



# Oak Hill Union Local Schools **2020-2021 Reopening and Academic Continuity Plan**



EVERY STUDENT  
EVERY DAY

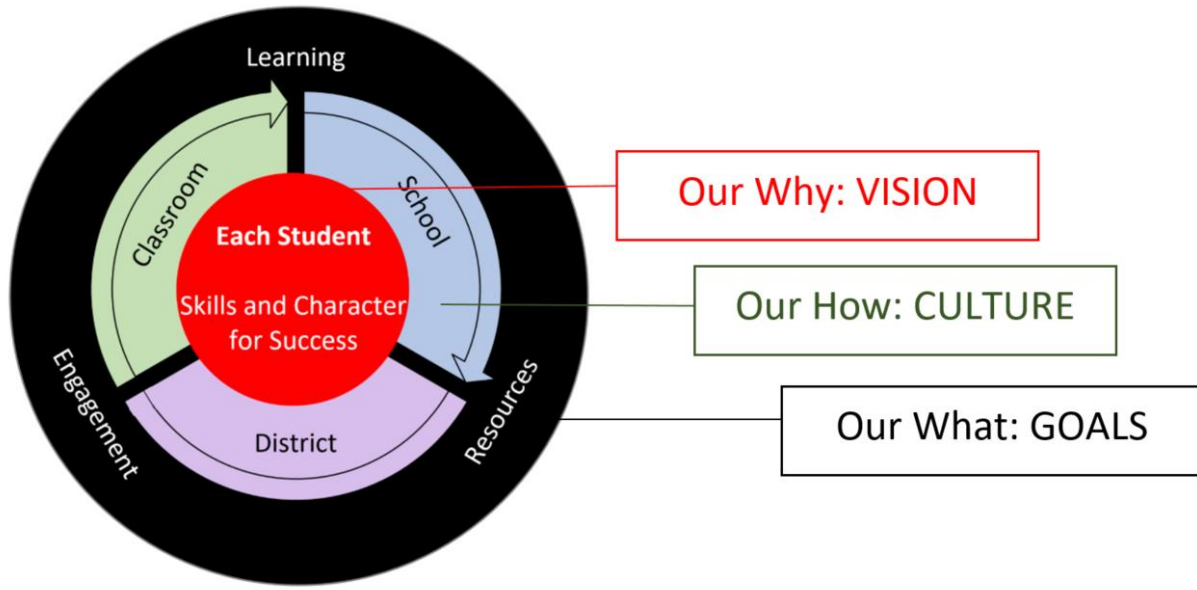
2020-2021

Dr. Marci Shepard  
Superintendent

Vision ❖ Culture ❖ Goals

Subject to Change: Original July 9, 2020, Revised July 30, 2020

## Framing Our 2020-2021 Reopening Plan Around Our Goals: Learning, Resources, and Engagement



### **VISION: Skills and Character for Success**

We believe in ensuring EACH student has the academic, social, emotional, and technical **skills** and the **character** for **success** in learning, work and life.

This plan is driven by our vision for equity for EACH student.

### **CULTURE: We work together and align for continuous improvement to support EACH student.**

We believe that how we believe, work, and behave to accomplish our vision matters, and we align for continuous improvement. This is a servant leadership model, built from the bottom-up. Students drive quality classroom instruction that focuses school improvement which informs district supports.

This plan values social interaction, collaboration, and holds high expectations for EACH student with differentiated supports.

### **GOALS: We focus on learning, resources, and engagement to support EACH student.**

We believe in sustaining focus on a few things and doing them well. We use our aligned, servant leadership model to determine areas to focus on each year.

This plan focuses on quality on-site and remote **learning** that integrates technology; health and safety **resources** and processes that follow the guidelines of the Department of Health and Ohio Department of Education; and ongoing student, staff, and family **engagement** through communication and collaboration.

## Framing Our 2020-2021 Reopening Plan Around Our Goals: Learning, Resources, and Engagement



### Learning

The school calendar will remain unchanged with the first day of school for students on August 19, 2020. With health and safety precautions, every student will attend school every day. We are preparing to nimbly and flexibly move between on-site, blended, and remote learning as necessary.

#### Empowered Learning

Before the coronavirus epidemic, Oak Hill schools began work to provide students with devices and integrate technology into learning. We are committed to continuing that work because students should be empowered to learn and work in our digital and connected world. Integrating technology into learning is an important part of that. Technology is a tool that supports empowered learning. Integrating technology into instruction deepens critical thinking, communication, collaboration, and creativity. It supports differentiation, engagement and ownership of learning.

