



Worthington Schools

Safe Return to In-Person Instruction and Continuity Plan

District Name:	Worthington Schools
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The recently passed American Rescue Plan (ARP) provides substantial federal resources to support states and local school districts. As a result, local school districts are required to develop a plan, which details the safe return to in-person instruction and the continuity of services. This plan is developed with stakeholder feedback and will be monitored and revised based on ongoing review through September 30, 2024.

Mitigation Strategies

A message from our Superintendent of Schools, Dr. Trent Bowers:

Our Mission in Worthington Schools is to empower a community of learners who will change the world. To empower is to give authority to. Ownership. A voice. Our community is our 10,600 students, our 1350 staff members, and the 62,000 residents of our school district. And our students will change the world. They'll do so in big and small ways. They publish books, they'll create original pieces of music, they'll speak on social justice and work diligently to create a brighter future. Our students will change the world.

To accomplish this mission we have four guiding vision statements: We will engage each student with diverse opportunities to maximize every student's potential. We will provide a safe environment where every student can grow intellectually, emotionally, socially, and physically. We will provide consistent communication and promote dialogue with our community. We will be responsible and transparent with our community resources. These are our guiding principles.

We partnered with peer districts Westerville, Grandview, Dublin, Upper Arlington, and Hilliard to begin talking about academic recovery and what we believe that needs to look like. In working through those conversations, we determined there were opportunities for collaboration among districts.

Some of our shared priorities were that our recovery work had to focus not only on academics but also on mental health; that data had to drive our decision-making; that while we could create

the strategic approach, each district would have to be responsible for local implementation; and that we had to work in collaboration with our Boards, our teachers, and our community partners.

We landed on a strategy, which we have branded as [BRIDGE](#), that focuses on four points of progress: 1) social-emotional well-being; 2) academic achievement; 3) culture and climate, and 4) equity and accessibility.

By prioritizing these four core points, we want to say in a public way that academic advancement post-pandemic requires a holistic response, with an equal commitment to capturing lost learning opportunities, while also recognizing mental health impacts. Over the next several years you'll see Worthington work to respond with plans to help our students in each of these areas. Our [Post-Pandemic Learning Plan](#) was created with input from internal and external stakeholders and is available for all to view on our district website.

In Worthington Schools we live by the simple statement: Be Kind to Kids. We want each child in our school district to have a trusted adult or many trusted adults who they know cares about them and believe in them. As we bring all students back to school you'll see our educators live this out in meaningful ways. We believe #ItsWorthIt!

[Worthington Schools COVID-19 Dashboard](#)

The District will continue with the following mitigation strategies.

- Physical distancing: The District will recommend distancing to the greatest extent possible in all spaces.
- Handwashing: Handwashing will be emphasized throughout the school day. Hand sanitizers will be placed throughout the buildings and students will be encouraged to sanitize their hands when entering and again when leaving a classroom. Cough and sneeze etiquette will be taught, monitored, and reinforced.
- Contact tracing: Contact tracing will occur based upon CPH guidance for all highly infectious diseases. District nurses have all been trained in this process. Diagnostic and screening testing Worthington City Schools will continue to have testing and screening supplies at nursing clinics. The districts will strategically utilize test kits for COVID concerns in order to keep students safely in school as much as possible.
- Vaccinations: The district will continue to encourage faculty, staff, and students to be vaccinated. The district is willing to serve as a host site as vaccinations are available.
- Accommodations for children with disabilities: The district will build a health plan to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.
- Masks: Mask wearing is required for all students, staff, and visitors while indoors on school district property.

Plan for the 2021-22 School Year

The District returned to in-person instruction for the 2021-22 school year on Wednesday, August 18, 2021. In-person learning is the default learning model for all students. We know that students learn best when they are in the classroom with their teachers and their peers.

