

# Rolling Hills Local School District Extended Learning Plan



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On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

**“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”**

## **Rolling Hills Local School District 2020-2021 Plan:**

During the 2020-2021 school year, students were given two options for educational instruction. Students that returned to school, operated on a schedule of four days in session and one day in remote learning each week. Families were also offered the option of a digital learning platform at all grade levels supported by licensed online learning advocates. These decisions were made after surveying parents multiple times with the results showing a desire for a consistent schedule with the option for online learning. The district worked to ensure that remote learning was prepared so that students were able to complete the offline work regardless of internet access using Google Classroom. The staff was intensively trained to ensure the remote learning was seamless and integrated into the classroom learning with a focus on the Google Classroom platform as well as the Google Suite of educational tools. Rolling Hills Local School District realizes the importance of providing our students with extended learning opportunities to help them advance and make up for any learning that may have been lost or delayed because of the coronavirus pandemic.

# Rolling Hills Local School District Extended Learning Plan

## ***Academic Needs***

### **Identifying Needs and Impacted Students:**

Prior to the beginning of the 2020-2021 school year, all staff completed the Ohio Department of Education gap analysis toolkit for a review of standards to identify previous gaps in learning due to the shutdown in March of 2020. During this process, grade level staff teams identified content area standards that had been introduced, reinforced, assessed for mastery, or were not yet taught. Staff then held vertical discussions to ensure an awareness of standards that would need to be introduced, reinforced and reassessed prior to or during instruction of current standards. When released, all tested content area staff were trained in the use of the Ohio Department of Education's Benchmark Assessments as well as how to use the data to inform instruction over the course of the year as another form of gap analysis. Throughout the school year, we have used many sources of data to inform our instruction and determine academic strengths and weaknesses through the Ohio Improvement Process with weekly TBTs, monthly BLTs, and quarterly DLTs in two-way communication. Data sources include Lexia RAPID, STAR Math, Heggerty PAST Assessment, Lexia Core5 and PowerUp, OG Literacy Assessments, IOWA Assessment, ACT, Accuplacer, KRA, ELA (Preschool), Building level data such as formative and summative assessments, grades, review of pacing guides and curriculum maps, ODE's gap analysis tool, ODE Benchmark Assessments, EVAAS projection data, and previous state assessment data. Teams have also been formed to analyze current curriculum needs, especially in the core content areas.

### **Addressing Academic Needs, Academic Gaps & Overcoming Barriers**

The pandemic has affected ALL of our students academically, socially, and emotionally regardless of the delivery of instruction. For this reason, we have revised our schedule for the 4th nine weeks to return to in-school instruction for ALL school days and remove remote instruction as part of our regular schedule. While the option for virtual instruction is available on a case-by-case basis, most students have returned to the classroom. In future years, the virtual option will be available only in high-need cases and all attempts will be made to streamline the instruction with the in-class delivery so students are able to transition back the classroom easily. As our district is 1:1 with technology, the largest barrier to virtual and remote instruction was internet accessibility. As a district we have worked to overcome this barrier by supplying access to the internet for all virtual students with hotspots, increasing wifi access points in the district and at several public locations as well as ensuring any remote at-home work was available offline. Another barrier was a streamlined digital platform for delivery of instruction. The district chose Google Classroom and Google tools as the platform to deliver content and house instructional materials and supports. The staff is supported with ongoing intensive Google professional development in large groups, small groups and independently in order to ensure the best tools are used for the most positive student outcomes. Teams in the district are analyzing current core curriculum and researching evidenced based practices to ensure

# Rolling Hills Local School District Extended Learning Plan

academic needs are met and gaps are closed. Our schools are also working to ensure that students are given intervention and enrichment services as needed with creative scheduling and support.

At the high school level, counselors have worked to create individualized student success plans for all students that assists them in personalized discussions with each student to have a clear understanding of current levels and future goals. This work includes integration of the Ohio Means Jobs career pathways, personalized student goals, credits earned and needed, graduation pathways offered and earned, test scores, and graduation seals. Counselors also have student risk plans to personalize strategies for students that show need through triggers in attendance, discipline, social emotional concerns, and/or academic progress. This support is essential to ensure high school student needs are identified and met throughout their educational journey.

In addition to returning to a full schedule for in-person learning, our district is able to offer an after school program to middle school students through a 21st Century grant. The Makers Academy has been fully operational throughout the pandemic in both a virtual and in-person capacity to support students with tutoring, academic reinforcement, interest activities and student clubs with included transportation and snacks. This program also operates for a summer session with the Makers Summer Camp to expand learning opportunities for these students. Meadowbrook High School operates an alternative learning pathway for students during the year and will be able to offer this expanded learning opportunity to students for credit recovery in the summer months. Both the 21st Century program and the alternative pathway will continue to be offered for the foreseeable future including the summer extensions.

## ***Social & Emotional Needs***

### **Identifying and Addressing Needs and Impacted Students**

The pandemic has affected all of our students academically, socially, and emotionally regardless of the delivery of instruction. Meals have been one of the most essential needs of our students and have been continued to be provided regardless of the type of instruction students receive. To address social and emotional needs, the district has trained staff in trauma informed instruction for student support. A protocol has been put into place to quickly address needs expressed by students or families so that services can be wrapped around the student. With a certified social worker, two guidance counselors, a school engagement coordinator, and the support of many outside agencies including a partnership with the Muskingum Valley Health Center located on our central campus, we can offer social and emotional support to our students. For the 2021-2022 school year, an additional school counselor will be hired to address the needs of the whole-child. Our elementary and intermediate buildings have adopted the PAX system (PAX Good Behavior Game) to positively support student development with the support of a certified PAX partner to oversee the integration of

# Rolling Hills Local School District Extended Learning Plan

the principles of the system who will continue to be a partner for the 2021-2022 school year. This allows our buildings to not only be supported but also to receive ongoing and extended professional development. In addition, climate surveys completed by families, staff, and students are analyzed to determine district needs for support.

Our district administration is involved in ongoing professional development with QPR (suicide prevention) and Mental Health 1st Aid training to support staff and students. Teams are also trained in each building in CPI (crisis prevention) and threat assessment. In addition, all schools have distributed materials to staff and students for the crisis text line to allow support outside of the school day.

## ***Financial Aspects:***

Funding to address district extended learning needs now and in the future is from various sources including Title funding and grants such as Student Wellness and Success, Broadband Connectivity, CRF (Coronavirus relief fund) and ESSER (Cares Act).