

# WILLOUGHBY-EASTLAKE CITY SCHOOLS

## American Rescue Plan: Safe Return to In-Person Instruction and Continuity of Services

DISTRICT CONTACT: DR. STEPHEN L. THOMPSON, SUPERINTENDENT  
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JUNE 2021



## DISTRICT POLICIES FOR INCORPORATING CDC MITIGATION STRATEGIES

Willoughby-Eastlake City Schools has adopted [Reopening Guidelines](#) aligned with the [CDC Mitigation Strategies](#) and utilized these during the 2020-2021 school year. Prior to the opening of district properties, reopening guidelines were submitted and approved by Lake County General Health District (LCGHD). All mandates from the CDC, Lake County General Health District, Ohio Department of Education and the Ohio Department of Health will be followed during the 2021-2022 school year.

- ⇒ Effective June 3, 2021, in accordance with the Lake County General Health District, it is not necessary for vaccinated persons to wear a mask while on district property. For those that are not vaccinated, it is recommended that they wear masks, but not required. In the event the Lake County General Health District change their recommendations and masks are required, the district will follow [Policy 845.01](#).
- ⇒ Physical distancing is maintained when possible on buses and on all campuses. The district will continue to follow recommended [CDC protocol for distancing in classrooms](#) and on school buses whenever possible.
- ⇒ Hand sanitizing stations have been added to all Willoughby-Eastlake buildings. Hand sanitizer is available in classrooms and school buses. Handwashing and respiratory etiquette adopted in [Willoughby-Eastlake guidelines](#) follow [CDC recommended procedures](#).
- ⇒ All district properties continue to be cleaned and maintained according to guidance from the CDC and local health departments. These procedures were paramount so that Willoughby-Eastlake could ensure the safety and well-being of all people on its campuses. Because of the recommendations made due to the presence of COVID-19, Willoughby-Eastlake implemented the following protocols and will continue these strategies unless instructed otherwise from local health officials.
  - Additional custodial staff utilized to clean high-traffic, high-touch areas
  - Clorox 360 machines utilized in all buildings for general cleaning and used when known exposure to COVID-19 occurred
  - During the 2020-2021 school year, all buses were cleaned on a daily basis with electrostatic cleaners
  - Ventilation systems in the buildings were modified during the 2020-2021 school year to include: replacement of Merv 8 filters with Merv 13 filters, addition of HEPA filters where possible, increased outside air flow, and accelerated rate of air filter replacements
- ⇒ When necessary, all contact tracing and quarantine procedures were completed according to the guidelines created by the CDC and in collaboration with the LCGHD. Parameters followed during the 2021-2022 school year will follow all current protocols created by these agencies.
- ⇒ All students and staff members were screened when entering W-E buildings each day during the 2020-2021 school year. Any person exhibiting symptoms were isolated in a pre-designated area in each building until they were able to exit the building. Free diagnostic tests were available in the community at community health agencies.
- ⇒ All staff members were given access to free vaccinations.
- ⇒ All eligible students have access to free vaccinations at community health agencies.
- ⇒ All appropriate and necessary accommodations for children with disabilities with respect to the health and safety policies are in place and organized by the office of Special Education. During the 2020-2021 school year, individual I.E.P. teams collaborated with students, families and staff members to ensure that the educational needs of all special education students were met. This process will continue as necessary in 2021-2022.

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## CONTINUITY OF ACADEMIC SERVICES

### ACADEMIC SERVICES

*The district has and will reinforce best instructional practices PreK-12. Continuity of academic services is focused on strong Tier I Core Instruction with a renewed emphasis on the Multi-Tiered Systems of Supports (MTSS). Our MTSS approach focuses on instruction, support and enrichment.*

#### Focused Instruction Guidance for PreK-12

- ⇒ Maintain quality Tier I, II and III instruction
- ⇒ Implementation of evidence-based instructional materials and instructional strategies
- ⇒ Focus on standards-based instruction, including the extended standards
- ⇒ Ensure lessons follow the district's Five Step Instructional Framework
- ⇒ Increased focus on foundational skills in K-3 ELA and conceptual understanding of mathematics K-12
- ⇒ Focus on authentic reading and writing in ELA and all content areas K-12; incorporate Reading and Writing Across the Curriculum in all content areas
- ⇒ Maintain consistent Step Up to Quality 5 Star pre-school programming
- ⇒ Continue Summer School Programming K-12

#### Student Performance Data

District staff (teachers and principals with central office guidance and support) will review student performance data to identify the most vulnerable student populations and their intervention needs.

