Learning Recovery & Extended Learning Plan

District Name:	Brookfield Local School District
District Address:	614 Bedford Road Brookfield, Ohio 44403
District Contact:	Toby Gibson, Superintendent
District IRN:	050120

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

ODE's Planning for Extended Learning FAQ's

Learning Recovery & Extended Learning Plan

Identifying Academic Needs

Impacted Students:	*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)?*	

Considerations:
 - *Resources* *(Existing and Needed)*
 - *Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)*
 - *Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*
     - *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)*
 - *Core Questions to Consider:*
     - *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 extend other opportunities for those who have learned it?*
		Budget

Spring 2021	The BLSD has been using the following to help identify students impacted by the pandemic: **Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youngstown State University, Kent State University, Eastern Gateway Community College, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Identified student needs have centered around educational (ELA & Math) and/or social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs. OIP Teams are administering diagnostic student growth assessments three times per year for review and subsequent curriculum adjustments. Weekly TBT Meetings discuss short term evaluations and differentiation techniques for student success.		$368,000

Summer 2021	The BLSD will continue to utilize the following to help identify impacted students:	Identification Budget would be included in 20-21 amount
	Resources: Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots	
	Partnerships: Trumbull County ESC, Mahoning County ESC, NEOMIN, Youngstown State University, Kent State University, Eastern Gateway Community College, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department	
	Alignment: Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans.	
	Considerations: Identified student needs have centered around educational (ELA & Math) and/or social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs. The end of year data from OIP Teams in reference to diagnostic student growth assessments for the school year. A list of high school students that failed a course and need credit recovery for graduation.	
2021 - 2022	**Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots	$220,000
	Partnerships: Trumbull County ESC, Mahoning County ESC, NEOMIN, Youngstown State University, Kent State University, Eastern Gateway Community College, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department	
	Alignment: Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans.	
	Considerations: Identified student needs have centered around educational (ELA & Math) and/or social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs. OIP Teams are administering diagnostic student growth assessments three times per year for review and subsequent curriculum adjustments. Weekly TBT Meetings discuss short term evaluations and differentiation techniques for student success.	

| 2022 - 2023 | **Resources:**
Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots

Partnerships:
Trumbull County ESC, Mahoning County ESC, NEOMIN, Youngstown State University, Kent State University, Eastern Gateway Community College, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department

Alignment:
Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans.

Considerations:
Identified student needs have centered around educational (ELA & Math) and/or social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs.

The BLSD OIP Teams are administering diagnostic student growth assessments three times per year for review and subsequent curriculum adjustments.

Weekly TBT Meetings discuss short term evaluations and differentiation techniques for student success. | $220,000 |

Approaches to Address Academic Gap Filling

Approaches & Removing/ Overcoming Barriers	*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.)?*

Considerations:
- ***Resources*** *(Existing and Needed)*
- ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)*
- ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*
   - *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)*
- ***Core Questions to Consider:***
   - *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 extend other opportunities for those who have learned it?*
	Budget