Technology also supports remote learning. Remote learning occurs when teachers and students are in different locations. Instruction is delivered through devices and checking in with students regularly. We should not expect remote learning to replace traditional school. However, we need to be ready to provide remote learning that supports academic continuity for students as needed.

#### Empowered Learning Formats

- Integrated lessons: Empowered learning fosters personalized education that supports student individual strengths and needs. It integrates technology to deepen critical thinking, communication, collaboration, and creativity. It also supports differentiation as it allows for modification of content, process, product, and delivery methods. Empowered learning supports student engagement and ownership of their learning.
- Online synchronous lessons: This enables educators to engage with students using an online learning platform or learning management system such as Google Classroom or Zoom. Teachers design lessons and engage students in discussions, online lessons, and the completion of assignments. Educators support this through communication and ongoing feedback with students and families.
- Online asynchronous lessons: This allows educators to design lessons students can complete independently or with the help of an available caregiver outside. Educators support this through communication and ongoing feedback with students and families.
- Offline asynchronous lessons: This assists educators in providing thoughtful instructional packets (virtual or paper) and hands-on learning. Screen time is balanced with learning that occurs offline and encourages student curiosity, discovery, and writing. Educators support this through communication and ongoing feedback with students and families.

#### Access

After conducting a survey with 100% student and staff participation, we are preparing to deploy laptops/devices for each student and teacher for use at school and home. Internet is available in schools and a hotspot was installed at the high school parking lot.

#### Training

Each teacher was provided with two days of training in the use of Google Suite, the primary platform we will use to support empowered learning. Training and collaboration will continue during our waiver days and through our school and district improvement processes.

## **Teacher Responsibilities for On-Site, Blended, Remote Learning, and Online Learning**

1. Determining and documenting instructional needs
  - Use assessment data to determine student learning needs
  - Align instruction to learning standards
  - Create plans and accommodate for students with special needs; attend IEP meetings
  - Update Google Classroom with daily announcements
  - Provide daily lessons that support new learning on state standards including the use of live instruction (in person or recordings) and integrating technology into learning
  - Meet with each student in a synchronous setting at least weekly
  - Organize lesson materials so they are accessible
  - Post assignments at least 3 days before they are due for blended or remote learning
  - Strive to serve each student on-site to the extent possible with an emphasis on early learners, students with special needs, and those with unreliable internet service
2. Determining competency, granting credit, and promoting students
  - Create and administer assessments
  - Provide feedback at least weekly
  - Maintain Progress Book (grades reflect work completed and competency/understanding)
  - Use grades and assessment data for promotion decisions
3. Attendance and participation
  - Report to work each day (unless otherwise directed)
  - Take attendance daily (if blended or remote, document daily student log in to Google Classroom)
  - Attend attendance meetings
  - Engage students in learning that is interactive
  - Monitor student engagement; follow up with students who are disengaged at least weekly
  - Maintain family communication
  - Check and respond to email and phone calls daily
4. Progress monitoring
  - Administer ongoing summative and formative assessments
  - Use assessment data to adjust instruction and provide differentiated supports for students
5. Equitable access
  - Administer staff and student survey for technology, internet, and cell service access as well as proficiency and training needs in using the Google platform
  - Purchase and deploy 1:1 laptops/devices for each student and teacher
  - Install a hotspot at the high school parking lot to provide internet access outside schools
  - Provide instructional packets for students who cannot access online learning
6. Professional development
  - Invite building principals to Google Classrooms
  - Participate in two days of training for Google Suite (May 2020)
  - Participate in online Google professional learning (Summer 2020)
  - Focus waiver days on supporting student learning with academic continuity (August 2020)
  - Engage in ongoing professional learning through waiver days, district committees, staff meetings, Building Leadership Teams, and Teacher Based Teams professional development focused on integrating technology into learning

## **Student Responsibilities for On-Site, Blended, or Remote Learning**

- Bring charged device to school each day
- Complete daily lessons (log-in to Google Classroom daily during blended or remote learning)
- Turn work in at least weekly, following teacher instructions
- Turn work in online (unless otherwise directed)
- Review feedback and grades

## **Online Program**

- Provide an online program for families who choose to not send their students to school. Families notify the school principal if they wish to do online school by July 24. Families may change from online to on-site learning at each quarter by notifying the school principal 3 weeks before the quarter begins.

HB 164 (June 2020) indicates that "Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers.

