

CONTINUITY OF SERVICE PLAN

Safe Return to In-Person Instruction

District Name:	Bristol Local School District
District Address:	1845 Greenville Road Bristolville, OH 44402
District IRN:	050112

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 students’ 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:

12/8/21 : December 2021

5/11/22 : June 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, Bristol Local School District may need to amend practices outlined in this plan.

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Universal Correct Wearing of Masks

2021 – 2023	<ul style="list-style-type: none"> ✓ Masks will be optional unless it is determined that our communities or schools have a high incidence rate. Then masks will be required of staff, students, and visitors. Masks must cover the nose, mouth, and the school donning/doffing procedure from the coronavirus.ohio.gov website. Don-Doff-Mask-Procedure-for-School (1).pdf
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Physical Distancing

2021 – 2023	<ul style="list-style-type: none"> ✓ Staff, students, and visitors are encouraged to maintain social distancing only to the extent possible. This is due to spacing limitations for instruction, food services, and transportation. Seating charts will be maintained for those environments.
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Handwashing and Respiratory Etiquette

2021 – 2023	<ul style="list-style-type: none"> ✓ Hand sanitizing stations, PPE (Masks and disinfectant spray) supplies are available. ✓ Automatic watering stations are available. ✓ Signage is displayed throughout the facility concerning respiratory etiquette.
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Cleaning and Maintaining Healthy Facilities, including improving ventilation

2021 – 2023	<p>CLEANING</p> <ul style="list-style-type: none"> ✓ The custodial staff utilizes proper cleaning and disinfecting protocols. ✓ Approved COVID-19 cleaning and disinfecting products are regularly utilized. <p>VENTILATION</p> <ul style="list-style-type: none"> ✓ Our maintenance supervisor will ensure that all heating and HVAC equipment is operating correctly through routine maintenance and filter changes, including fresh outside air return.
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Contact Tracing, in Combination with Isolation and Quarantine, in Collaboration with State, Local, Territorial or Tribal Health Dept.

2021 – 2023	<ul style="list-style-type: none"> ✓ Modified Isolation & Quarantine for All of Ohio. (Attachment) ✓ COVID-19 positive individuals shall notify their administrator or supervisors immediately. <ul style="list-style-type: none"> ▪ What counts as close contact? <ul style="list-style-type: none"> ○ Were within six (6) feet of someone who is COVID-19 positive as verified by a proctored COVID-19 test.
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Diagnostic Testing and Screening

2021 – 2023	<ul style="list-style-type: none"> ✓ Employees suspected of COVID -19 exposure shall be referred to utilize an off-site testing provider. ✓ The district has a limited number of BinaxNOW home tests to distribute as needed for our school community. ✓ Modified Isolation & Quarantine for All of Ohio will be followed. (Attachment) Mask to Stay/Test to Play will also be followed.
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Efforts to Vaccinate Educators

2021 – 2023	<ul style="list-style-type: none"> ✓ In collaboration with the Trumbull County Combined Health District and Akron Children’s Hospital, all employees had access to onsite vaccination clinics (February/March 2021.) ✓ Bristol Local School District encourages unvaccinated staff members to seek a vaccine by attending a Trumbull County Combined Health District Vaccine Clinic.
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Food Service

2021 – 2023	<ul style="list-style-type: none"> ✓ We offer breakfast and lunch for elementary and high school students. Cleaning and disinfecting protocols will be followed and maintained.
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Plan Availability

2021 – 2023

- ✓ The plan is posted on the Bristol website homepage: bristol.k12.oh.us
- ✓ The plan may be orally translated for parents by contacting the Bristol Superintendent at (330) 889-3882.
- ✓ 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 Bristol Superintendent at (330)889-3882.

Student SEL

2021 – 2023

- ✓ The Bristol Local School District utilizes various intervention programs, including RTI/MTSS and the PBIS framework, to support students.
- ✓ Teachers shall monitor student attendance and behaviors
- ✓ The Principals, School Counselor, and Trumbull Student Assistance Consortium Family, shall be consulted to support staff-student in need of additional support

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

Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
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Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
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Address Determining Instructional Needs Here: Bristol Local School District is committed to making sure that students continue to experience the care and commitment of our staff and the routine of daily learning while we are experiencing school closure. We must acknowledge that our approach to remote learning cannot replicate the educational process that happens when school is in regular session (the invaluable social interactions, in-person feedback, camaraderie with teachers and peers, community and extracurricular events, and so on). However, we do contend that quality learning can occur remotely.

