

Rolling Hills Local School District Safe Return to In-person Instruction & Continuity of Service Plan



Rolling Hills Local School District
60851 Southgate Road, Cambridge, OH 43725

Purpose:

The American Rescue Plan (ARP) provides federal resources to support states and local school districts. Recent federal guidance clarifies that districts submit to the state of Ohio a plan that fulfills the requirement that districts publish local “Safe Return to In-Person Instruction and Continuity of Services Plans”. This plan is being built upon existing district plans that address many of the elements of the federal requirements including existing remote learning plans. The plan as required has two major component parts: PART 1 - Safe Return to In-Person Instruction, and PART 2 - Continuity of Services Plan

Plan Review and Public Input:

As the pandemic is a fluid situation, the Rolling Hills Local School District will continue to monitor local data on COVID-19, follow state and local guidelines, and collaborate with the local health departments in order to make the best decisions for our students and staff. Plan review by district and building teams, feedback at public board meetings, and collaboration with families and local health officials will be conducted periodically, at least every six months, for the duration of the ARP ESSER grant period, and the plan will be revised as appropriate. This includes key decisions regarding the wearing of masks; physical distancing, handwashing and respiratory etiquette; contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments; diagnostic and screening testing; appropriate accommodations for children with disabilities with respect to the health and safety policies; and continued cleaning and maintaining of healthy facilities.

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PART 1 - Safe Return to In-Person Instruction

Rolling Hills Local Schools is a rural district in southeastern Ohio that educates students Preschool through 12th grade housed in five buildings. 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. In March, at the beginning of the 4th nine weeks, the district returned to a full five day school week with no remote instruction, except for the few students who choose the virtual learning option for the school year. Rolling Hills Local Schools will continue to provide full in-person instruction to all students for future years unless instructed otherwise by state and local health department officials.

A. Universal and correct wearing of masks

Rolling Hills Local Schools will follow the Ohio Department of Health and local health department guidelines.

B. Physical distancing (e.g., including use of cohorts/podding)

Rolling Hills Local Schools will follow the Ohio Department of Health and local health department guidance on physical distancing.

C. Handwashing and respiratory etiquette

The district promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate and encouraging the practice of hand hygiene. Hand hygiene is the single most effective way to prevent the

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transmission of disease. Staff and students will wash hands with soap and water for at least 20 seconds (or use hand sanitizer) frequently, especially upon entry to the building, before/after meals, before/after recess and PE, between classes, after contact with high-contact items or surfaces, before/after touching the face or one's facemask, and when practicing coughing/sneezing etiquette. Hand sanitizing stations with alcohol-based hand sanitizer (at least 60% alcohol) are accessible in each classroom as well as various locations around each building. Rolling Hills Local Schools will continue with current hand washing and respiratory etiquette guidelines.

D. Cleaning and maintaining healthy facilities, including improving ventilation

Cleaning, disinfecting and promoting hand hygiene are important everyday actions schools can take to slow the spread of COVID-19 and other infectious diseases and protect students and staff. Classrooms and busses will be disinfected as often as possible with appropriate disinfectant. All staff members are responsible for helping maintain a clean environment, including their personal workspaces. Custodians will engage in daily, continuous cleaning, including wiping down high touch points throughout the day to be followed by disinfecting of the building. Products on the EPA List N Disinfectants for Coronavirus COVID-19 will be used, including ready-to-use sprays, concentrates, and wipes. The district will continue with current cleaning and filter replacement practices and guidelines including the increase of ventilation and fresh air circulation, when possible. Windows may be opened to increase fresh air circulation. Activities may be held outside, whenever possible.

E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

The district utilizes the expertise of the school nurse in collaboration with the local health department to conduct contact tracing protocols.

F. Diagnostic and screening testing

Information is available on the district website regarding COVID-19 updates. Additionally, an up-to-date list of testing locations can be found at the Ohio Department of Health Website. The linked [ODH map](#) shows COVID-19 testing sites throughout Ohio which are a combination of private companies and retail sites, Community Health Centers, and pop-up sites that offer Covid testing.

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G. Efforts to provide vaccinations to educators, other staff, and students, if eligible

All educators and staff were offered vaccinations through Muskingum Valley Health Center at our facility.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies

Reasonable accommodations are provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19 such as medically fragile students with Individualized Education Programs (IEPs), students with complex disabilities with IEPs or students who require accommodations under a Plan in accordance with Section 504 of the Rehabilitation Act of 1973 (504 Plan).

PART 2 - Continuity of Services Plan

Student Services and Accommodations for Children with Disabilities

Supporting the academic and social-emotional growth of all students remains a priority as we recover from the pandemic. Rolling Hills Local Schools provides interventions to address the academic and behavioral/social-emotional needs of all students. Students needing interventions are identified through a screening process. Interventions are designed and implemented and monitored for effectiveness in order to support growth in targeted areas.

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

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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/Reading, 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. In future school years, data will continue to be analyzed and used to inform instruction as well as interventions for students. In 2021-22, the district will be switching to NWEA Map Growth for local data for third grade through high school students, replacing Lexia RAPID.

Addressing Academic Needs, Academic Gaps & Overcoming Barriers

2020-21: 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 was 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 to 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 academic needs are met and gaps are closed. Our schools are also working to ensure that

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students are given intervention and enrichment services as needed with creative scheduling and support. This work will continue in future school years with dedication to in-person instruction.

2020-21: 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. For the 2021-22 school year, a Career Pathway Navigator has been hired to assist students with next steps in their career goals.

2020-21: 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. These programs will continue to operate in future years based on available funding sources.

Mental Health Support/Counseling Services, Health Services, Family Support Services, Food Service

Social & Emotional Needs

Identifying and Addressing Needs and Impacted Students

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2020-21: 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 continued to be provided regardless of the type of instruction students receive. The district will continue to make food service a priority and accessible to all students. 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, school nurse, 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 has been 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 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.

Revised 6/21/21

This plan is subject to revision based on public health data in our schools and community.