## Framing Our 2020-2021 Reopening Plan Around Our Goals: Learning, Resources, and Engagement



### Resources

#### Classrooms

- Work to schedule class sizes below classroom capacity
- Increase space between students by separating students at tables and desks
- Eliminate shared materials through providing 1:1 laptops and not sharing supplies
- Provide hand sanitizer and/or handwashing stations in each classroom

#### Common Areas

- Stagger middle and high school passing, eliminate passing for middle school block schedules, and map out passing for elementary hallways
- Post maximum occupancy signs in secondary bathrooms
- Stagger recesses and students sanitize hands upon re-entry into the school
- Eliminate changing clothes for PE/locker room use during school
- Install barriers at secretary desks

#### Meals

- Input of student IDs by staff
- Eat breakfast in classrooms
- Ensure cafeterias are below 50% occupancy with staggered transitions, elementary students sit with homeroom and secondary students sit with grade level (If increased risk, eat in classrooms)
- Sanitize cafeterias between lunches
- Wash hands before and after lunches
- Use disposable trays and utensils
- Use individual condiments packets
- Allow store-purchased classroom snacks only

#### Personal Hygiene and Health

- Require Student and Staff Daily Home COVID-19 Screening (see Appendix); stay home if sick or have symptoms
- Purchase and place mobile hand sanitizing stands around schools
- Schedule frequent hand washing or use of hand sanitizer for students
- Instruct students of proper hygiene in classrooms, restrooms and halls and reinforce throughout the year

#### Masks

- Masks are *cloth/fabric and cover an individual's nose, mouth, and chin*
- Individuals may provide their own masks so that they can find a mask that is comfortable for them
- If someone does not have a mask, one will be provided

Students in preschool through 2<sup>nd</sup> grade wear masks:

- On buses and for short periods of time in classrooms as appropriate (for example, instruction at the carpet while continuing to be as socially distant as possible)

Students in 3<sup>rd</sup> through 12<sup>th</sup> grade wear masks:

- On buses, indoors, and when social distancing (6 feet) is not possible

Staff wear masks:

- Outdoors and indoors, unless alone in an enclosed space (such as a classroom or office), or when separated by at least 6 feet in all directions from all other individuals.

Mask exclusions include:

- Health conditions or special needs
- Recess and actively exercising
- While eating and drinking
- If masks interfere with the learning process, shields may be used

## **Framing Our 2020-2021 Reopening Plan Around Our Goals: Learning, Resources, and Engagement**

### **Symptoms, Quarantine, and Return to Work**

#### Confirmed COVID-19 Positive

- Quarantine for 10 days from the first day symptoms appeared
- 24-hours fever-free without fever-reducing medications
- Improvement of symptoms

#### Has Symptoms (without alternate explanation)

- Quarantine for 10 days from the first day symptoms appeared
- 24-hours fever-free without fever-reducing medications
- Improvement of symptoms

#### Has Symptoms (with alternate explanation)

- May return to school/work after 24-hours resolution of fever
- Note from health care provider stating the individual has an alternate diagnosis and the provider believes it is appropriate to return to school/work

#### Direct Contact (within 6 feet for more than 15 minutes of someone with confirmed COVID-19)

- Quarantine for 14 days after contact with the COVID-19 positive person
- Monitor for symptoms

#### Possible Exposure or Secondary Exposure (without symptoms)

- Monitor for symptoms
- Practice social distancing

#### Travel (after travel to a state with positive testing rate of 15% or higher)

- Quarantine for 14 days
- Monitor for symptoms

### **Transportation, Arrival and Dismissal**

- Attempt to sit two students per seat on buses
- Attempt to sit families together on buses
- Prohibit students from sitting in front row behind the bus driver
- Disinfect buses after AM and PM routes (twice per day)
- Stagger bus loading and unloading
- Report to classrooms or designated areas upon entering school buildings

### **Visitors**

- Develop procedure to remain in cars for student pickup and drop off
- Eliminate non-essential visitors
- Restrict visitors to office area












### Engagement

#### Communication

- Communicate changed procedures and processes
- Keep stakeholders informed as conditions and plans change
- Continue to gather input, feedback, and engage in conversations to improve our services and support
- Initiate a district Facebook page
- Hold informal “Superintendent Chats” with students, staff, and the community (three times each) throughout the year

