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Email address: justin.jennings@youngstown.k12.oh.us

A. Describing the LEA Current Status and Needs

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic. The top three strategies utilized were 1. Virtual Learning Platforms, 2. Academic Interventions and 3. Social Emotional Health. All curriculum in grades PK-12 will be aligned to the Ohio Learning Standards and the YCSD scope and sequences and will be grounded in grade-level expectations and standards. High-quality instructional materials will be utilized in all content. While instruction will focus on grade-level content, it will also consist of a blend of reviewing material previously learned and new material to ensure that all scholars’ needs are being met.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing YCSD scholars as a result of or in response to the COVID-19 pandemic: 1. Academics, 2. Social and Emotional Mental Health of scholars and YCSD staff members.
3. Understanding the Impact of the COVID-19 Pandemic: Academics- YCSD Teachers, Administrators and District employees will continue to review both formative and summative data collected during instruction to inform instruction and support for each scholar during the school year. Data collected and reviewed will include academic, attendance, and behavioral records of scholars.

The MTSS process will be used to progress monitor scholars deemed at-risk academically and/or behaviorally. Each school has identified members of its staff that will meet monthly to discuss scholar support and progress. The team may meet more often if deemed necessary. Social workers, guidance counselors, and parent engagement coordinators are members of the MTSS teams as well to ensure that all stakeholders are involved in providing support to scholars.

The district will utilize the APEX learning platform to offer high school credit recovery for scholars who have previously failed a content-area course. Scholars are given time during their academic day to recover credit that is still necessary for graduation.

4. School Operating Status: All curriculum in grades PK-12 will be aligned to the Ohio Learning Standards and the YCSD scope and sequences and will be grounded in grade-level expectations and standards. High-quality instructional materials will be utilized in all content. While instruction will focus on grade-level content, it will also consist of a blend of reviewing material previously learned and new material to ensure that all scholars’ needs are being met.

YCSD will continue to utilize Teacher Based Teams (TBTs), the framework and model throughout the year as a means of progress monitoring. YCSD teachers will continue to use grade-level assessments. Assessments will be formative, and summative through our assessment platforms and by scholar work. Scholar progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during grade-level TBTs.

Additional information is within the Youngstown City School District (YCSD) Learning Recovery & Extended Learning Plan pages 13-17.
5. **School Operating Status**: Describe the current status of data collection on operational status and mode of instruction of all schools in your State. YCSD will continue to utilize Teacher Based Teams (TBTs), the framework and model throughout the year as a means of progress monitoring. YCSD teachers will continue to use grade-level assessments. Assessments will be formative, and summative through our assessment platforms and by scholar work. Scholar progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during grade-level TBTs.

Additional information is within the *Youngstown City School District (YCSD) Learning Recovery & Extended Learning Plan* pages 13-17.

**B. Safely Reopening Schools and Sustaining their Safe Operations**

Please reference the *Plan for Safe and Return in-Person Instruction and Continuity of Service Plan*.

**C. Planning for the Use and Coordination of ARP ESSER Funds**

1. **SEA Consultation** - Consultations occurred during CEO update meetings, parent engagement meetings, State and Federal Grant and YCSD Grant Council meetings. Public opportunities were offered to provide input in the development of the plan.

2. **Coordinating Funds**: YCSD is utilizing the funds in the following ways:
   b. Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth
   c. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA
   d. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases.
   e. Purchase supplies to clean and sanitize facilities of the LEA.
   f. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA
   g. Provide mental health services and supports.
   h. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the
needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

