



# Learning Recovery & Extended Learning Plan

<b>District Name:</b>	Reading Community City Schools
<b>District Address:</b>	810 E. Columbia Ave.
<b>District Contact:</b>	Jason Enix - Superintendent
<b>District IRN:</b>	044693

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.”**

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

**This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts.** Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)



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## Identifying Academic Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)             <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>• District data tools for analysis - AIMSWeb, MAP, classroom assessments, end of year assessments</li> <li>• Classroom achievement - student grades, engagement, teacher recommendation</li> <li>• Credit deficient RHS students</li> <li>• Attendance/engagement data for remote learners</li> <li>• ELL student engagement and assessment data</li> <li>• Family survey data - summer learning opportunities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• \$10,000 - expanded MAP usage for K-8 assessments</li> </ul>
<b>Summer 2021</b>	<p><b>RHS</b></p> <ul style="list-style-type: none"> <li>• Analysis of state assessment results</li> <li>• Final review of student course indicators - grade, credit, credit deficiency/recovery</li> <li>• Review 8th grade MAP data for incoming freshmen</li> <li>• ELL student progress review</li> <li>• Progress monitoring review/IEP goals</li> </ul> <p><b>RMS</b></p> <ul style="list-style-type: none"> <li>• Analysis of state assessment results</li> <li>• Final review of student course indicators</li> <li>• Review 6th/7th grade MAP data for incoming 7th/8th students</li> <li>• Gifted services review</li> <li>• ELL student progress review</li> <li>• Progress monitoring review/IEP goals</li> </ul> <p><b>RES</b></p> <ul style="list-style-type: none"> <li>• Analysis of state assessment results</li> <li>• Final review of student course indicators</li> <li>• Review AIMSWeb data for incoming students</li> </ul>	<ul style="list-style-type: none"> <li>• No budgetary impact</li> </ul>



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	<ul style="list-style-type: none"><li>• Gifted services review</li><li>• ELL student progress review</li><li>• Progress monitoring review/IEP goals</li></ul>	
<b>2021 - 2022</b>	<p>RHS/RJHS</p> <ul style="list-style-type: none"><li>• Expansion of data/progress monitoring tools - MAP</li><li>• Teacher training to support effective usage of MAP data</li><li>• Assess student progress in targeted support areas<ul style="list-style-type: none"><li>◦ Credit recovery</li><li>◦ Remote learning platform</li><li>◦ Academic Enrichment/Intervention course</li></ul></li><li>• Structure for facilitated team data meetings</li></ul> <p>RESE</p> <p>Expansion of data/progress monitoring tools - MAP</p> <p>Teacher training to support effective usage of MAP data</p> <ul style="list-style-type: none"><li>• Structure for facilitated team data meetings</li></ul>	<ul style="list-style-type: none"><li>• \$15,000 MAP assessments K-8</li><li>• \$5,000 PD for MAP assessment/data usage and sub costs for release time</li></ul>
<b>2022 - 2023</b>	<p>District Focus</p> <ul style="list-style-type: none"><li>• Review and analysis of implemented models for effectiveness at identifying student needs; adjust as needed based on data and impacts determined</li></ul>	<ul style="list-style-type: none"><li>• Budget TBD based on identified needs</li></ul>



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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)             <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do we extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	<p>District</p> <ul style="list-style-type: none"> <li>● Ongoing supports for academic instruction             <ul style="list-style-type: none"> <li>○ Differentiated instruction</li> <li>○ Data analysis and implementing interventions for student needs</li> <li>○ Targeted intervention</li> <li>○ MTSS</li> </ul> </li> <li>● Focus on wellness initiatives             <ul style="list-style-type: none"> <li>○ RES Wellness classes</li> <li>○ Health/PE course content</li> <li>○ Children’s Home SEL support</li> <li>○ School/online/community mental health resources</li> </ul> </li> <li>● District reorganization planning - implementation Fall 2021             <ul style="list-style-type: none"> <li>○ Dedicated administrative support for curriculum, assessment, learning, professional development</li> <li>○ Curriculum/data team meetings focused on instruction, assessment, student data,</li> <li>○ Master scheduling - increased availability/staffing dedicated to academic intervention with schedule structure to support targeted students</li> </ul> </li> <li>● Attendance and engagement focus to increase student time on learning</li> </ul> <p>RHS</p> <ul style="list-style-type: none"> <li>● Expanded use of Academic Enrichment time to support student learning needs</li> <li>● Gap closure instruction/content recovery in courses due to</li> </ul>	<ul style="list-style-type: none"> <li>● \$5,000 allotted for various initiatives if needed (activities, enrichment, support opportunities for students - flexible and increased as needed and determined per program)</li> </ul>



