

ALEXANDER LOCAL SCHOOLS GUIDE 21-22 SCHOOL YEAR

(SUBJECT TO CHANGE AS NEW GUIDANCE IS RELEASED FROM ODE, ODH, CDC, & GOVERNOR DEWINE)

School year – Covid Plan

ALS MISSION AND PURPOSE:

Alexander Local Schools will achieve excellence in education for **ALL** learners.

- The purpose of ALS is to...
 - educate ALL students using differentiated instruction
 - develop the whole child
 - provide a caring, safe, & respectful environment
 - develop successful members of society.
- * To develop physical, emotional, social, cognitive and communication skills of the child/student.

General Operating Principles

- Alexander Local School District will recommend safety protocols to parents, students, and staff for the district, as recommended by the CDC & Athens County Health Department and Ohio Department of Health.
- Alexander Local School District will work closely with the Athens City-County Health Department through the 2021-22 school year.
- Alexander Local School District will keep community informed throughout the year by All Call systems and our Alexander Local School District website. Call will go out after 3 pm.
- Alexander Local School District will return in person to a 5-day school week.
- Alexander Local School District will strive to educate all students through in person classroom learning.

Guided Principles

- The approved school calendar may be adjusted to meet the needs of the district, the *goal* of Alexander Local Schools to fully open buildings on a 5 day/week schedule for the 2021-2022 school year as written by ORC.
- The district places a high priority on protecting the health and safety of our students and staff. We will follow the most current guidance of the CDC, ODH and ODE along with Athens City County Health Dept.
- The plan does not contain all possible scenarios and protocols. If you have a question regarding a specific situation, please contact the building principal starting August 3rd or Superintendent Lindy L. Douglas.

ENSURING HEALTH, WELL-BEING, & SAFETY OF STUDENTS & STAFF

Educational Programs and Settings are inherently designed for social interaction not social distancing. However, during this pandemic, it is important that we provide for the well-being of our students and staff as it relates to their physical and emotional well-being.

Alexander Local Schools - the following will be essential to creating a healthy learning environment:

- Wash and sanitize hands to prevent the spread of COVID-19.
- Thoroughly clean and sanitize the school environment to limit the spread on shared surfaces.
- Stock all cleaning and sanitizing materials as needed.
- Self-monitor wellness.
- Continue to follow & recommend the most recent guidance of CDC and ODH.
- *All plans are subject to change based on evolving conditions, data about the status of the pandemic, and recommendations from health experts.*

SAFETY PROTOCOLS: General Safety Strategies for Good Hygiene:

1. If you feel sick, please stay home. Do not return to school/work until you meet CDC criteria or are cleared by a medical provider.
2. Daily self-monitor your health for any symptoms.
3. Avoid touching eyes, nose, and mouth.
4. Cover cough or sneeze with your elbow or a tissue and dispose of the tissue.
5. Recommend to utilize facial coverings as required by the CDC & ODH.
6. Students and staff exhibiting symptoms of COVID-19 will be sent home or to a health care provider immediately.
7. Frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol content if soap and water are not available. (Hand sanitizing stations in classroom will be available.)
8. Clean and disinfect frequently touched items and surfaces as much as possible. This would mainly be staff, but students may assist.

Cleaning Procedures during the school day:

- All commonly touched items will be disinfected with cleaners and approved to kill the Covid-19.
- All hand sanitizer and soap dispensers refilled for daily use.
- Hand sanitizing stations and soap dispensers will be refilled as needed.
- Continuous cleaning throughout the day.
- Water bottles for student use are permitted.
- Daytime janitorial staffing will occur.
- Deep cleaning of all schools will be completed on a daily basis.
- Areas used for extracurricular activities will also be cleaned after usage.

SHAPING THE SCHOOL DAY- GENERAL OPERATIONS:

Sanitizing/disinfecting supplies and other safety measures:

1. Hand sanitizer in each classroom, common areas, and main entrances
2. Antibacterial wipes or its equivalent available throughout the building
3. At least temporal thermometers available at each building

Safety Protocols: Vulnerable Students & Staff

Our vulnerable students & staff will be addressed on a case-by-case basis. Please contact the building administrator, superintendent, or school nurse if you have concerns. Hopewell, Holzer, and HRS will be onsite for referrals.