i. Addressing learning loss

j. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

k. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

l. 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

3. **Academic Impact of Lost Instructional Time:**

   "Any activity authorized by the Elementary and Secondary Education Act of 1965"-Additional Title I teachers will be hired to provide targeted ELA and math interventions to identified scholars. When not supporting scholars during the intervention block, Title I teachers will push into classrooms and support Tier I instruction and provide scaffolds for scholars when needed. Title 1 teachers will progress monitor their scholars on a regular basis. Data collected will be used when the Title 1 and classroom teachers collaborate and plan for weekly instruction. Focus on Frontloading Standards work for scholars moving into the next grade - designed for those scholars who attended regularly, completed work, but with data that indicates they may have struggled in a remote/hybrid learning environment. Focus on Strengthening academic rigor for those scholars with attendance difficulties during remote/hybrid instruction in order for them to pass to the next grade. K-12 After School Academic Programs The district will run three, 10-week after-school sessions during the 2021-2022 school year. Formative and summative assessment data will be used to identify scholars in need of additional academic support. Scholars identified for each 10-week session will receive targeted instruction and interventions to help close the gaps in learning that they
have. At the end of the 10-week session, data will be used to determine if the scholar will participate in the remaining after-school sessions for the year or if they will exit the program. 

(B) Any activity authorized by the Individuals with Disabilities Education Act. - Building Special Education Supervisors will work with Intervention Specialists to review the progress of all scholars identified with a disability in respect to the progress they have made on their IEP goals. Related service personnel will be included as appropriate and will be added to assist scholars with their academic success. IEP meetings will be held with parents in order to review goals and their accompanying objectives in addition to a review of other relevant data from district and classroom assessments to help the team determine any possible Recovery Services needed. 

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. - Services and support for EL scholars will be assigned based on the results gained from the 2020 - 2021 OELPA, or for first-year EL scholars, the present year's OELPS. EL teachers and Educational Assistants are available to provide services to EL scholars both during small group interventions as well as core content classes, based upon the gathered data from these assessment results. EL teachers are responsible for creating appropriate groups of scholars, notifying parents of services, working with building administration to ensure coverage, supporting other staff members, and communicating schedules and support with the EL Coordinator. 

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. - All staff will continually be trained and attend PD on sanitation. 

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. 

(K) Purchasing educational technology. 

(L) Providing mental health services and supports. 

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. 

(R) Other activities that are necessary to maintain the operation of and continuity of service.

4. Evidence-Based Summer Learning and Enrichment Programs - Summer 2021-full-day learning recovery & extended learning program during the 2021 summer. The 5-week program will be open to all scholars in grades PK-12. The duration of the summer program is June 7 to July 9, 2021.
School Years 2021-2022- All curriculum in grades PK-12 will be aligned to the Ohio Learning Standards and the YCSD scope and sequences and will be grounded in grade-level expectations and standards. High-quality instructional materials will be utilized in all content. While instruction will focus on grade-level content, it will also consist of a blend of reviewing material previously learned and new material to ensure that all scholars' needs are being met. YCSD will continue to utilize Teacher Based Teams (TBTs), the framework and model throughout the year as a means of progress monitoring. YCSD teachers will continue to use grade-level assessments. Assessments will be formative, and summative through our assessment platforms and by scholar work. Scholar progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during grade-level TBTs. Preschool All Preschool scholars will be assessed using the Early Learning Assessment. This assessment utilizes a combination of data that is analyzed to determine scholars' developmental levels. The assessment provides data in the areas of social foundations, mathematics, science, social studies, language and literacy, physical well-being and motor development, and fine arts. K-3 All K-3 scholars will be assessed in the first weeks of school using the Acadience screener. This will inform teachers' progress monitoring schedules as scholars below grade level will be monitored every two weeks and all other scholars will be monitored adhering to a district-adopted progress monitoring calendar. This benchmark data and the YCSD Decision Rules for Grades K-3 will then be used to inform intervention throughout the week for all scholars. Reading Improvement Monitoring Plans will be created and monitored for each scholar reading below grade level. 2-9 Scholars in grades 2-9 will take a benchmark assessment using the MindPlay reading program. MindPlay is an online educational software designed to assist scholars of all ages with their reading needs. This benchmark data and the YCSD Decision Rules for Grades K-3 and the YCSD Decision Rules for Grades 4-9 will then be used to inform interventions during the daily intervention period. K-12 The NWEA MAP will be used as a benchmark assessment for all scholars in grades 2-11 for reading and all scholars in grades K-11 in math. Scholars in grades 5, 8, and 9 will also take the science assessment. Teachers and Teacher Based Teams will utilize the benchmark data as well as the NWEA Learning Continuum to assess and meet scholars' specific learning needs. Expanding Opportunities: High Schools & Rayen Early College (REC) Middle School: Beginning in the 2021-22 school year, all scholars enrolled in Algebra I at Chaney, East, and REC 8th grade Algebra I will take Pre-AP Algebra I. All scholars enrolled in ELA I at Chaney, East, Youngstown Rayen Early College High School (YREC HS), and 8th grade ELA I at Rayen Early College Middle School (REC) will take Pre-AP ELA I. All scholars enrolled in ELA II at Chaney, East, and YREC HS will take Pre-AP ELA II. All scholars enrolled at YREC HS will
take AP Language and Composition in 11th grade (in place of ELA III) and all enrolled 12th graders at YREC HS will take AP Literature and Composition (in place of ELA IV). Facility repairs and improvements, Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control.