- ⇒ Strategic use of local and state testing to identify the most relevant student performance data for decision making
- ⇒ Assess and evaluate testing results
- ⇒ Utilize formative assessments and benchmark assessments for monitoring student progress
- ⇒ The buildings will use their structured building leadership teams, teacher-based teams and department teams to review student data and prioritize needs.
- ⇒ Tier II interventions will occur in the general education classroom as well as during specific intervention periods at each grade level.
- ⇒ Tier III interventions are provided during the daily designated intervention period
- ⇒ District-wide data includes:
  - MAP Fluency K-5
  - Exact Path Diagnostic and Learning Path K-12
  - District Benchmark Assessments aligned to Ohio's Learning Standards in core content areas (including standard writing prompts) in grades 3 – 12
  - Common formative and summative assessments by content and grade level

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## CONTINUITY OF NON-ACADEMIC SERVICES

### NON-ACADEMIC SERVICES

#### Social Emotional & Mental Health

- ⇒ Continue district initiatives for PBIS. The district has been recognized as an award-winning PBIS district.
- ⇒ Utilize data to establish Skillstreaming groups in the elementary buildings
- ⇒ Individual check-in/check-out meetings with Family Liaisons
- ⇒ Implement Second Step, a social-emotional curriculum embedded in core instruction and morning meetings
- ⇒ Implemented professional development for staff in the area of Trauma-Informed care and the Zones of Regulation
- ⇒ Continuation of the student mentoring program in secondary schools to build relationships between students and staff
- ⇒ An elementary school was selected to participate in the Ohio School Wellness Initiative as a collaborative school
- ⇒ Responsive Classroom was implemented in the elementary schools

#### Health

- ⇒ During the 2020-2021 school year, Willoughby-Eastlake identified a COVID Coordinator who was responsible for the following duties:
  - Coordinating with the Lake County General Health District to ensure that all state and local mandates were followed and implemented with fidelity
  - Assisted district administrators to identify and document persons exposed to or infected with COVID-19 while following CDC guidelines for necessary quarantines
  - Maintaining consistent communication with district families affected by COVID and educating them about current guidelines
  - Respond to questions from families and community members that were sent through the COVID Hotline established
  - Inform district families and employees of changes in state and local mandates as they were issued throughout the school year
- ⇒ During the 2020-2021 Willoughby-Eastlake nursing staff maintained a daily log of health concerns as they related to COVID-19 and consistently worked with families to ensure that they were aware of current health mandates

\*All measures implemented in 2020-2021 will be continued during the 2021-2022 school year as necessary

#### Food

- ⇒ All food served during the 2020-2021 school year was done so in accordance with USDA requirements
- ⇒ Through participation in the USDA food grant, all students in the Willoughby-Eastlake City Schools District had access to free food. This program was offered to in-person students and virtual students during the 2020-2021 school year.
- ⇒ Families living in the district are permitted to pick up meals at North High School during the summer months for children under the age of 18. Meal distributions occur one time per week.
- ⇒ Willoughby-Eastlake will continue to offer free breakfast and lunch to all students during the 2021-2022 if the USDA grant is extended

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## ARP ESSER: LOCAL USE OF FUNDS PLAN

***How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?***

The WECSO has adopted reopening guidelines aligned with the CDC Mitigation Strategies and will utilize these during the school year and make adjustments as guidance is changed. The district follows mandates from the CDC, the Lake County General Health District, the Ohio Department of Education and the Ohio Department of Health as applicable. All district properties continue to be cleaned and maintained according to the guidance. The ARP ESSER funds will be utilized to purchase materials to ensure the safety and well-being of staff, students and visitors. Additional custodial staff will be utilized as necessary, supplies to support sanitizing machines, hand sanitizers and cleaning materials in classrooms, any necessary equipment and materials, gloves, masks, and HVAC filters will be purchased as needed. The district has a COVID Coordinator who is responsible for coordinating with the Lake County General Health District to ensure that all state and local mandates are followed with fidelity, assist district administrators to identify and document person exposed to or infected with COVID-19 and following guidelines for quarantines, maintain consistent communication with families and staff, educate families and staff about the guidelines, respond to questions and maintain health logs/data as related to COVID-19.

