

CONTINUITY OF SERVICE PLAN

Safe Return to In-Person Instruction

District Name:	Trumbull County Educational Service Center
District Address:	6000 Youngstown–Warren Road Niles, Ohio 44446
District IRN:	050088

LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act.

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

1. Each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the following mitigation strategies:
 - Universal and correct wearing of masks;
 - Physical distancing (e.g., including use of cohorts/podding);
 - Handwashing and respiratory etiquette;
 - Cleaning and maintaining healthy facilities, including improving ventilation;
 - Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments;
 - Diagnostic and screening testing;
 - Efforts to provide vaccinations to educators, other staff, and students, if eligible; and
 - Appropriate accommodations for children with disabilities with respect to the health and safety policies.
2. Each LEA plan describes how it will ensure continuity of services, including but not limited to services to address the student's academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.
3. The LEA periodically reviews, no less frequently than every six months, for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revises its plan as appropriate.
4. The LEA seeks public input and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan.

Federal Reporting. When LEAs submit the application to the Ohio Department of Education for ARP funding, it will include an assurance that the LEA will have a Safe Return to In-Person Instruction and Continuity of Services Plan posted on its website by June 24, 2021. The assurance also requires the LEA to periodically review the plan with its stakeholders.

Public reporting. In addition to the requirement that districts publicly post the continuity of service plans, the Ohio Department of Education will collect the website addresses for those plans and post them to the Ohio Department of Education website.

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Review Dates

December 2021	Approved: December 13, 2021
June 2022	Approved: June 27, 2022
September 2022	Approved: September 14, 2022
December 2022	
June 2023	

NOTE: To best protect the health of our students, employees, and visitors and to abide by requirements from recommendations from the Ohio Department of Health and the Trumbull County Combined Health District, the TCESC may need to amend practices outlined in this plan.

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Universal Correct Wearing of Masks

2022 – 2023	<ul style="list-style-type: none"> ✓ Staff, students, and visitors are encouraged to wear face coverings unless they have been fully vaccinated against COVID-19. <p>NOTE: Proper wearing of masks includes covering the nose and mouth.</p>
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Physical Distancing

2022 – 2023	<ul style="list-style-type: none"> ✓ Staff, students, and visitors are encouraged to maintain social distancing to the extent possible. ✓ Pods may be utilized when groups of ten (10) or more are gathered. ✓ Plastic shields and dividers may be utilized during instruction and therapy sessions.
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Handwashing and Respiratory Etiquette

2022 – 2023	<ul style="list-style-type: none"> ✓ Hand sanitizing stations, sani-wipes, disinfectant spray, and PPE are available. ✓ Automatic watering stations are available. Water fountains are not available for use. ✓ Kleenex boxes are located in all meeting areas.
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Cleaning and Maintaining Healthy Facilities, including Improving Ventilation

2022 – 2023	<p>CLEANING</p> <ul style="list-style-type: none"> ✓ Imperial Cleaning Services provides janitorial services. The custodial staff is trained and utilizes proper cleaning and disinfecting protocols. ✓ Approved COVID-19 cleaning and disinfecting products are utilized. <p>VENTILATION</p> <ul style="list-style-type: none"> ✓ TCESC Central Office space is leased through Covelli Enterprises in a commercial shopping plaza. ✓ The Property Manager utilizes York-Mahoning HVAC Mechanical Contractors. ✓ York-Mahoning ensures that all HVAC equipment operates correctly through routine maintenance and filter changes, including fresh air return.
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Contact Tracing, in Combination with Isolation and Quarantine, in Collaboration with State, Local, Territorial or Tribal Health Dept.

2022 – 2023	<ul style="list-style-type: none"> ✓ The Trumbull County Combined Health District CDC Core Infectious Disease Prevention Strategy document is followed. Attachment #1 (pg. 11) <i>Note: Protocol for Trumbull County Frontline Screening (pg. 14)</i> ✓ COVID-19 positive individuals shall notify their administrator or supervisors immediately.
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Diagnostic Testing and Screening

2022 – 2023	<ul style="list-style-type: none"> ✓ Employees suspected of COVID -19 exposure are encouraged to utilize an off-site testing provider. ✓ The Trumbull County Combined Health District CDC Core Infectious Disease Prevention Strategy document is followed. <i>(Note: Protocol for Trumbull County Frontline Screening: Page 14)</i>
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Efforts to Vaccinate Educators