5. Evidence-Based Comprehensive Afterschool Programs - The district will run three 10-week K-12 after-school sessions during the 2021-2022 school year. Formative and summative assessment data will be used to identify scholars in need of additional academic support. Scholars identified for each 10-week session will receive targeted instruction and interventions to help close the gaps in learning that they have. At the end of the 10-week session, data will be used to determine if the scholar will participate in the remaining after-school sessions for the year or if they will exit the program.

E. Supporting LEAs in Planning for and Meeting Students’ Needs
   1. Safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. YCSD utilizes YOUCare Health Clinics during the year. The clinics will continue to provide our scholars and staff with access to full-service medical care. In addition, the clinics will begin to expand in order to provide scholars and staff with mental health support and services. In addition to the Clinics YCSD has partnered with City Kids Care and United Way to provide scholars with additional Social Emotional Support. All staff are encouraged to utilize Inner Explorer for 10-15 minutes each day. Inner Explorer provides daily mindfulness practice to teach scholars the practical techniques to appropriately handle difficult emotions such as stress, anxiety, anger, and more.
PK-8 elementary buildings that received a School Quality Improvement grant will continue their partnership with Mayerson’s Thriving Learning Communities™ (TLC). Mayerson’s Thriving Learning Communities™ (TLC) is a social and emotional learning (SEL) program through the lens of character strengths that empowers PK-12 school administrators and staff members to lead scholars through an understanding of the core SEL competencies of self-awareness, self-management, social awareness, relationship skills, and decision-making skills. New virtual resources for the 2020-21 school year includes comprehensive web-based, scholar-led SEL lessons, instructional character strength videos, and virtual SEL tools (e.g., discussion starters, Kahoot games, strength-spotting templates). Quarterly teacher and scholar surveys have been administered, analyzed, and shared with school leaders.

2. **Describe how the LEA will support and monitor its use of ARP ESSER funds.**
   a. State and Federal Grant Department monitors ARP ESSER funds weekly with the treasury department and monthly with the Grant Council. The Director of State and Federal Departments meets biweekly with YCSD CEO to review and monitor ARP ESSER funds.
   b. How the SEA will support and monitor its LEAs’ implementation of evidence-based interventions that respond to students’ academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year program- Please see the YCSD Learning Recovery & Extended Learning Plan for additional information pages 13-18.