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	<p>blended learning model</p> <ul style="list-style-type: none"> <li>Vertical department alignment to target skills needed for successful transition to 21-22 courses</li> <li>Targeted intervention/skill development expansion for students with special needs and ELL support</li> </ul> <p>RMS</p> <ul style="list-style-type: none"> <li>Flex schedule for targeting intervention/skill development following spring testing</li> <li>FOCUS period usage to support student intervention and wellness</li> <li>After school enrichment opportunities</li> </ul> <p>RES</p> <ul style="list-style-type: none"> <li>Reading/Math assessment data analysis from spring AIMSWeb administration</li> <li>Targeted intervention with students based on assessment data and achievement results</li> <li>Potential addition of MAP assessment to increase student readiness/levels to improve targeted intervention/placement for next school year</li> <li>Literacy audit - identify approaches, PD, supports to improve systemic success</li> </ul>	
<p><b>Summer 2021</b></p>	<p>RHS</p> <ul style="list-style-type: none"> <li>Targeted RHS credit recovery - online/in person support for online programs</li> <li>Targeted in-person support for students identified for skill deficiencies</li> <li>Extended school year options for students with special needs</li> </ul> <p>RMS</p> <ul style="list-style-type: none"> <li>Targeted invitation/recommendation to attend district Language Arts/Mathematics JumpStart program</li> <li>Extended school year options for students with special needs</li> </ul> <p>RES</p> <ul style="list-style-type: none"> <li>Device accessibility for all students</li> <li>Program resources extended for student engagement in existing/familiar educational opportunities</li> <li>Summer library/reading program - incentive-based program/competition in collaboration with city</li> <li>Books on Blankets program - volunteer opportunities for student engagement in summer reading</li> <li>Back to School Jump Start - summer academic program for targeted students (open to all) to end summer/prepare for next school year</li> <li>Extended school year options for students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>\$20,000 Summer school staffing and administration costs K-8</li> <li>\$10,000 Credit recovery online course opportunities 9-12</li> <li>\$10,000 Extended programming for online use during summer months</li> <li>\$100,000 Technology replacement cycle and new devices to bring district to 1:1</li> </ul>



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<p><b>2021 - 2022</b></p>	<p>RHS/RJHS</p> <ul style="list-style-type: none"> <li>● Academic Enrichment/Intervention course specifically designed for targeting student learning needs, skill development, and credit recovery support</li> <li>● FOCUS period to support student academic, team building, collaboration, and other wellness initiatives</li> <li>● STEM programming requirements/electives for grades 7-8 in collaboration with Great Oaks and Project Lead The Way; new programming with focus on new academic opportunities, attitudes, engagement, and purpose</li> <li>● Attendance and engagement focus to increase student time on learning</li> <li>● MTSS ongoing development and implementation</li> </ul> <p>RES</p> <ul style="list-style-type: none"> <li>● Master schedule development to provide intervention opportunities while students are in schools</li> <li>● Blue Devil Bell - flex approach to support comprehensive student needs (scheduling priority)</li> <li>● Coordination and district allocation of Title I services for reading/math intervention within master schedule</li> <li>● STEM elective through Project Lead The Way with focus on new skills, attitudes, engagement, and purpose</li> <li>● Attendance and engagement focus to increase student time on learning</li> <li>● MTSS process and improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>● \$20,000 Credit recovery online courses through third party provider</li> <li>● \$25,000 Anticipated online learning platform option for K-12 remote learners</li> <li>● \$170,000 Staffing 2 Academic Enrichment positions for 7-12</li> <li>● \$80,000 Staffing 1 additional Title I position K-6</li> <li>● \$20,000 Resources/platform for targeted intervention and support programs</li> </ul>
<p><b>2022 - 2023</b></p>	<p>District Focus</p> <ul style="list-style-type: none"> <li>● Analyze implementation and effectiveness of previous learning recovery models</li> <li>● Maintain academic and SEL/Mental Health support services and adjust/improve based on data and review of programming/staffing</li> <li>● Use student performance data from various sources (classroom, state testing, MAP assessments, etc) to further determine success and areas for continued improvement</li> <li>● Further develop internal structures/scheduling for data team meetings across grade levels and departments</li> <li>● Analyze student attendance and structures to support further student engagement in learning</li> </ul>	<ul style="list-style-type: none"> <li>● Budget TBD based on identified needs</li> </ul>