Spring 2021	The BLSD will use the following approach to fill the learning needs of identified students. **Resources:** Educational Diagnostic Software (iReady, NWEA-Maps, IXL, Illuminate) Academic Tutors for in-person & virtual sessions, After school tutoring program, 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Synchronous Teaching for Remote Learners, Creation of video lessons for Remote Learners, ReThink ED (SEL Curriculum) embedded in classes/courses, Online Credit Recovery Program, Expansion of Counseling Services, Addition of a Therapy Dog, Content Coaches for Staff Support, Addition of "permanent substitute teachers", Creation of a CBI Program, Intervention Periods in Master Schedule. **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youngstown State University, Kent State University, Eastern Gateway Community College, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: The BLSD is addressing student needs through daily communications with Remote Learners during synchronous course lessons. Inactive Remote Learners are contacted by Teaching & Learning Support staff for reminders or inventory of possible needs. Students impacted by the pandemic have access to in-person and virtual tutoring sessions, as well as an After School Tutoring Program. The BLSD utilizes an ELA and a Math Content Coach to support our Teaching & Learning Department and help provide resources.	$600,000
Summer 2021	The BLSD will use the following approach to fill the learning needs of identified students. **Resources:** Summer Intervention / Onboarding Program K-12, Summer Onboarding workbooks & parent guides PK-7, Busing Services, Food Services, Educational Diagnostic Software (iReady, NWEA-Maps, IXL, Illuminate), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Synchronous Teaching for Remote Learners, Creation of video lessons for Remote Learners, ReThink ED (SEL Curriculum), Online Credit Recovery Program, Expansion of Counseling Services, **Partnerships:** Trumbull County ESC, Mahoning County ESC, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: The BLSD will address academic needs through take home summer resources for every student in grades PK through 7. These resources will help with onboarding for the next grade level.	$60,000

	Students that have not mastered grade level content and/or lack strong foundational skills in ELA and Math will be invited to a Summer Skills Program. Students who are "at-risk" or 'credit deficient" in high school will have access to a computer based credit recovery program.	
2021 - 2022	The BLSD will use the following approach to fill the learning needs of identified students. **Resources:** Educational Diagnostic Software (iReady, NWEA-Maps, IXL, Illuminate) Academic Tutors for in-person & virtual sessions, After school tutoring program, 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Synchronous Teaching for Remote Learners, Creation of video lessons for Remote Learners, ReThink ED (SEL Curriculum) embedded in classes/courses, Online Credit Recovery Program, Expansion of Counseling Services, Addition of a Therapy Dog, Content Coaches for Staff Support, Addition of "permanent substitute teachers", Creation of a CBI Program, Intervention Periods in Master Schedule, Block Schedule for ELA & Math K-12. **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youngstown State University, Kent State University, Eastern Gateway Community College, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: The BLSD continue to address student needs through daily communications with Remote Learners through an online academy. Inactive Remote Learners will be contacted by Teaching & Learning Support staff for reminders or inventory of possible needs. Students impacted by the pandemic will have access to in-person and virtual tutoring sessions, as well as an After School Tutoring Program. The BLSD will be hiring additional teachers to support smaller class sizes and block scheduling which increases the amount of time in content areas. The BLSD utilizes an ELA and a Math Content Coach to support our Teaching & Learning Department and help provide resources. Students who are "at-risk" or 'credit deficient" in high school will have access to a computer based credit recovery program. The BLSD will address academic needs through take home summer resources for every student in grades PK through 7. These resources will help with onboarding for the next grade level. Students that have not mastered grade level content and/or lack strong foundational skills in ELA and Math will be invited to a Summer Skills Program.	$1,115,000

| 2022 - 2023 | The BLSD will use the following approach to fill the learning needs of identified students.

Resources:
Educational Diagnostic Software (iReady, NWEA-Maps, IXL, Illuminate) Academic Tutors for in-person & virtual sessions, After school tutoring program, 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Synchronous Teaching for Remote Learners, Creation of video lessons for Remote Learners, ReThink ED (SEL Curriculum) embedded in classes/courses, Online Credit Recovery Program, Expansion of Counseling Services, Addition of a Therapy Dog, Content Coaches for Staff Support, Addition of "permanent substitute teachers", Creation of a CBI Program, Intervention Periods in Master Schedule, Block Schedule for ELA & Math K-12.

Partnerships:
Trumbull County ESC, Mahoning County ESC, NEOMIN, Youngstown State University, Kent State University, Eastern Gateway Community College, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department

Alignment:
Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans.

Considerations:
The BLSD continue to address student needs through daily communications with Remote Learners through an online academy. Inactive Remote Learners will be contacted by Teaching & Learning Support staff for reminders or inventory of possible needs.

Students impacted by the pandemic will have access to in-person and virtual tutoring sessions, as well as an After School Tutoring Program.