2022 – 2023	<ul style="list-style-type: none"> ✓ In collaboration with the Trumbull County Combined Health District and Discount Drug Mart, all employees had access to the TCESC mass vaccination clinic for the initial inoculations (February/March 2021). ✓ The TCESC will host a Flu Shot – COVID-19 Booster Shot Clinic on October 14, 2022 ✓ Staff members unable to attend the clinic are encouraged to follow up with booster shots by contacting a local pharmacy or health care provider. ✓ The TCESC encourages unvaccinated staff members to seek a vaccine by attending a Trumbull County Combined Health District Vaccine Clinic or contacting their health care provider.
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Food Service

2022 – 2023

- ✓ The TCESC does not offer food or cafeteria services.

Plan Availability

2022 – 2023

- ✓ The plan is posted on the TCESC website homepage: <https://www.trumbullesc.org/>
- ✓ The plan may be orally translated for parents by contacting the TCESC Assistant Superintendent at (330) 505-2800.
- ✓ Upon request, a parent who is an individual with a disability, as defined by the ADA, may be provided with the plan in an alternative format by contacting the TCESC Assistant Superintendent at (330) 505-2800.

Student SEL

2022 – 2023

- ✓ The TCESC utilizes various intervention programs to support students, including RTI/MTSS and the PBIS framework.
- ✓ Teachers shall monitor student attendance and behaviors.
- ✓ The Family and Community Liaison shall be consulted to support staff/students needing additional support.

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Accommodations for Children with Disabilities with Respect to the Health & Safety Policies Determining Competency, Granting Credit, & Promoting Students to a Higher Grade Level

Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	<p>What will method(s) be used to determine competency?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> - Develop and communicate a plan for determining competency (grading and assessments) <p>Teachers will monitor student progress toward IEP goals. The IEP indicates frequency and the method used to report progress: i.e., work samples, observation, checklist, anecdotal records, curriculum-based assessments, portfolios, short-cycle assessments, performance assessments, running records, inventories and rubrics.</p> <p>In addition to the above items, the following are also utilized for grading:</p> <ul style="list-style-type: none"> o Digital Academic Resources o Digital Printable Resources o Nondigital Resources
Granting Credit	<p>What method(s) will be used for granting credit?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for granting credit (grading and assessments)
Standards-Based Grading Prek-12	
<ul style="list-style-type: none"> • The Report Card is based on essential learning standards for each grade. Teachers will continue to provide standards-based learning opportunities for students. • Students will be assessed on satisfactory achievement toward meeting grade-level expectations. • Students will be given multiple opportunities to work toward improving their progress. • Refer to parent tracker for documentation of preferred method of communication with parents. • Student grading occurs quarterly, along with interim reports on progress as specified on the student's IEP. • Preschool reporting follows the child assessment process indicated in the attached link. Preschool Reporting 	
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> - Develop and communicate a plan for promoting students to higher grade levels (grading and assessments). <p>Teachers will play the primary role in making grading decisions regarding student performance. Teachers will consider the totality of the student's performance on the course or grade-level curriculum as it was delivered during the entire school year.</p> <p>Teachers and program supervisors should make decisions to promote or retain students while keeping the child's best interest in mind. If, in the judgment of the teacher and program supervisor, a student is prepared, given the student's demonstration of knowledge and skills, to participate successfully in the next higher grade, then the child should be</p>

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promoted. The general standards for promotion decisions will be discussed jointly between a student's teachers, program supervisor, and parents.

The Preschool program will continue to implement transition procedures from preschool to kindergarten, as indicated in the attached link. [Preschool Transition](#)

Accommodations for Children with Disabilities with Respect to the Health & Safety Policies Attendance and Participation

Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Create a communication and attendance plan for staff and students
<p>Daily interaction between teacher/student/parent via chrome book log-in as appropriate. Parent/Student tracker will be used for monitoring attendance as required by State Law. Department meetings will be conducted with program supervisors to communicate any updates on student participation. Teachers are encouraged to share updates on instructional practices during the week and any imminent concerns about families/students who need support (i.e., food distribution, access to community supports, mental health resources, etc.). After three failed attempts to contact the student/family, the TCESC supervisor will contact the student's home district for wellness checks/notifying appropriate agencies.</p>	
Participation Requirements	<p>How will your school district document student participation?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Create a plan for documenting student participation in remote learning • Communicate the plan with families and other stakeholders
<p>TCESC uses a parent tracker form which is in the link provided. Parent Tracker Form This parent tracker form ensures communication between the parent and teacher. Instructional staff report directly to their program supervisors the names of students that can not be reached consistently. The program supervisor will involve school district representatives when needed. This information is communicated using the shared google document attached here. Unable to Reach Student Form Tracker Teachers will send home a minimum bi-weekly participation expectation form for what students are expected to complete for the week. (digital and non-digital) Educational Packet Cover Sheet TCESC consortium classrooms utilize resources established through partnerships in the school districts where classrooms are located. Students and families are given information identified through these services. TCESC preschool programs continue to provide services in collaboration with stakeholders identified in the inter-agency agreement. Interagency Agreement. The ED department will continue partnerships with the local Trumbull County Mental Health Board. The MD department will continue a partnership with the Trumbull County Board of Developmental Disabilities per transition opportunities for students.</p> <ul style="list-style-type: none"> • Community Partnerships 	

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- TCESC will continue to distribute ongoing information to local agency outreach support. (United Way, Community outreach programs)
- **Behavior Health Supports**
 - The TCESC recognizes the importance of consistent and continued care for students who access school-based mental health services; therefore, the TCESC regularly communicates with our mental health partners to ensure the alignment of services.
 - Parents are informed that any specific questions or concerns should be directed to their student's therapist and treatment provider. In addition, all agencies have options for home visits (as appropriate) or telephone sessions.
 - Administrators, teachers, and school psychologists reach out to families to ensure they have open communication lines and make alternative plans if necessary. In addition, our staff will monitor emails and reach out to our school families in need.
 - Should a school safety concern arise, crisis hotline numbers are posted and shared with families.
 - SAFER OHIO SCHOOL TIP LINE: 844-723-3764
 - <https://ohioschoolsafetycenter.ohio.gov/pre-k-12-schools/safer-ohio-school-tip-line>
 - CRISIS HOTLINE: 513-281-2273
 - CRISIS TEXT LINE: 839863 and text 4HOPE

Accommodations for Children with Disabilities with Respect to the Health & Safety Policies

Progress Monitoring

Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> - Develop a plan to monitor student progress

TCESC ensures that students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs). Therefore, our TCESC staff are working collaboratively to design effective strategies to continue serving and educating students with disabilities.

- [Ohio Department of Education - Consideration for Students with Disabilities during Ohio School Closure](#)
- The [Parent Tracker Form](#) guides intervention specialists and related services personnel's conversations with parents. All contacts are documented.
- Special education guidance is provided to all special education staff through weekly department meetings regarding ETR and IEP meetings.
- [Remote learning with students with Disabilities](#)
- Special Education staff make available assistive technology for students with disabilities.
- Text-to-Speech and/or Speech-to-Text software for students with learning needs.
- Audiobooks, digital books (Audible has corporate account options)

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Accommodations for Children with Disabilities with Respect to the Health & Safety Policies Equitable Access

Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access
<p>Mobile Student-Centered Computing - Providing Access for All Students</p> <ul style="list-style-type: none"> ● All learners will have access to technology in a one-to-one computing environment. <ul style="list-style-type: none"> ● 1:1 devices and connectivity are assigned to each student to take home by the child's district of residence. (TCESC assists in coordinating this service.) 	

Accommodations for Children with Disabilities with Respect to the Health & Safety Policies Professional Learning

Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Create and communicate a Professional Learning Plan that includes professional development.
<p>The TCESC curriculum and instruction department support professional development on the following: Zoom and all Google platforms. In addition, opportunities to participate in online professional development relevant to specific programs are shared among department staff.</p> <p>Preschool staff is made aware of Ohio-approved Step Up To Quality professional development.</p>	

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ATTACHMENT #1

TCCHD Core Infectious Disease Prevention Strategies

NEW (8/19/22)
CDC K-12 Guidance Strategies for
Everyday Operations

1. Stay Up to Date on Vaccinations

- Schools, along with their local health district, should promote individuals staying up to date on their COVID-19 vaccinations by providing routine information and offering clinics.