SHAPING THE SCHOOL DAY: GENERAL OPERATIONS, FIELD TRIPS, & GATHERINGS

- District Administration will maintain open communication with the Athens- City County Health Department and state agencies.
- Daily cleaning and disinfecting protocols for high touch areas and surfaces.
- Hand sanitizing stations and/or supplies will be available in all classrooms & high traffic areas.
- We will follow OHSAA guidance for all athletic events.
- We will recommend to follow the CDC and ODH guidance for all events.
- If any symptoms are present with a student, the school clinic will be notified and the clinic will take appropriate action

RESPONSE TO COVID-19: Clinic Procedures

The District Nurse is trained in COVID-19 safety protocols and health aides will be trained as well. The clinic staff will be supplied all equipment as deemed necessary.

School Clinic/Office: Medications will be encouraged to take at home if possible, to limit the exposure of students to illnesses. Students may also be seen for student injuries *that cannot be handled in the classroom.*

- Minor issues as well as minor first aid will be expected to be handled in the classroom, to limit trips to the office/clinic area.
- Every student that needs to be seen in the clinic, will need to have the teacher contact the clinic and schedule a time to be seen.
- Guidelines for Responding to a Confirmed Case are Established in Conjunction with State & Local Health Officials
- It is critical to preserve confidentiality of the student or staff member to the extent possible considering health and safety issues.

Isolation Area:

- Any student displaying COVID-19 symptoms (fever, cough, sore throat, etc.) will be moved to a supervised area where they are isolated from other students. Parents/guardians will be contacted and should promptly pick up their student (within 30 minutes).
- Staff who have symptoms, are encouraged to separate from others immediately and go home as soon as possible. If unable to drive, the staff person will need to go to the isolation room and await being picked up.
- If a student does take medication, these will likely have strict “appointment times” to prevent crowding, especially at common administration times such as lunch. Social distancing measures will be followed when walking to the clinic or waiting to be seen.
- Guidelines for Responding to a Confirmed Case are Established in Conjunction with State & Local Health Officials
- It is critical to preserve confidentiality of the student or staff member to the extent possible considering health and safety issues.

ADDITIONAL RESOURCES:

- ✓ <http://education.ohio.gov/Topics/Student-Supports/Coronavirus>
- ✓ Alexander Schools: www.alexanderschools.org
- ✓ Athens City - County Health Department
- ✓ Center for Disease Control
- ✓ <https://coronavirus.ohio.gov/wps/portal/gov/covid-19/home>
- ✓ Ohio K-12 School Guidance
- ✓ ODE Reset Restart Guidelines
- ✓ Ohio Department of Health

ALS District Leadership Team

- **District Personnel** Lindy L. Douglas, Lee Raines, Melissa Guffey, Bryan Ford, Rich Maskiel, Megan Karr, Erin Thomas
- **Board of Education** Fred Davis, Jay Barnes, Josh Collins, Blake Reagan, Lucy Juedes
- **Middle & High School** Bryan Ford, Lee Raines, Kerry Hanning, Meredith Rock,
- **Elementary School** Melissa Guffey, Rich Maskiel, Ben Shultz

ALS Departments

- **District Office** Lindy L. Douglas, Supt. & Aaron Schirm - Treasurer
- **Bussing** Dan Phillips
- **Maintenance** Bryan McCullum
- **Clinic** Whitney Warren, Laura Bean, & Cheryl Woodgerd
- **Athletics** Dan Doseck
- **Food Services** Dan Moyer



Alexander Local Schools
Ohio Improvement Process (OIP) District Action Plan
2021 - 2024