The BLSD will be hiring additional teachers to support smaller class sizes and block scheduling which increases the amount of time in content areas.

The BLSD utilizes an ELA and a Math Content Coach to support our Teaching & Learning Department and help provide resources.

Students who are "at-risk" or 'credit deficient" in high school will have access to a computer based credit recovery program.

The BLSD will address academic needs through take home summer resources for every student in grades PK through 7. These resources will help with onboarding for the next grade level. | $1,070,000 |

Approaches to Identify Social & Emotional Needs

Impacted Students:	*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)?*	
Considerations: - **Resources** *(Existing and Needed)* - **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* - **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)*		**Budget**
Spring 2021	The BLSD has been using the following to help identify students impacted by the pandemic: **Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Identified student needs have centered around educational (ELA & Math) and/or social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs. OIP Teams are administering diagnostic student growth assessments three times per year for review and subsequent curriculum adjustments. Weekly TBT Meetings discuss short term evaluations and differentiation techniques for student success.	$185,000
Summer 2021	The BLSD will continue to utilize the following to help identify impacted students: **Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog, Edginuity Credit Recovery Program	Identification Budget would be included in 20-21 amount

	Partnerships: Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Identified student needs have centered around educational (ELA & Math) and/or social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs. The end of year data from OIP Teams in reference to diagnostic student growth assessments, communication logs and for the school year. A list of high school students that failed a course and need credit recovery for graduation.	
2021 - 2022	**Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog, Edginuity Credit Recovery Program, Fuel Ed Remote Learning, Behavioral Specialist **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department, Brookfield Backpack Charitable Fund **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Identify student needs academically, as well as those with social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs will help provide a sense of accomplishment and success for some of our at-risks students. OIP Teams are administering diagnostic student growth assessments for review and subsequent curriculum adjustments, as well as SEL screeners to gage the needs of their students. Weekly TBT Meetings discuss short term assessments, evaluations and differentiation techniques for student success plans and / or student graduation plans.	$485,000

| 2022 - 2023 | **Resources:**
Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog, Edginuity Credit Recovery Program, Fuel Ed Remote Learning, Behavioral Specialist

Partnerships:
Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department, Brookfield Backpack Charitable Fund

Alignment:
Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans.

Considerations:
Identify student needs academically, as well as those with social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs will help provide a sense of accomplishment and success for some of our at-risks students.

OIP Teams are administering diagnostic student growth assessments for review and subsequent curriculum adjustments, as well as SEL screeners to gage the needs of their students.

Weekly TBT Meetings discuss short term assessments, evaluations and differentiation techniques for student success plans and / or student graduation plans. | $485,000 |

Learning Recovery & Extended Learning Plan

Approaches to Address Social and Emotional Need

Approaches & Removing/ Overcoming Barriers	*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.)?*	
Considerations: - **Resources** *(Existing and Needed)* - **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* - **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*		**Budget**
Spring 2021	The BLSD has been using the following to help identify students impacted by the pandemic: **Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Identified student needs have centered around educational (ELA & Math) and/or social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs. OIP Teams are administering diagnostic student growth assessments for review and subsequent curriculum adjustments, as well as SEL screeners that are a part of our SEL curriculum that's embedded in various courses. The SEL data will help our students in terms of differentiating curriculum resources to address specific needs. Weekly TBT Meetings discuss short term evaluations and differentiation techniques for student success. Part of those discussions should include students' social emotional needs, curriculum / resources available and possible improvement.	$355,000