#### Collaboration

- Use data from student and staff surveys to make decisions about technology, internet access, and training needs
- Provide professional development for each teacher on integrating technology into instruction and using Google Suite
- Focus ongoing collaboration building leadership teams and teacher based teams on instruction that includes integrating technology into learning
- Assemble a district technology/empowered learning team to develop a technology and learning plan
- Assemble a district leadership team to develop a strategic plan that will frame student and professional learning plans and processes

<b>Calendar &amp; Schedule</b> 	<ul style="list-style-type: none"> <li>The school calendar will remain unchanged with the first day of school for students on August 19</li> <li>With health and safety precautions, every student will attend school every day</li> <li>We are preparing to flexibly move between on-site, blended, and remote learning as necessary</li> <li>If we are directed to significantly reduce the number of students we have on site, we will strive to continue to serve each student on-site to the extent possible with an emphasis on early learners, students with special needs, and those with unreliable internet service</li> </ul>
<b>Technology</b> 	<ul style="list-style-type: none"> <li>Each student will be issued a laptop/device for school and home use</li> <li>Bring charged laptop/device to school each day</li> <li>Internet is available in schools and a hotspot was installed at the high school parking lot</li> </ul>
<b>Classrooms</b> 	<ul style="list-style-type: none"> <li>We are working to schedule core class sizes below classroom capacity</li> <li>Students will be spaced apart at desks and tables</li> <li>Student supplies will not be shared and materials will be sanitized after each use</li> <li>Hand sanitizer and/or handwashing stations will be in each classroom</li> </ul>
<b>Common Areas</b> 	<ul style="list-style-type: none"> <li>Passing times will be staggered</li> <li>Maximum occupancy signs will be posted for secondary bathrooms</li> <li>Recesses will be staggered and students will sanitize hands upon re-entry into the school</li> <li>Students will not change clothes for PE/locker room use during school</li> </ul>
<b>Meals</b> 	<ul style="list-style-type: none"> <li>Students will eat breakfast in classrooms</li> <li>Cafeterias will be below 50% occupancy with staggered transitions, elementary students sitting with homerooms and secondary students sitting with grade levels (If increased risk, eat in classrooms)</li> <li>Cafeterias will be sanitized between lunches</li> <li>Students and staff will wash hands before and after lunches</li> <li>We will use disposable trays, utensils, and individual condiments packets</li> <li>Only store-purchased classroom snacks will be allowed</li> </ul>
<b>Hygiene &amp; Health</b> 	<ul style="list-style-type: none"> <li>Students and staff will do daily home COVID-19 screening and stay home if sick or have symptoms</li> <li>Students and staff wear masks (see details in full plan)</li> <li>Mobile hand sanitizing stands will be placed around schools</li> <li>Frequent hand washing or hand sanitizing will be scheduled</li> <li>Students will be instructed of proper hygiene and remind inforce throughout the year</li> </ul>
<b>Transportation, Arrival &amp; Dismissal</b> 	<ul style="list-style-type: none"> <li>Attempt to have two students per seat and sit families together on buses</li> <li>Prohibit students from sitting in front row behind the bus driver</li> <li>Disinfect buses after AM and PM routes (twice per day)</li> <li>Stagger bus loading and unloading</li> <li>Students report to classrooms or designated areas upon entering school buildings</li> </ul>
<b>Visitors</b> 	<ul style="list-style-type: none"> <li>Visitors remain in cars for student pickup and drop off</li> <li>Eliminate non-essential visitors</li> <li>Restrict visitors to office area</li> </ul>
<b>Online</b> 	<ul style="list-style-type: none"> <li>An online program will be provided for families who choose to not send their students to school</li> <li>Notify the school principal if you wish to do online school by July 24.</li> <li>Families may change from online to on-site learning at each quarter. In order to prepare for students re-entering school, please notify the school 3 weeks before the quarter your student will change from online to on-site learning.</li> </ul>

We will implement increased and rigorous cleaning and sanitizing routines and schedules.

We will keep stakeholders informed as conditions and plans change.

To view the full plan, please visit [www.oakhill.k12.oh.us](http://www.oakhill.k12.oh.us).





## Appendix

### Oak Hill Union Local School District **Student and Staff Daily Home COVID-19 Screening**

Please stay home if you are sick or have COVID-19 symptoms.

The Centers for Disease and Control Prevention (CDC) indicate that COVID-19 symptoms include:

- Fever or chills
- Shortness of breath or difficulty breathing
- Muscle or body aches
- New loss of taste or smell
- Congestion or runny nose
- Diarrhea
- Cough
- Fatigue
- Headache
- Sore throat
- Nausea or vomiting