Goals	Improvement Strategies and Indicators		Action Steps
<p>Goal 1 By 2024, student assessment scores will show a 9% increase in proficiency on all English language arts Ohio State Tests.</p>	<p>Strategies Increased Usage of diagnostic data</p> <p>Increase targeted support for all learners</p> <p>Increase the usage of technology-based resources and strategies.</p> <p>Develop and adopt new more rigorous curriculum aligned to state standards and student needs.</p>	<p>Adult Behavior Indicator: Teachers will collect, analyze, and share student diagnostic and learning data on a district set schedule.</p> <p>Student Performance Indicator: Students will grow by 1 grade level equivalent every year on the district adopted diagnostic tool for English language arts.</p>	<p>Step 1 Increase student targeted learning time through academic coaching, intervention, summer school, after school programs</p> <p>Step 2 Increase alignment between grade levels through curriculum mapping.</p> <p>Step 3 Increase district usage of diagnostics and focus on data driven instruction.</p> <p>Step 4 Increase district staffing to allow for greater student learning remediation for up to 3 school years.</p>
<p>Goal 2 By 2024, state assessment scores will show a 9% increase in proficiency on all mathematics Ohio State Tests</p>	<p>Strategies Increased Usage of diagnostic data</p> <p>Increase targeted support for all learners</p> <p>Increase the usage of technology-based resources and strategies.</p> <p>Develop and adopt new more rigorous curriculum aligned to state standards and student needs</p>	<p>Adult Behavior Indicator: Teachers will collect, analyze, and share student diagnostic and learning data on a district set schedule</p> <p>Student Performance Indicator: Students will grow by 1 grade level equivalent every year on the district adopted diagnostic tool for mathematics.</p>	<p>Step 1 Increase student targeted learning time through academic coaching, intervention, summer school, after school programs</p> <p>Step 2 Increase alignment between grade levels through curriculum mapping.</p> <p>Step 3 Increase district usage of diagnostics and focus on data driven instruction.</p> <p>Step 4 Increase district staffing to allow for greater student learning remediation for up to 3 school years.</p>
<p>Goal 3 By 2024, our district will increase the district wide strategies to address the whole child framework.</p>	<p>Strategies Identify 3 components of the school and health support systems to focus improvement efforts on as priorities.</p> <p>Challenge school focus groups to help develop and implement actions plans for the 3 identified components.</p> <p>Improve communication strategies across the district to families.</p>	<p>Adult Behavior Indicators: Staff will begin implementing 3 or more new strategies to improve the school and health support system for students.</p> <p>Student Performance Indicators: Student attendance will increase by 3% and behavior referrals will decrease by 3% from 2021 to 2024.</p>	<p>Step 1 Have TBT and BLT teams identify 3 areas of the school and health support system that need improvement.</p> <p>Step 2 Have TBT and BLT teams create proposals for improvement in these areas to present to the DLT.</p> <p>Step 3 DLT in partnership with the BLT representatives will select and begin implementation district wide of the new strategies.</p> <p>Step 4 Improve and increase district communication strategies for all students and families.</p>

ARP LOCAL USE OF FUNDS PLAN

1. 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?

Alexander Local Schools will utilize ARP ESSER funds to implement prevention and mitigation strategies consistent with guidance in order to continuously and safely open and operate our schools for in person learning. Use of the funds will include: 1. Bus cameras used to enable greater accuracy for contract tracing. 2. An additional school health clinic aide to prevent and respond to student health circumstances caused by the coronavirus pandemic. 3. Additional custodial staff for the cafeteria to assist in preventing virus transmission through an increase in cleaning practices and student safety/cleaning protocol implementation. 4. Purchase or rent a storage container to place additional school furniture to allow for increased social distancing in the classrooms to prevent the spread of the coronavirus.

2. 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?

Alexander Local Schools will use the funds reserved to address the academic impact of lost instructional time. Uses of the funds will include: 1. Creating and implementing an after-school plan to support student learning needs, interventions, and targeted supports toward learning gaps caused by the coronavirus disruptions in 2019-2021. 2. Create and implement a summer school plan that utilizes evidence-based interventions to address student learning needs and credit deficiencies caused by lost instructional time. 3. Enter into a contract with Ohio University to employ teaching fellows (licensed teachers who are currently completing graduate school) to enable reduced classroom sizes, provide instruction for students with disabilities, and increased intervention time during the school day to help address student intervention and learning needs as a result of the disruption of learning during 2019-2021. 4. Employ a teacher to oversee and facilitate targeted credit recovery where the students are able to get individualized supports to address the learning needs created by or complicated by the coronavirus pandemic.