2. Stay at Home When You Are Sick

- Anyone who is exhibiting COVID like symptoms should stay at home.
- Symptomatic Individuals should be tested.
- Develop non-punitive policies for employees and students to stay at home when they have symptoms.
- People with COVID-19 have had a wide range of symptoms reported – raging from mild symptoms to severe illness. Possible symptoms include:

- | | |
|-----------------------|----------------------------|
| ● Fever or chills | ● Loss taste/smell |
| ● Cough | ● Sore throat |
| ● Shortness of breath | ● Congestion or runny nose |
| ● Fatigue | ● Nausea or vomiting |
| ● Muscle/body aches | ● Diarrhea |
| ● Headache | |

- Symptoms more specific to the Omicron variant include:
- Sore throat
- Congestion
- Runny nose
- Cough (may develop later)

3. Improving Ventilation

- Schools should maximize ventilation, airflow and air quality as much as possible.
- Schools should install MERV-13 air filters, or consider portable air cleaners.
- Schools may consider upper-room ultraviolet systems.

4. Promoting Hand Hygiene

- Schools should routinely promote the importance of proper handwashing, especially before and after meals, restroom use, and recess.
- When handwashing is not readily available, supply and promote the use of hand sanitizers containing at least 60% alcohol.
- Promote individuals to cover their nose and mouth when they cough or sneeze.

5. Environmental Cleaning

- Schools should clean and sanitize surfaces at least once per day.

6. COVID-19 Community Levels and its Associated Prevention Strategies

- Schools should review the CDC community levels weekly, and discuss them with their local health district.
- Schools should consider the use of the suggested prevention strategies associated with each level if the school is experiencing an outbreak of COVID, or has high absenteeism, or for high-risk activities.

7. Masking

- The CDC recommends the use of universal indoor masking in schools when the county COVID-19 community level ranking is high.
- CDC also recommends masking at all times in healthcare settings, including the school nurse's station.
- CDC also recommends that individuals with a known exposure to a COVID positive person mask for 10 days from the first date of exposure.
- Individuals who are immunocompromised should wear a mask and schools must make accommodations to protect immunocompromised persons in school.

8. Testing

- Diagnostic testing should be offered in the school for students and staff that have symptoms, or who were known to be exposed, or recommend that they be tested at a community-testing site.
- Schools should promote the use of home test kits to parents so they may screen their child prior to coming to school or sports activities with symptoms.
- **Screening Testing**
 - Schools may choose to develop a testing protocol for individuals during high CDC community levels, during large gatherings, activities with close contact or returning from breaks.

9. Management of Cases & Exposures (i.e. Isolation and Quarantine)

- If someone develops symptoms in the school setting, or arrives at school with symptoms, you should have them put on a tight fitting mask and send them home. If they cannot go home, you should isolate them. You should also encourage testing.
- A positive case must still isolate at home for 5 days and can return on day 6, if their symptoms are improving and they wear a tight fitting mask for days 6-10. No testing to return is required; however, if they take 2 antigen tests – 48 hours apart, starting on day 6, and they are both negative, they may return without a mask.
- Exposed persons to a positive case are no longer required to quarantine; however, it is recommended that they wear a mask for 10 days. That is for them to do themselves; you do not need to enforce it.
- Mask to stay/test to play is revoked, so you do not need to test exposed persons for sports.
- Schools may discontinue universal contact tracing but are expected to assist local health departments (LHDs) with contact tracing, case investigation and exposure notification related to outbreaks or clusters in schools as determined by the LHD.

- An outbreak is defined as two or more cases who are epidemiologically linked with a common exposure in the same setting. (i.e., boy A and B sit close in class. Boy A becomes symptomatic and tests positive for COVID. Days later, boy B becomes symptomatic, consequently testing positive for COVID).
- A cluster of cases is an aggregation of cases which are closely grouped in time and place.
- We ask that you do the following:
 - Report immediately to the LHD any 5% increase of COVID cases within each school building. (i.e., A school with 100 people, students and staff cumulative, would report to the LDH if they have 5 cases on any single day).

10. Consideration for Priorities Strategies

- When considering these strategies, you need to consider factors such as age, persons with disabilities, the risk of persons that may become seriously ill, equity to disproportionately affected groups, availability of resources (funding, personnel, etc.), the acceptance of the community served, and pediatric-specific conditions.

For questions or additional information, please reach out to Charles Burger.

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