



Plan Elements

1. **Policies for Mitigation Strategies**
2. **Continuity of Services**
3. **Periodic Review**
4. **Public Input**

[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](#)

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SUMMARY OF LOCAL USE OF ARP ESSER FUNDS

ARP ESSER funds will be used to implement prevention and mitigation strategies via the following: providing extended learning opportunities for students (addressing learning loss), improvements to facilities in the form of new windows (improving air quality), purchasing cleaning and sanitation supplies (prevention and mitigation), purchasing educational technology (hardware, software, connectivity), and maintaining operation and continuity of services through purchasing needed student instructional supplies. Extended learning opportunities costs include instructional, support, transportation, and administrative staff as well as instructional supplies for students.

The District's Full Extended Learning Plan can be viewed on its website here:

<https://www.chardon.k12.oh.us/DownloadsLinks.aspx>

The District's Full ESSER III Budget Plan can also be viewed on its website here:

<https://www.chardon.k12.oh.us/DownloadsLinks.aspx>



Section 1 Policies for Mitigation Strategies

POLICIES FOR MITIGATION STRATEGIES

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:

The district's Return to Learning Plan outlines its policies on mask wearing, physical distancing, handwashing, cleaning, contact tracing and quarantining. The Return to Learning plan (2020-2021) was prepared, reviewed, and revised by a committee of district administrators, teachers, staff, and community members.

District administration continues to remain apprised of all CDC guidance, Governor's orders, and all state and local health department guidance on the safe operation of schools.

ARP ESSER funds will be used to implement prevention and mitigation strategies via the following: providing extended learning opportunities for students (addressing learning loss), improvements to facilities in the form of new windows (improving air quality), purchasing cleaning and sanitation supplies (prevention and mitigation), purchasing educational technology (hardware, software, connectivity), and maintaining operation and continuity of services through purchasing needed student instructional supplies.

Universal and correct wearing of masks:

District administration will continue to stay apprised of and review CDC mitigation strategies as well as recommended guidance from state and local health officials on the universal and correct wearing of masks to ensure to the fullest extent possible safety for all students and staff. If current mask wearing protocol changes based on new recommendations or mandates the district will communicate to all involved stakeholders regarding such changes, expectations, and protocol for correct usage/wearing of masks.

Physical distancing:

The district administration will continue to stay apprised of and review CDC mitigation strategies as well as recommended guidance from state and local health officials on recommended protocols for physical distancing to ensure to the fullest extent possible safety for all students and staff. If current physical distancing protocol changes based on new recommendations or mandates the district will communicate to all involved stakeholders of such changes, expectations, and protocol for distancing requirements. Physical distancing needs will be considered for all areas including transportation.

Handwashing and respiratory etiquette:

The district administration will continue to stay apprised of and review CDC mitigation strategies as well as

recommended guidance on state and local health officials on recommended protocols for handwashing and respiratory etiquette. Staff and students will be trained on proper handwashing and respiratory techniques. Visual signage with etiquette reminders will be made visible throughout district facilities.

Cleaning and maintaining health facilities, including improving ventilation:

The district administration will continue to stay apprised of and review CDC mitigation strategies as well as recommended guidance on state and local health officials on recommended protocols for the cleaning and maintenance of facilities including improving ventilation. The district will use ESSER ARP funds to address upgrading facility windows for improved ventilation. District stakeholders will engage in a facilities audit to determine the current levels of cleaning and maintenance and develop a list for action items to address needs in the areas of cleaning and facilities maintenance.

Contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments:

The district maintains close and frequent communication with local health departments in regards to contact tracing and cases of isolation and quarantine. District personnel are educated on protocol for contact tracing, isolation, and quarantine in the form of flow charts at regularly scheduled district and building staff meetings. School nurses in conjunction with the District's EMIS coordinator maintain records of cases per building. The district remains transparent with the community and stakeholders in updating its COVID dashboard on the district webpage.

Diagnostic and screening testing:

The district will stay current on diagnostic and screening testing updates and expectations put for by the CDC, the governor's office and state and local health officials. The district will take action to communicate updates and changes to screenings and testings to all involved stakeholders.

Efforts to provide vaccinations to educators, other staff and eligible students:

The district has already organized and provided vaccination clinics to staff members. These clinics were organized and planned in collaboration with county health agencies and the Lake / Geauga county consortium including the ESC of the Western Reserve and SST 4. As more vaccines are made available the district will seek ways in which to offer, or direct educators, other staff and eligible students toward clinics if possible.