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

Alexander Local Schools will spend the remaining ESSER funds on the following items: 1. Educational technology such as clever touch board, student Chromebook, technology infrastructure, hardware, software, computers for classrooms, and instructional platforms to allow for continuity of education at all times as we continue to respond to the coronavirus pandemic such as enable students quarantined to access classroom lessons/materials, accessing instructional materials that provide differentiated instruction, and maintaining a constant connection to the physical classroom and learning materials. 2. HVAC repairs and upgrades will allow for improvement of air quality allowing the district to continue to and further prevent the spread of the coronavirus. 3. Facility repairs such as a roof leak, outdoor shelter, and track replacement. These items will allow the district to maintain or expand usable space for learning environments to increase social distancing and allow for outdoor learning and eating locations which will prevent the spread of the coronavirus. 4. Cleaning supplies will allow the district to continue

preventing and responding to the coronavirus pandemic as recommended by the CDC. 5. Employing additional classroom aides will allow for more individualized support of student learning needs caused by the coronavirus disruption of instructional time and allow for additional prevention measures to be put into place such as student monitoring and grouping strategies. 6. Employee contract bonuses to retain and attract employees to the district in the face of ongoing difficulties presented by the pandemic. 7. Employ 4 full time substitute teachers who will receive district provided training to reduce disruptions to learning as a result of teacher absences, quarantines, and illnesses in response to the coronavirus pandemic.

4. 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.

Alexander Local Schools will ensure that the interventions implemented will respond to the academic, social, emotional, and mental health needs of all students through continuously monitoring the interventions as a component of our district improvement process. In order to monitor this, the district has put additional progress monitoring efforts in place for academic supports and instructional needs as well as facilitated partnerships/initiatives to support social, emotional, and mental health needs that have data monitoring components. Stakeholders from both the instructional teams and district partnerships and initiatives are involved in the district's improvement process. Individuals will communicate and gather data at the teacher-based team meetings as well as the building level team meetings. This data will be provided to the district level team for consistent evaluation and monitoring. These processes are included in our district plan and will be monitored and modified as needed based on data analysis. Monitoring of recovery will be through student test scores, data generated through the local report card, counseling referrals, attendance, behavioral data, and credit recovery. Hiring of additional aide paraprofessionals to support student learning and needs to recover learning loss will allow for additional progress monitoring as well.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

Alexander Local Schools determined its most important education needs as a result of the COVID-19 pandemic through the Ohio Improvement Process. Our district leadership team, collaboratively utilized building level data to complete the district needs assessment and identify the 3 most significant areas of educational needs. Data gathered included diagnostic data (KRA, STAR, formative assessments, DIBELS, progress monitoring), state assessment data, attendance data, behavioral data (referrals, suspensions, restraint and seclusion, and office visits), and mental health data (Oh Yes survey, Nationwide Children's Hospital S.O.S. initiative, PBIS, and whole child initiative surveys). This allowed us to create a new district improvement plan for the next 3 years specifically targeting educational needs as a result of the COVID 19 pandemic. From here, the building level teams developed strategies and action steps to support the district goals. Each of the 3 district goals contain at least 3 strategies, 4 action steps, one adult implementation indicator, and one student performance indicator. This will allow for continuous monitoring of progress and needs. All district activities and initiatives are connected to the district plan.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

Alexander Local School's proposed timeline for providing services and assistance with these funds is July 1, 2021 through September 30, 2024 and longer if allowed.

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

At this time, Alexander Local Schools is using ARP ESSER funds to support in-person instruction to the greatest extent possible. We are not offering a remote option to our students at this time as of 8/19/2021. We are utilizing credit recovery and online platforms to support recovery of learning loss caused by the COVID-19 pandemic disruptions. We have developed systems, supports, and usage of online platforms for students who have short term medical reasons for being unable to access our building related to COVID.

8. 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.

Alexander Local Schools will be addressing learning loss through increased usage of diagnostic assessments to monitor student progress and implement differentiated instruction. A district wide data collection process and tools have been established for English language arts and mathematics. This data will be monitored through the Ohio Improvement Process and the appropriate district teams. Additional district tools are being implemented including targeted intervention strategies with individualized learning plans for students using programs such as SPIRE, Edmentum, STAR, Lexia, LLI, Guided Reading, and Orton-Gillingham, Chromebook and one to one devices. These programs will cross over into our after school and summer school programming to allow for continuity of instructional strategies and learning activities for students. Parents and students also have access to many learning support programs at home on the district issued student Chromebook and information is frequently shared with parents with ways to support learning at home. The district employs a full-time success outreach coordinator (funded separately) to help with student attendance and engagement in education. ARP funds will also be used to support these needs as outlined in question 2.