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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<b>District and Building Focus</b> <ul style="list-style-type: none"> <li>● Assess visit/appointment data with Children’s Home, guidance counselors</li> <li>● Parent/family reported/request for supports</li> <li>● Engagement and wellness survey for students to assess needs for immediate, summer, and next year approaches</li> <li>● Planning for expanded district wellness and community outreach counselor/social work position</li> <li>● Analyze student in-person and remote attendance to determine engagement and potential at-risk students</li> <li>● MTSS processes</li> </ul>	<ul style="list-style-type: none"> <li>● Budget TBD based on identified needs</li> </ul>
<b>Summer 2021</b>	<b>District and Building Focus</b> <ul style="list-style-type: none"> <li>● Establish methods and metrics for successful implementation of Focus Period/Blue Devil Bell</li> <li>● Determine supports for incentives/engagement strategies to be used within building structures</li> </ul>	<ul style="list-style-type: none"> <li>● Budget TBD based on identified needs</li> </ul>
<b>2021 - 2022</b>	<b>District and Building Focus</b> <ul style="list-style-type: none"> <li>● Development of processes/identification strategies between district and community agencies by district Wellness/Community Outreach Coordinator</li> <li>● Establish system for identifying and monitoring student engagement with district and community resources supporting student and family social/mental health services</li> <li>● Ongoing engagement with district counselors and community organizations to identify at-risk students</li> <li>● Attendance and engagement monitoring</li> <li>● MTSS processes</li> </ul>	<ul style="list-style-type: none"> <li>● Budget TBD based on identified needs</li> </ul>
<b>2022 - 2023</b>	<b>District and Building Focus</b> <ul style="list-style-type: none"> <li>● Continued support for successful initiatives and improve identified supports needed</li> </ul>	<ul style="list-style-type: none"> <li>● Budget TBD based on identified needs</li> </ul>




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## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<p><i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>
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<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	
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<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● Ongoing support from guidance counselors, Children’s Home, and community partnerships</li> <li>● Wellness Committee outreach/information to support student/family mental health</li> <li>● Mental health subcommittee - development of additional resources/supports within district and exterior resource availability</li> </ul>	<ul style="list-style-type: none"> <li>● Budget TBD based on identified needs</li> </ul>
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<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● Wellness checks for students/families</li> <li>● Resource compilation in advance of 2021-2022 school year</li> <li>● Wellness/Community Outreach planning/preparation; student and family wellness checks</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● \$5,000 Extended day/hourly support for counselors/staff to check in on students; Wellness coordinator focus during summer work hours</li> </ul>
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<b>2021-2022</b>	<p>District</p> <ul style="list-style-type: none"> <li>● Implementation of district Wellness and Community Outreach counselor; approaches may include:             <ul style="list-style-type: none"> <li>○ Student counseling services</li> <li>○ Group support/therapy</li> <li>○ Family outreach support</li> <li>○ School liaison for student and family support services within the community and surround region</li> <li>○ Coordination of wellness initiatives between district nurse, counselors, and staff</li> </ul> </li> <li>● Engagement in district strategic planning vision area of Culture             <ul style="list-style-type: none"> <li>○ District and community support/development of The Blue Devil Way</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● \$70,000 salary for new position</li> <li>● \$10,000 budget for student/staff culture/climate work TBD (both buildings)</li> </ul>
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	<ul style="list-style-type: none"><li>○ Marketing and engagement planning to support district and community pride</li><li>○ Development of student group organizations to support each other and district/community initiatives</li></ul> <p>RHS/RJHS/RES</p> <ul style="list-style-type: none"><li>● Student engagement initiatives<ul style="list-style-type: none"><li>○ Focus period - dedicated time to support student interests and activities promoting non-academic needs</li><li>○ PBIS implementation and continuation</li><li>○ Building initiated programs and supports TBD through Building Leadership Teams, Wellness Committee, and other district initiatives</li></ul></li><li>● Other building specific structures to be developed</li></ul>	
<b>2022-2023</b>	<p>District Focus</p> <ul style="list-style-type: none"><li>● Analyze implementation and effectiveness of structures in place for 21-22</li><li>● Maintain academic and SEL/Mental Health support services and adjust/improve based on data and review of programming/staffing</li><li>● Further develop internal structures/scheduling for data team meetings across grade levels and departments</li><li>● Analyze student attendance and structures to support further student engagement in learning</li></ul>	Budget TBD; anticipate continuation of district Wellness/Community Outreach coordinator