3. **Describe the extent to which the LEAs implements additional strategies for taking educational equity into account in expending ARP ESSER funds** - YCSD's CEO, Executive Cabinet and other YCSD employees participated in several meetings to determine its most educational need for its scholars. Throughout the mandated school closure, safety for all was the priority, along with an effective way to deliver the educational needs for all scholars that attend YCSD. During the school closure, it was quickly apparent that our district needed 1:1 technology for scholars to have access to all education through virtual delivery. Teaching staff needs additional training on how to teach meaningful and engaging lessons that deliver content through a virtual format. Our Academic Department is planning assessments and curriculum that assist in determining where students are at upon their return in the fall. The results, along with the 1:1 technology, professional learning for all staff will drive future instruction in a safe environment for our scholars. A safe return to school was implemented beginning the 2021-2022 school year.

4. **Supporting the Educator Workforce**
a. Describe the actions the LEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the LEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic- YCSD post job posting on the district website. YCSD had a job fair in the summer and again in the fall to recruit teachers. YCSD partners with Youngstown State University for additional candidates.

b. **Staffing to Support Student Needs** - YCSD utilized ARP Funds for additional purchase service collaborative partners to assist with PBIS and Social and emotional support with the scholars. YCSD utilizes YOUCare Health Clinics during the year. The clinics will continue to provide our scholars and staff with access to full-service medical care. In addition to medical care YOUCare Health Clinics provide scholars and staff Mental Health services.

