



Continuity of Services Plan - Centerville City Schools

For the 2021-2022 school year, Centerville City Schools will return to full time in-person school on a regular 5-day a week schedule.

Mitigation Strategies as of July 2021

- Masks
 - For the 2021-22 school year, face coverings will be optional for PreK-12 students and staff in our school buildings. Face masks will be welcome, but it will now be your decision whether to have your child wear one at school.
 - To start the school year, face coverings will still be required for all students and staff, whether vaccinated or not, while on school transportation. This follows current federal orders for public transportation, which include school vehicles.
- Frequent hand washing will be encouraged. Hand sanitizer will be available throughout buildings and in classrooms.
- Cleaning and maintaining healthy facilities, including improving ventilation;
 - Custodial and maintenance staff will continue to clean and disinfect classrooms, restrooms, common areas, high-touch surfaces, etc. Cleaning supplies and disinfectants will be available to clean work spaces as needed. Spray mists and electrostatic cleaning machines will also be used to disinfect spaces. Barriers and signage will be used in high traffic areas. After school hours, custodians are working to deep clean restrooms as well as additional surface cleaning of tables, desks and chairs.
 - HVAC systems are different per building, but all units have the same basic functions and controls. During the heating and cooling seasons, unit fans are constantly running to circulate air flow. The outside dampers are controlled to maximize the amount of fresh air during early morning start-up times. Start-up times have been set to come on early and stay on later in the day to keep fresh air cycling through buildings. When it's really hot, the unit controls the amount of outside air to reduce humidity levels. The units have CO₂ sensors that monitor the carbon dioxide levels and will open outside dampers to draw fresh air. Filters are changed three times per year, and we are using the highest MERV rating for 1-inch and 2-inch box filters. This summer HVAC units are being cleaned and disinfected to reduce airborne transmission of viruses, bacteria, and germs. To improve ventilation HVAC controls along with CO₂ sensors are being replaced or upgraded. Automation will improve on demand control of room temperatures, set points, and measure exchange rates by determining the cubic feet per minute (CFM) airflow per unit. Additional rooftop HVAC equipment will be purchased and installed over the summer to improve air exchange rates and overall air quality for school buildings.
- Contact tracing in combination with isolation and quarantine, in collaboration with the state and local health departments;
 - Current guidance from the Ohio Department of Health and Public Health – Dayton & Montgomery County (PHDMC) permits school districts to allow students to keep attending school while still fulfilling their quarantine requirements. This quarantine guidance applies to exposures that occur ONLY in a classroom or on the school bus.
 - The district will notify parents/guardians of children who have been in a classroom or on the bus with a positive case. However, students will be able to continue to attend classes within the school day. Students should follow quarantine guidelines outside of school hours and should remain at home when not at school.
- Efforts to provide vaccinations to educators, other staff and students, if eligible
 - Centerville City Schools has hosted three free vaccination clinics. Each clinic corresponded to the release of the vaccine to a new population of staff or students. Due to the success of these events, the district plans to continue to work with local partners (i.e. Kroger, Rite Aid) to offer opportunities for students and staff to receive the vaccine.
- Appropriate accommodations for children with disabilities with respect to the health and safety policies.
 - The district's Director of Student Services, special education coordinators, and nurses have met regularly to plan for students with special needs. Our students will continue to receive uninterrupted services documented in the students' IEPs.



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Identifying Students' Academic Needs

- Centerville teachers, instructional coaches, and administrators will administer and analyze data from multiple sources throughout the school year:
 - Kindergarten Readiness Assessment (Kindergarten)
 - Third Grade Reading Diagnostic assessment (K - 3rd grade)
 - MAP Growth Assessment in Reading & Math (1st - 8th grade)
 - Cognitive Abilities Test (2nd & 5th grade)
 - ACT
 - EOS survey
 - Ohio's State Tests, End of Course Exams, OELPS/OELPA, Alternative Assessment
 - Advanced Placement test
 - Benchmark Assessment System and local literacy assessments (K - 5th grade)
 - Bridges Number Corner Baseline assessment (K-5th grade)
 - Classroom assessments and observations
 - Panorama SEL survey (3rd - 12th grade)
 - Attendance and engagement data
- Data will be analyzed collaboratively to identify learning gaps. Interventions will be planned for implementation as part of instruction in classrooms. Progress will be monitored and discussed as part of regular team, department, and staff meetings.
- Teachers will continue to utilize ongoing formative assessment to identify and address learning gaps as part of ongoing classroom instruction.
- Teachers will utilize daily observations of student performance and engagement throughout lessons and activities to identify any potential gaps.
- Additionally, students on RIMPs in grades K-3, students receiving Literacy Support, students with disabilities, EL students, and students in the Tier process will continue to be monitored to ensure instruction and intervention as working to close any learning gaps.

Addressing Students' Academic Needs

- Centerville teachers, instructional coaches, and administrators will utilize assessment data to develop goals to address gap areas.
- Teachers will continue to provide differentiated instruction and utilize flexible grouping to meet student learning needs.
- Teachers will engage in ongoing collaborative conversations with their teams, departments, and principals to review data, monitor progress, and to plan for or adapt learning goals as well as related instruction and/or classroom interventions.
 - These will occur through staff meetings, committees, team meetings, and department meetings.
- Literacy Support teachers will continue to provide intervention to our identified students most at risk in reading in grades K-5 through 1:1 and small group sessions.
- Students with IEPs and 504 plans will continue to be supported by special education staff, classroom teachers, and school counselors to address their specialized needs.
- Students identified as English Language Learners will continue to be supported by the district's ELL Instructional Coach, ELL staff, and classroom teachers to address their specialized needs.
- Students identified as gifted will continue to be supported by the district's Gifted Instructional Coaches, gifted intervention specialists, and classroom teachers to address their specialized needs and work toward WEP goals.
- Several different online tools/programs will support differentiation, provide additional data, and support gap closing.



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Identifying and Addressing Social Emotional Needs

- Panorama SEL survey will be administered and results analyzed.
- Teachers, counselors, and administrators will observe and interact with students throughout the school day to identify students with Social Emotional needs.
- School counselors provide support to students in every building. Our partnership with South Community also provides access to Mental Health Therapists as needed.
- Teachers, counselors, and administrators will continue to reach out to families to discuss any concerns that arise.
- PBIS will continue to be implemented throughout each building.
- Building's Tier/MTSS process will continue to be utilized to help address mental health concerns identified by students, families, and teachers.

Periodic Review and Public Input

- The District Administrative Team will conduct a mid-year review of the continuity of services plan and provide the Board with an update. The District Administrative Team will assess, review, and update the plan as needed.
- The district will seek input from the public by posting the plan on our district webpage. The public can email the superintendent or curriculum directors with any comments or concerns.
- Revisions to the plan will be posted on the district website.