In response to the COVID-19 pandemic, Bristol through the Trumbull County Educational Service Center (TCESC) has developed a remote learning plan to enable students to continue to learn every day while schools are closed. This plan supports the Ohio Department of Education’s Remote Learning Resource Guide. The program is founded on the four core principles for remote learning.: **(1) High-Quality Remote Learning; (2) Responding to Equity; (3) Leveraging Partnerships; (4) Maintaining Quality Schools**

Bristol Local SD continues to support instruction by engaging students in remote learning. Our goal is to support our students by providing meaningful academic opportunities while protecting the health and safety of students and their families. This remote learning plan will help us deploy remote learning so that all students will benefit from high quality instruction. This will be done in conjunction with the TCESC. We will support the whole child by providing flexible learning options and making adjustments based on student needs. A continuum of learning opportunities for students to access remote learning is demonstrated by providing online platforms for teacher-student interaction, digital lessons for students to work at home, non-digital lessons, instructional learning packets, teletherapy and consistent communication with students/families in innovative ways.

Our board of education, superintendent, principals and community partners are committed to providing the necessary resources to support our staff and students through this pandemic.

Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Address Documenting Instructional Needs Here:

- *Teacher-Led Digital & Nondigital Instruction*
- Teacher-led digital and non-digital instruction is provided to students to allow for flexibility and variance in the delivery of education.
 - Students can access the instruction at any time - students self-pace their learning once teachers assign it to them.
 - Teachers provide materials digitally using videos, assignments from district materials or supplemental materials which students work independently on and submit.
 - Students and teachers communicate through Google Classroom, Zoom, Loom, Remind, Classroom Dojo, Google Text, Google Meet, and other digital platforms, and/or by telephone.
- *Offline Instructional Learning Packets*
- Offline instructional learning packets are provided to students in grade Pre K-12 students. The learning packets are supplemental to the digital instruction. We are aware that not all students have access to technology, even when we have made it available; thus, we want our students to continue learning as much as possible while schools are closed
- Instructional Materials and Resources with Teacher Support
 - [Digital Academic Resources](#)
 - [Digital Printable Resources](#)
 - [Nondigital Resources](#)
 - Offline Learning Packets - Offline learning packets are Instructional packets consisting of interdisciplinary, exploratory, hands-on activities. In addition, learning packets are mailed to students.
 - Distance Learning Packets - Need example of packets from each department
 - Preschool Packet Example: [Example Packet PS](#)
 - MD Packet Example: [Example Packet MD](#)
 - ED Packet Example: [Example Packet ED](#)
 - [Remote Learning for Students with Disabilities](#)- Each supervisor must update tabs
 - Digital Art, Music and Physical Education Resources- APE website examples are below.
 - [APE example 1](#)
 - [APE example 2](#)
 - [APE example 3](#)
 - Supplemental Online Resources for English Learners
 - [Children Learn English through Nature](#)
 - [Grammar Gorillas](#)
 - <https://www.learningchocolate.com/>
 - <https://newsela.com/>
 - Distance Learning (offline) Packets are provided to English Learner (EL) students who don't have access to the Internet. EL teachers collaborate with content area teachers to accommodate and modify materials as needed within core instruction (see the below section for an example packet).
 - [English Example Packet](#)
 - Additional material may be added upon approval of Superintendent/ Designee

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Accommodations for Children with Disabilities with Respect to the Health & Safety Policies. Determine 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 for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> - Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Progress monitoring of IEP Goals. 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"> ○ Digital Academic Resources ○ Digital Printable Resources ○ Nondigital Resources 	
Granting Credit	<p>What will method(s) be used for granting credit for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Developed and communicated a plan for granting credit (grading and assessments)
<p>Address Granting Credit Here:</p> <p><u>Standards-Based Grading Prek-12</u></p> <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 during remote learning. Some standards may be left blank because they will not be evaluated during remote learning. ● Students will be given multiple opportunities to work toward improving their progress by participating in remote learning. ● Refer to parent tracker (TCESC uses) for documentation of preferred method of communication with parents. ● Student grading occurs quarterly along with interim reports on progress as specified on the students IEP. ● TCESC 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 with remote learning?</p>

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	Possible/Optional item(s) to consider: - Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>Address Promoting Students to a Higher Grade Level Here:</p> <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. Decisions should be made with recognition of the context of the ordered school-building closure.</p> <p>Teachers and principals 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 in the particular context of the ordered school-building closure, to participate successfully in the next higher grade, then the child should be promoted. The general standards for promotion decisions will be discussed jointly between a student’s teachers, principals, and parents.</p> <p>The TCESC Preschool program will continue to implement transition procedures from preschool to kindergarten, as indicated in the attached link. Preschool Transition</p>	

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

Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district’s attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> ● Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>Daily interaction between teacher/student/parent via chrome book log-in as appropriate. Attendance will be monitored as required by State Law. Meetings will be conducted with staff to communicate any updates on student participation. At these weekly meetings, teachers will share updates on instructional practices that occurred during the week as well as any imminent concerns in regards to families/students who need support during the remote learning phase of the educational process. (i.e) food distribution, access to community supports, mental health resources etc. After three failed attempts to make contact with the student/family, the principal will make contact with appropriate agencies.</p>	
Participation Requirements	How will your school district document student participation in remote learning opportunities? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

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Address Student Participation Requirements Here

Instructional staff report directly to their principals the names of students that can not be reached consistently. The principal will involve school district representatives when needed.