***How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?***

The WECSO will utilize the set aside funds for learning loss and summer programming. The district operates summer programming for K-12 students, including Extended School Year services for K-12, a Summer Learning Camp for grades K-5, and a secondary summer school for grades 6-12 for intervention/remediation and credit recovery. District staff review student performance data to identify the most vulnerable student populations in need of continued educational services through summer programming options. Established criteria will prioritize needs. Local testing is completed to provide the student performance data for decision-making. The district has determined based on student data that the critical areas of support are in the areas of reading and mathematics. Recognizing that the social-emotional needs of students cover a broad span and varies among students, all students who participate in the summer programming will have the opportunity to participate in activities and/or discussions with staff as appropriate to support their social-emotional needs as they related to being prepared for academic success and in response to concerns as a result of the effects of the pandemic. The ARP ESSER funds have been budgeted to measure and effectively address significant learning loss and to mitigate the impact of COVID-19 on the students and families by offering targeted interventions and consistent Tier I, Tier II and Tier III instruction with the implementation of evidence-based instruction following Ohio's Learning Standards. Funds provide for transportation for summer learning programs.

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## ARP ESSER: LOCAL USE OF FUNDS PLAN

### ***How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?***

The ESSER funds will partially fund an administrative staff salary for online/remote learning, virtual learning staff salaries, technology hardware and software to support online learning, rental space for adequate social distancing for high school graduation, provided additional clinic learning sessions for career technical students who lost instructional hours required for licensing due to COVID shutdown.

### ***How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students?***

The district will utilize local, state and national assessment data to ensure that students needing supplemental instruction to meet their academic needs are provided with standards-based instruction utilizing evidence-based instructional materials and strategies to mitigate lost instructional time in addition to quality Tier I instruction. The district follows a five step Instructional Framework for lesson delivery, a WISE (WE Instruct, Support and Enrich) response-to-intervention approach with an increased focus on literacy, foundational skills, and a conceptual understanding of mathematics. In grades K-8, we have a dedicated WIN (What I Need) intervention block for the delivery of targeted supplemental instruction. We focus on reading and writing in ELA and all content areas of K-12 for a consistent Reading and Writing Across the Curriculum approach for all grades K-12. The district uses several national vendor assessments, MAP Fluency, MAP Growth, and Exact Path, in addition to the OST, ACT, AP assessment results. The district has common pacing guides in all tested content areas aligned with the OST along with common benchmark assessments and formative assessments using the Illuminate testing bank and data warehouse to monitor student progress. In 2021-2022 we are implementing EduClimber as a means to track RTI meetings and student interventions and progress. The buildings use a BLT and TBTs to monitor consistent instruction and student performance at the building level. The assessment data and team reviews will ensure that student progress is monitored and their instructional programming will be adjusted based on student needs. All students, including those from low-income families, students of color, English learners, children with disabilities, homeless students, students in foster care and migratory students have equal access to core instruction and supplemental interventions and services as needed.

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## ARP ESSER: LOCAL USE OF FUNDS PLAN

***Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.***

District staff (teachers, principals, support staff and central office) review student performance data to identify the most vulnerable student populations and their intervention needs. Strategic use of local and state testing identifies the most relevant student performance data for decision making. Testing includes, but is not limited to classroom data, common assessments, and vendor assessments such as the OST, MAP Growth, MAP Fluency, and Exact Path. Testing results are evaluated, including teacher formative and assessments and common benchmarks. The buildings use their structured building leadership teams, teacher based teams and department teams to review student data and prioritize needs. The district reviews data and provides supports as required per Individual Education Plans and 504s. The PBIS initiatives has been recognized as award winning by the state. This data is utilized to establish Skillstreaming groups in the elementary buildings. Individual check-in/check-out meetings with family liaisons, the Second Step social-emotional curriculum, professional development in the areas of trauma-informed care and the Zones of Regulation, and Responsive classroom are all tools and programs used to support student mental health to ensure that they are prepared to accept academic learning.

***Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.***

Summer programming will be offered in June/July in fiscal years 2021, 2022, 2023 and 2024. Academic interventions and remediation will be provided for students during the fiscal years of 2021, 2022, 2023 and 2024 school years during the months of August through May. COVID mitigation strategies will be implemented in fiscal years 2021, 2022, 2023 and 2024 year round. Technology purchases will be made primarily during June, July and August of the following years to prepare for the upcoming school years, 2021, 2022, 2023 and 2024. Annual software licenses and instructional materials are purchased in July and August for staff and students for each of the following fiscal years, 2021, 2022, 2023 and 2024.