G. **Monitoring and Measuring Progress**

1. **Capacity for Data Collection and Reporting** - YCSD will continue to review both formative and summative data collected during remote, hybrid and summer and fall instruction to inform instruction and support for each scholar during the next school year. Data collected and reviewed will include academic, attendance, and behavioral records of scholars. Preschool teachers conducted the Spring Early Learning Assessment (ELA) as well as the end-of-year Heggerty Assessments to determine scholars' levels and areas needing intervention. The scores from the middle of the year DIBELS assessment for grades K-3 scholars will continue to inform teachers' progress monitoring schedules as scholars below grade level will continue to be monitored every two weeks and all other scholars will be monitored adhering to a district-adopted progress monitoring calendar. This benchmark data and the YCSD Decision Rules for Grades K-3 will then be used to inform intervention throughout the week for all scholars. Reading Improvement Monitoring Plans have been created and will continue to be monitored for each scholar reading below grade level. Scholars in grades 2-9 will continue to spend 30 minutes per day on MindPlay. MindPlay is an online educational software designed to assist scholars of all ages with their reading needs. MindPlay intervention lessons focus on comprehension, but also foundational reading skills such as phonological awareness, phonics, and fluency. Weekly data collected from MindPlay and the YCSD Decision Rules for grades 2-3 and grades 4-9 will then be used to inform intervention throughout the week for all scholars. The data collected from the middle of the year NWEA MAP will continue to be used to determine appropriate interventions and support for all scholars in grades 2-11 for reading and all scholars in grades K-11 in math. Science assessment data will also be available for scholars in grades 5, 8, and 9. Teachers and Teacher Based Teams will utilize the benchmark data as well as the NWEA Learning Continuum to assess and meet scholars’ specific learning. Title I teachers will provide targeted interventions to scholars through the use of the YCSD Decision Rules
for Grades K-3 and Grades 4-9. The Decision Rules are aligned to DIBELS and other foundational reading data. The Literacy Decision Rules Flowchart is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension in grades K-3. High school seniors who are not on track to meet their graduation pathway will have an opportunity to work on their path daily during the fourth quarter of the academic year. Seniors who are non-CTE will have the opportunity to attend Choffin in the afternoons to gain the required credentialing that can qualify them for graduation requirements. This will be set up on an individual basis with recommendations coming from East and Chaney high schools. Scholars with Disabilities In addition to a review of the same data used for all scholars, those identified with a disability will have their IEP amended to reflect the shift to a hybrid learning model if the scholar is returning to in-person learning. Building Special Education Supervisors will work with Intervention Specialists to review the progress scholars have made on their IEP goals and objectives with particular attention to the quarters in which schools were fully remote. Related service personnel will be included as appropriate. Any learning gaps will be identified and addressed through targeted intervention. Based upon a review of progress there may be scholars for whom an IEP meeting is scheduled to consider Recovery Services. As with any other summer, there may be scholars for whom Extended School Year services are deemed appropriate by the IEP team.Scholars with a Written Education Plan who display learning gaps and are not reaching their NWEA RIT score will receive targeted intervention aligned to the NWEA Learning Continuum and Mindplay. Progress will be monitored.YCSD will continue to review both formative and summative data collected during remote, hybrid and summer instruction to inform instruction and support for each scholar during the next school year. Data collected and reviewed will include academic, attendance, and behavioral records of scholars. Preschool teachers conducted the Spring Early Learning Assessment (ELA) as well as the end-of-year Heggerty Assessments to determine scholars’ levels and areas needing intervention. The scores from the middle of the year DIBELS assessment for grades K-3 scholars will continue to inform teachers’ progress monitoring schedules as scholars below grade level will continue to be monitored every two weeks and all other scholars will be monitored adhering to a district-adopted progress monitoring calendar. This benchmark data and the YCSD Decision Rules for Grades K-3 will then be used to inform intervention throughout the week for all scholars. Reading Improvement Monitoring Plans have been created and will continue to be monitored for each scholar reading below grade level. Scholars in grades 2-9 will continue to spend 30 minutes per day on MindPlay. MindPlay is an online educational software designed to assist scholars of all ages with their reading needs. MindPlay intervention lessons focus on comprehension, but also foundational reading skills such as phonological awareness, phonics, and fluency. Weekly data collected from MindPlay and the YCSD Decision Rules for grades 2-3 and grades 4-9 will then be used to inform intervention throughout the week
for all scholars. The data collected from the middle of the year NWEA MAP will continue to be used to
determine appropriate interventions and support for all scholars in grades 2-11 for reading and all scholars in
grades K-11 in math. Science assessment data will also be available for scholars in grades 5, 8, and 9.
Teachers and Teacher Based Teams will utilize the benchmark data as well as the NWEA Learning
Continuum to assess and meet scholars' specific learning. Title I teachers will provide targeted interventions
to scholars through the use of the YCSD Decision Rules for Grades K-3 and Grades 4-9. The Decision
Rules are aligned to DIBELS and other foundational reading data. The Literacy Decision Rules Flowchart is
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recognition and language comprehension in grades K-3. High school seniors who are not on track to meet
their graduation pathway will have an opportunity to work on their path daily during the fourth quarter of the
academic year. Seniors who are non-CTE will have the opportunity to attend Choffin in the afternoons to
gain the required credentialing that can qualify them for graduation requirements. This will be set up on an
individual basis with recommendations coming from East and Chaney high schools. Scholars with
Disabilities In addition to a review of the same data used for all scholars, those identified with a disability will
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learning. Building Special Education Supervisors will work with Intervention Specialists to review the
progress scholars have made on their IEP goals and objectives with particular attention to the quarters in
which schools were fully remote. Related service personnel will be included as appropriate. Any learning
gaps will be identified and addressed through targeted intervention. Based upon a review of progress there
may be scholars for whom an IEP meeting is scheduled to consider Recovery Services. As with any other
summer, there may be scholars for whom Extended School Year services are deemed appropriate by the
IEP team.Scholars with a Written Education Plan who display learning gaps and are not reaching their
NWEA RIT score will receive targeted intervention aligned to the NWEA Learning Continuum and Mindplay.
Progress will be monitored.

2. Monitoring and Internal Controls: Appropriate fiscal monitoring of and internal controls for the ARP ESSER
funds will be monitored by updating budget and budget detail within CCIP, weekly meetings with the
treasury, biweekly meetings with CEO and monthly Grant Council meetings. Monthly board meetings the
Treasury will share out funding information with the board and public.

Additional Resources:

YCSD Remote Handbook