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 TCESC ED department will continue partnerships with the local Trumbull County Mental Health Board.

The TCESC MD department will continue a partnership with the Trumbull County Board of Developmental Disabilities per transition opportunities for students.

Education is everyone's business. This is even more true in a crisis. We are grateful for the many community partners, behavioral health experts, churches, 501-3c organizations, parents groups, and other organizations that have supported our students and families throughout this school closure.

- **Community Partnerships**

- Bristol will continue to distribute ongoing information to local agency outreach support. (United Way, Community outreach programs)
- **Behavior Health Supports**
- The district recognizes the importance of consistent and continued care for our students who access our school-based mental health services; therefore, we have contacted each of our mental health partners, continuing to provide access to mental health services.
- Parents are informed that any specific questions or concerns should be directed to your student's therapist and treatment provider. 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 lines of communication during the closure and to make alternative plans if necessary. Our staff will be monitoring emails and reaching out to our school families in need.

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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 with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> - Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Bristol Local SD ensures that students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs). Therefore, our personnel are collaboratively working together during this time to find ways to continue to serve and educate students with disabilities.

- [Ohio Department of Education - Consideration for Students with Disabilities during Ohio School Closure](#)
- Efforts are made to provide specialized services to students with disabilities during the time of the school closure. Bristol will make a reasonable faith effort to consider the exact nature and duration of the services provided during this period on a case-by-case basis depending on the needs of the individual students.
- Special education guidance is provided to all special education staff through meetings regarding ETR and IEP meetings during school closure.
- Special Education staff make available assistive technology for students with disabilities when applicable.
- Text to speech and/or speech to text software for students with learning needs applicable.
- Audiobooks, digital books (Audible has corporate account options) when applicable

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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 through remote learning?</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

Address Equitable Access to Quality Instruction Here:

- **Mobile Student-Centered Computing - Providing Access for All Students**
- All learners will have access to technology in a one-to-one computing environment. Our goal is to distribute as many devices as possible to support our students.
 - 1:1 devices are assigned on loan to each student to take home
 - For students who needed technology devices, they were loaned a Chromebook to use while at home.

A technology plan has been developed through Bristol Local SD to ensure each student has access to technology and a device. The device and access will be provided by the school district or through a cooperative plan developed by TCESC.

To develop the technology plan, parent input was gathered and reviewed.

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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 to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here:	
<p>Professional development is done through the TCESC curriculum and instruction department on the following: zoom, and all google platforms.</p> <p>Opportunities to participate in online professional development relevant to specific programs are shared among department staff.</p> <p>TCESC Preschool staff is made aware of Ohio approved Step Up To Quality professional development.</p>	

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Modified Isolation & Quarantine for All of Ohio – (Amended 5/9/22)

- 1) If you are made aware of a COVID positive case:
 - a) The positive individual is required to isolate at home for the first 5 days of symptom onset;
 - b) Understand the symptoms the individual has at the end of the 5-day isolation period:
 - i) If they still have a fever and/or other symptoms that have not improved, they need to continue to isolate at home.
 - ii) If fever is gone and other symptoms are getting better, they can return to work or school on day 6, provided they wear a 3-layered mask over their nose & mouth for the next 5 days.
- 2) If someone has COVID symptoms, but has not been diagnosed, they need to stay home until they are tested, or see a doctor to be diagnosed. (With Omicron spread, you assume symptoms are positive.)
- 3) Asymptomatic persons exposed (within 6ft. for 15 minutes) to a positive person in any setting, regardless of vaccination status may remain in the classroom environment if they do the following (Mask to Stay):
 - a) Wear a mask for 10 days after their last date of exposure
 - b) Self-monitor, or parent monitor for symptoms of COVID-19
 - c) Isolate and get tested if they start to experience symptoms associated with COVID-19 (regardless of level of severity)
- 4) Parents and students are responsible for symptom monitoring; however, if nurses/school staff see a child exhibiting symptoms they should act accordingly.
- 5) Given the increased coverage of vaccination, effectiveness of vaccines in preventing severe illness, emergence of more transmissible variants, and increased understanding of public health prevention measures, universal contact tracing is no longer the most effective mitigation strategy.
- 6) 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.
 - a) 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).
 - b) A cluster of cases is an aggregation of cases which are closely grouped in time and place.
- 7) We ask that you do the following:
 - a) 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 combined) would report to the LHD if they have 5 cases on any single day.)
 - b) Report immediately any cases that may qualify as an outbreak