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## ARP ESSER: LOCAL USE OF FUNDS PLAN

***Describe the uses of funds for 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.***

The district is offering an online learning/remote option for students as a choice and will support all remote learning in the district if required due to COVID-19 shutdowns. The funds will be utilized for student devices, teacher devices and equipment necessary for remote learning, and hotspots for families in need. Software licenses will be purchased to enable teacher and student access to online materials. A staff person has been designated as the administrator of online learning to include the Online Academy and Bridge to Success and the salary is partially funded through ARP ESSER.

***Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.***

The district will utilize local, state and national assessment data to ensure that students needing supplemental instruction to meet their academic needs are provided with standards-based instruction utilizing evidence-based instructional materials and strategies to mitigate lost instructional time in addition to quality Tier I instruction. The district follows a five step Instructional Framework for lesson delivery, a WISE (WE Instruct, Support and Enrich) response-to-intervention approach with an increased focus on literacy, foundational skills, and a conceptual understanding of mathematics. In grades K-8, we have a dedicated WIN (What I Need) intervention block for the delivery of targeted supplemental instruction. We focus on reading and writing in ELA and all content areas of K-12 for a consistent Reading and Writing Across the Curriculum approach for all grades K-12. The district uses several national vendor assessments, MAP Fluency, MAP Growth, and Exact Path, in addition to the OST, ACT, AP assessment results. The district has common pacing guides in all tested content areas aligned with the OST along with common benchmark assessments and formative assessments using the Illuminate testing bank and data warehouse to monitor student progress. In 2021-2022 we are implementing EduClimber as a means to track RTI meetings and student interventions and progress. The buildings use a BLT and TBTs to monitor consistent instruction and student performance at the building level. The assessment data and team reviews will ensure that student progress is monitored and their instructional programming will be adjusted based on student needs. All students, including those from low-income families, students of color, English learners, children with disabilities, homeless students, students in foster care and migratory students have equal access to core instruction and supplemental interventions and services as needed. District staff (teachers, principals, support staff and central office) review student performance data to identify the most vulnerable student populations and their intervention needs. Strategic use of local and state testing identifies the most relevant student performance data for decision making. Testing includes, but is not limited to classroom data, common assessments, and vendor assessments such as the OST, MAP Growth, MAP Fluency, and Exact Path. Testing results are evaluated, including teacher formative and assessments and common benchmarks. The buildings use their structured building leadership teams, teacher based teams and department teams to review student data and prioritize needs. The district reviews data and provides supports as required per Individual Education Plans and 504s. Funding supports the purchase of instructional materials for remediation, and literacy intervention materials, The PBIS initiatives has been recognized as award winning by the state. This data is utilized to establish Skillstreaming groups in the elementary buildings. Individual check-in/check-out meetings with family liaisons, the Second Step social-emotional curriculum, professional development in the areas of trauma-informed care and the Zones of Regulation, and Responsive classroom are all tools and programs used to support student mental health to ensure that they are prepared to accept academic learning.



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## PERIODIC REVIEW

Willoughby-Eastlake City Schools will continue to maintain and review protocols and policies based on the following:

- ⇒ Changes in guidance from the CDC, Ohio Department of Health, Lake County General Health District and the Ohio Department of Education that impact student attendance and instruction
- ⇒ Suggestions and input given by staff and community members during open meetings that can be implemented while maintaining student, staff and community safety as well as adherence to federal, state and local mandates.
- ⇒ Semi-annual review completed at the start of each semester
- ⇒ Discussion and review completed by the district administrative team with necessary revisions as necessary

## PUBLIC INPUT

- ⇒ During the 2020-2021 school year, virtual meetings were conducted with the public and Willoughby-Eastlake staff to review recommendations and mandates applied by the CDC, state and local health departments.
  - Input from staff and community members was utilized to adjust 2020-2021 protocols where possible
  - Decisions regarding programming options were guided when possible by input from staff, parents and students
- ⇒ During the 2020-2021 school year, administration met with union leadership teams to obtain feedback regarding daily operations
- ⇒ Community members were able to contact board members via email
- ⇒ As a result of community input, Willoughby-Eastlake will offer a virtual learning platform to families. This option is available to any student in grades 1 through 12 attending Willoughby-Eastlake.
- ⇒ During the 2021-2022 school year, virtual meetings will continue to be held with staff members and community members
- ⇒ Willoughby-Eastlake has established a dedicated hotline for COVID related concerns. This is available for any person to receive and give information and input.