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## PLANNING SUPPORT DOCUMENT

As stated by ODE, this is not a one-size-fits-all exercise. Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

## ACADEMIC PLANNING

### Determining Academic Needs

#### How will **instructional needs** be **determined**?

Possible/Optional item(s) to consider:

- Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.)
- How will districts determine impacted/vulnerable populations?
- How will districts/schools combat barriers for disengaged students?
- What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.)
- Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.
- Attainment (e.g., high school diploma, college degree, employment)
- What essential elements of determining instructional needs are already in place?
- District MTSS Process and Universal Screeners
- Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it?
- Gap Analysis for ELA, Math, Science, and Social Studies
- Prioritize Literacy and Math
- Prioritized Standards
- Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.
- Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)



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<p><b>Filling Academic Gaps</b></p>	<p>How will <b>academic gaps</b> be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Existing processes and supports</li> <li>● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.)</li> <li>● MTSS processes</li> <li>● Effective district-wide/school-wide leadership teams focusing on achievement gaps</li> <li>● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs?</li> <li>● Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from?</li> <li>● What happens with students who do become proficient?</li> <li>● Triage plans for Seniors/Credit Recovery Options for HS</li> <li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li> <li>● Student Success Plans</li> <li>● Personalized learning opportunities</li> <li>● Clear instructional plans have been created with prioritized standards</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> <li>● Cross grade-level communication</li> <li>● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc.</li> <li>● Who, When, How...Cohorts, Family PODs, Layout, and Delivery</li> <li>● How do we ensure at-risk students are taking advantage of the opportunities?</li> <li>● How can disengaged students be reengaged?</li> <li>● How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students?</li> <li>● What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</li> </ul>
<p><b>Determine Competency</b></p>	<p>What method(s) will be used to <b>determine competency</b> for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement)</li> <li>● Develop and communicate a plan for promoting students vs. retention</li> <li>● Consider equity of practices, long-term consequences, social/emotional factors</li> </ul>
<p><b>Resource Link(s):</b></p>	<p><a href="#">What Works Clearinghouse</a>  Priority <a href="#">Math</a>, <a href="#">Reading</a> and <a href="#">Writing</a> Standards  <a href="#">Determination of Student Educational Needs</a>  <a href="#">Exceptional and At-Risk Youth</a>  <a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a>  <a href="#">Teacher Level Educational Considerations and Planning</a>  <a href="#">Non-Building Based Learning Opportunities</a>  <a href="#">Ohio Improvement Process</a></p>



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SOCIAL & EMOTIONAL NEEDS	
<b>Determining Social Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• District MTSS Process and SEL Screeners</li><li>• Student Wellness and Success Plans</li><li>• Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.</li><li>• How can ESC Family and Community Partnership Liaisons support in this area?</li><li>• Are there prevention services/opportunities available through ADAMS and ESCs?</li></ul>
<b>Addressing Social and Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>addressed</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• MTSS processes</li><li>• Alignment to existing Wellness Plans</li><li>• Alignment to existing Student Success Plans</li><li>• Triage plans</li><li>• Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.</li><li>• Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)</li></ul>
<b>Resource Link(s):</b>	<p><a href="#">Panorama Equity Guide to Student Learning Loss</a> <a href="#">CASEL Online SEL Assessment Guide</a> <a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a> <a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject) <a href="#">Ohio's Whole Child Framework</a></p>



# Learning Recovery & Extended Learning Plan

## PROFESSIONAL LEARNING NEEDS

<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.</li><li>• How will teachers, stakeholders, and others be brought into the planning and professional learning process?</li><li>• If schools are looking to partners to support learning recovery, how will efforts be coordinated?</li><li>• How will tutors or others be trained?</li><li>• What school staff/ESC/SST staff can support training community partners?</li><li>• Alignment to the Ohio Improvement Process and One Needs Assessment</li><li>• What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)</li></ul>
<b>Resource Link(s):</b>	<p><a href="#">Professional Learning Supports</a> <a href="#">Mental Health Resources</a> ESC Customized Support</p>