Identifying Academic Needs

As students returned to all-in programming in August of 2021, teachers formally and informally assessed students to identify individual student goals and needs. Additionally, administrators, instructional coaches, and teacher-leaders will continue to administer and analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas. Assessments to support this work include, but are not limited to:

1. KRA for kindergarten students
2. K-3 Third Grade Reading Guarantee diagnostic assessment
3. NWEA MAP in reading and math to students in grades K-9
4. MAP literacy and math screeners to students in grades K-2 and 2-5
5. PSAT to students in grades 9-11
6. ACT
7. Acadience Phonics Screeners for all K-2 to assist all teachers in identifying student needs in decoding and sound knowledge. MS students below reading benchmarks will receive Acadience oral reading comprehension assessments.
8. MAP and classroom data to determine math academic gaps
9. AIMSweb and Wilson Reading for progress monitoring students on IEPs
10. Teacher formative assessments
11. State Assessments/End of Course Exams, including OELPS/OELPA
12. AP and IB assessments
13. Cognitive Abilities Test in grades 2 and 4
14. Panorama SEL survey for grades 3-12
15. Attendance Data will be analyzed collaboratively to identify students with learning needs or gaps.

Additionally, teachers will continue to identify students from daily observations of engagement and performance. We will utilize our data management system to observe student progress and achievement over time to identify shifts in progress or concerns. Students with identified learning gaps will be thoughtfully transitioned across grade levels and schools. School leaders, instructional coaches, department leaders, and MTSS teams will work with teachers to develop personalized goals that address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and intentionally select high-impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention.

Approaches to address Academic Gap Filling

Students have the opportunity to participate in various summer school experiences designed to re-engage students or earn and recover credits with peers and teachers in a positive, interest-based summer learning environment. Our district-level intervention includes Summer Reading Camp and Math Boost. All elementary schools will also have their own summer learning centers. Grades 6-8 will have the opportunity to engage in project-based learning. Worthington Summer Enrichment Academy (WSEA) is a program for any grade level K-8. High school students with academic concerns were invited to participate in summer credit recovery courses. As the school year progresses, we will continue to provide necessary interventions and supports using the above means to identify and address potential learning gaps.

District Summer Programs Website: www.worthington.k12.oh.us/summerschool

We will continue to plan for robust summer learning opportunities for students in 2022, 2023, and beyond.

Approaches to Identify Social & Emotional Needs

Worthington staff will continue to monitor students' social-emotional needs and engagement through their participation in summer school programming. The design of the summer program is to engage students collaboratively around high-interest topics that promote joy and peer interaction and immerse students in the school setting. Students will be observed for their engagement and comfort level in returning to the school setting in small groups and for shorter increments of time.

Over the past four years, we have implemented the Panorama Education Social-Emotional Survey. The topics for grades 3-12 include Sense of Belonging, Teacher-Student Relationships, School Safety, Self-Efficacy, and Rigorous Expectations. Diversity and Inclusion and Cultural Awareness and Action are topics included in the 6-12 survey. We will continue to desegregate this data and triangulate it with our academic data to better understand and meet the individual needs of our students.

Approaches to Address Social & Emotional Needs

School MTSS teams will continue to review the mental health concerns identified by students, families, and their teachers. Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social-emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family support. School personnel will intentionally engage with students to identify students needing extended support through the summer months and identify summer school sessions that may address observed needs. As we transitioned to All-In this Spring, we created a video to assist our

families with this transition. We will continue to utilize and update this video as an enhancement to our family and community engagement best practices. We are committed to meeting the needs of the whole child and understand that student learning is best supported by maintaining positive relationships between family, school, and community within a safe, caring, and supportive learning environment.

Worthington teachers and staff are committed to ongoing professional learning this summer and throughout the school year, including but not limited to Implicit Bias, Leading Meaningful Conversations about Race, Responsive Classroom Practices, Learning Management Systems - Seesaw and Schoology, etc.

All Secondary Administrators will engage in a book study this summer based on the book, "Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management." This will then be used throughout the school year with teachers in every building.

Periodic Review

This plan will be reviewed regularly and as new guidelines are released by state and federal agencies. Adjustments to programming, practices, and policies will be made based on data, the impact of programming, and local, state, and/or federal guidelines.

Public Input

The Worthington School Districts utilizes multiple means of gaining public input, including, but not limited to;

- Key Communicators
- Parent-Teacher Advisory Council
- Curriculum Liaison Council
- Worthington Alliance of Black Families and Educators
- Superintendent Coffees

American Rescue Plan Budget

In order to implement our plan, we are budgeting to utilize our federal funding in the following manner: [ESSER Working Plan](#)

For additional comments and/or feedback, please email wscomms@wscloud.org