Appropriate accommodations for children with disabilities with respect to the health and safety policies:

The needs of children with disabilities are of utmost importance. The district will seek ways to continue to be mindful of this population of students and ways in which their needs can be met with respect to health and safety policies. The district will continue to keep open communication with families to learn and understand how needs can be best met. District personnel will work collaboratively to ensure that all appropriate accommodations for children with disabilities with respect to health and safety policies will be adhered to.



Section 2: Continuity of Services

CONTINUITY OF SERVICES

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: academic services, social emotional, mental health, health, and food.

Academic Services

Continuity of services will take place through the ongoing learning in various forms including in person learning, options for hybrid learning experiences, and extended learning. The district administration team will coordinate with professional learning communities and teacher based teams to review data and determine the best ways to provide academic services to students in ways that will ensure they are being exposed to grade level standards and high quality curriculum and materials.

The District plans to use at least 20% of the allocated ARP Act funds to operate an extended learning program for students in grades K-12 during the summer months. This extended learning opportunity will address lost instructional time through the use of evidence-based interventions sourced through the Ohio What Works Clearinghouse, the ies WWC, and the Evidence for ESSA clearinghouse. Elementary students will have access to extended learning opportunities for an additional 3 weeks in the summer, middle school students for 4 weeks of additional instruction in the summer, and high school students will be provided opportunities to earn transcribed credit with intervention throughout the summer months.

The District's extended learning committee has outlined ways in which each extended learning opportunity (elementary, middle, and high) will respond to academic, social, emotional, and mental health needs of all students, particularly those disproportionately impacted by the COVID-19 pandemic.

Academically: Licensed and trained teachers and educational assistants will utilize evidence based interventions and high quality curriculum materials to instruct and remediate students as a result of learning loss. All students, particularly those disproportionately impacted by the COVID-19 pandemic, will have equal access to these teachers, assistants, interventions, academic supports, and curriculum.

The LEA continues to address learning loss through administering and using a variety of high quality assessments including KRA, DIBELS, MAP, state tests, end of course exams, and locally developed common assessments. Teacher Based Teams (TBTs) review data regularly in Professional Learning Communities (PLCs), as does the district administrative team, to determine academic progress, areas of need, interventions required, and develop progress monitoring plans. TBTs and academic departments collaboratively plan for differentiated instruction. District administrators communicate the expectation for usage of evidence based

activities in staff meetings and building leadership team meetings. Parent communication is ongoing and continuous through a variety of outreach channels including school and district webpages, virtual parent meetings, District social media feeds, curricular events, paper communication, and phone calls. Counselors work collaboratively with teachers and administrators to monitor student attendance and academic performance to lead discussions on how to improve engagement in distance education.

Social-Emotional and Mental Health Resources

Through a needs assessment the district administrative team has determined that social emotional and mental health needs will be one of the two priority areas of foci for the district next school year. The district will invest time and finances in providing supports, resources, and personal and professional development to all involved district staff and students as it relates to social emotional learning and mental health.

Social, emotional, and mental health needs: The District plans to have the following social emotional stakeholders and partnerships serve students through the extended learning program: Timbernook (local well being camp organization), Beechbrook (local community counseling services), and Catholic Charities. Additionally, the schools' PBIS programs and wellness goals will be incorporated into the extended learning experience for consistency and expansion for wellness. On-site services from school counselors and social workers will be available. The District plans to expand and strengthen partnerships with additional outside agencies to support home-to-school care.

Below are mental health resources shared with district employees and the community.

Your mental health is just as important as your physical health. **If you or a loved one are experiencing anxiety related to the coronavirus pandemic, help is available 24 hours a day, seven days a week.** Call the COVID-19 CareLine at 1-800-720-9616.

Additional Mental Health Resources

1. Chardon Reference Guide
by Chardon Local Schools Psychologist, Ms. Jessica Harmon
2. Ask a Psychologist
A blog created in partnership between renowned psychologist and researcher, Angela Duckworth, and Education Week.
3. Child Mind Institute: Coping During COVID - Resources for Parents
4. Geauga Wellness Collaborative
FREE Mental Health Consultations for Families and Students of All Grade Levels
[sponsored by Ravenwood Health and Family Pride of Northeast Ohio]

Health

The district task force for COVID response takes into consideration the health needs of all students and staff. Actions to promote health include physical movement as prioritized in safe recess periods and safe physical education classes.

The district also has shared with families the following resources related to health:

Physical Health Resources: National & Local Health Organizations

- Centers for Disease Control (CDC) and Prevention
- Geauga Public Health
3/20/2021 - GPH Releases COVID-19 Vaccination Scheduling Tool
- Ohio Department of Health

Food

Chardon Food Service remains focused on feeding kids, taking care of our staff, and supporting the Chardon community. We recognize that the mealtime experience at each school may look very different this year. As your students return to school please know that Chardon Schools is committed to feeding the students in the safest way possible. Chardon Food Service will support all scenarios and solutions designed to meet the needs of the changing school environment

All COVID guidelines established in any Nutritional Services Department SOP will be followed. Additionally, procedures implemented by Federal, State, and Local or District authorities that increase measures set by any Food Services SOP will be followed.

1. Standard operation of the National School Lunch Program (NSLP) will be followed.
2. Healthy meals will be provided offering all five meal components and vegetable subgroups set by the NSLP (only one entrée option will be served, no offer versus serve), with the exception of incidents caused by interruption in the food supply chain.
 - a. When interruptions in the food supply chain occur, the Director of Nutritional Services will contact the NSLP Field Specialist to request a one meal exemption under current USDA waivers.
3. Healthy meals will be prepared following all Federal, State, Local, District, and Department standard operating procedures.
 - a. Proper handwashing procedures will be followed prior to and during the preparation of food.
 - b. Food will be prepared in an area that has been properly cleaned and sanitized prior to use.
 - c. All utensils used in food preparation will be properly cleaned and sanitized prior to usage.
 - d. Meals will be served in containers that are disposable
 - e. All utensils and additional condiments will be individually wrapped and disposable.
 - f. All meals will be portioned and distributed by Food Services staff (there will be no salad bars, No self-serve options there will be no 2nd entrée).
 - g. Students, Faculty or any other non-Food Services staff shall not have access to the meal distribution process, and will not be able to "self-serve".
 - h. There will be no table set aside for sharing food.
 - i. Students will be responsible for disposing of their waste into receptacles located throughout the facility. Rinse and sanitize all food-contact surfaces after disinfecting.

j. Due to Covid-19 sanitizing limits, no microwaves will be available in the or near the cafeterias as we are unable to keep them sanitized. Students will need to check with their individual teachers for microwave availability.

Children need healthy meals to learn! We offer a wide variety of menu choices to meet the nutritional needs of your child. The meals we plan meet and exceed the requirements of the USDA School Breakfast and Lunch Program.



Section 3: Periodic Review

PERIODIC REVIEW

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1. Describe how you will conduct a review of your plan at least every 6 months.

Building leadership teams will meet monthly to review multiple data sources that align with the components of this plan. Each building leadership team will serve as a representative group to provide feedback and review the plan. Their comments, suggestions, and feedback will be shared at both District Leadership Team meetings and administrative team meetings. The administrative team will review the plan at least every six months in regularly scheduled team meetings for review and to make necessary revisions.

The plan will also be reviewed by the administrative team anytime new guidance pertaining to the COVID pandemic from the CDC and/or state and local health officials. Additionally, district administrators have reviewed planning for safe return and continuity of services bi-weekly for the 2020-2021 academic year, and will continue to review the plan accordingly.

2. Describe how you will revise the plan as appropriate.

The plan will be revised based on the data review and input of building leadership team member groups. Revisions suggested will be reviewed by the administrative team and studied alongside multiple appropriate and applicable data sources. The changes will then be shared with stakeholders for a second tier of review. Any changes made will be documented in the plan. Dates of revisions made will be maintained. The revised plan will be made public.



Section 4: Public Input

PUBLIC INPUT

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1. Describe how you will seek public input.

Public input will be sought through the invitation to respond to public hearing at the June 21, 2021 Board of Education Meeting.

2. Describe how you will take public input into account when making revisions.

Input will be reviewed by the administrative team. The team will analyze responses, look for trends, and tailor the plan to fit the needs of the public community.

3. Review Period: What revisions were made and why?

Dates the plan was revisited and/or updated:

March 3, 2021

March 10, 2021

March 11, 2021

March 17, 2021

April 7, 2021

April 9, 2021

April 21, 2021

May 5, 2021

May 19, 2021

June 2, 2021

August 17, 2021