Summer 2021	**Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog, Edginuity Credit Recovery Program, Fuel Ed Remote Learning, Behavioral Specialist **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department, Brookfield Backpack Charitable Fund **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Create a Summer Program in partnership with Community Based Mental Health Providers to address at risk students in order to correct / counsel social emotional behaviors. Help create success plans that address identified student's social emotional needs. Provide resources for self-correcting and / or coping skills.	Needs Budget would be included in 20-21 amount
2021-2022	**Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog, Edginuity Credit Recovery Program, Fuel Ed Remote Learning, Behavioral Specialist **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department, Brookfield Backpack Charitable Fund **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Identify student needs academically, as well as those with social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs will help provide a sense of accomplishment and success for some of our at-risks students. OIP Teams are administering diagnostic student growth assessments for review and subsequent curriculum adjustments, as well as SEL screeners to gage the needs of	$738,000

	their students. Weekly TBT Meetings discuss short term evaluations and differentiation techniques for student success. Part of those discussions should include students' social emotional needs, curriculum / resources available and possible improvement. Provide students routine access to building guidance counselors, district therapy dog, community based mental health providers, tutors, social emotional curriculum resources and district pantry in order to address possible needs. Develop graduation and/or success plans that address identified student's social emotional needs. Work with a district Behavior Specialist and / or Community Liason to help address potential issues as a result of social emotional distress.	
2022-2023	**Resources:** Attendance (in-person and/or virtual), Quarterly Grades, Diagnostic data (iReady, NWEA-Maps, IXL, Illuminate), Local Standards-Based Assessments, State Assessments, ACT Tests, ReThink ED (SEL Curriculum), District Meetings (OIP, RTI, IEP), 1-to-1 Chromebook initiative, Internet Hot Spots, WIFI Hot Spots, Building Guidance Counselors, Community-Based Mental Health Providers, Stop It App, Safe Schools Hotline, Remind App, Classroom Dojo, Google Suite, Communications Logs, District Therapy Dog, Edginuity Credit Recovery Program, Fuel Ed Remote Learning, Behavioral Specialist **Partnerships:** Trumbull County ESC, Mahoning County ESC, NEOMIN, Youth Intensive Services, PsyCare Behavioral Healthcare & Counseling, Brookfield Township Police Department, Brookfield Backpack Charitable Fund **Alignment:** Ohio Improvement Process (OIP Teams) Goals, One Needs Assessment, Student Wellness & Success Plan, BLSD Remote Learning Plan, Student Graduation and Success Plans. **Considerations**: Identify student needs academically, as well as those with social emotional struggles; the development of reading skills, foundational math skills, social emotional needs (anxiety & coping skills), as well as basic needs will help provide a sense of accomplishment and success for some of our at-risks students. OIP Teams are administering diagnostic student growth assessments for review and subsequent curriculum adjustments, as well as SEL screeners to gage the needs of their students. Weekly TBT Meetings discuss short term evaluations and differentiation techniques for student success. Part of those discussions should include students' social emotional needs, curriculum / resources available and possible improvement. Provide students routine access to building guidance counselors, district therapy dog, community based mental health providers, tutors, social emotional curriculum resources and district pantry in order to address possible needs. Develop graduation and/or success plans that address identified student's social emotional needs.	$738,000

	Work with a district Behavior Specialist and / or Community Liason to help address potential issues as a result of social emotional distress.	

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?)
Filling Academic Gaps	**How will academic gaps be filled?** Possible/Optional item(s) to consider: ● Existing processes and supports ● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) ● MTSS processes ● Effective district-wide/school-wide leadership teams focusing on achievement gaps ● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? ● 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? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards ● Clear instructional plans have been communicated with staff, parents, and other stakeholders ● Cross grade-level communication ● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. ● Who, When, How…Cohorts, Family PODs, Layout, and Delivery ● How do we ensure at-risk students are taking advantage of the opportunities? ● How can disengaged students be reengaged?

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	● How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? ● 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.)?
Determine Competency	What method(s) will be used to **determine competency** for pandemic learning? Possible/Optional item(s) to consider: ● Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) ● Develop and communicate a plan for promoting students vs. retention ● Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	How will **social and emotional needs** be **determined**? Possible/Optional item(s) to consider: ● District MTSS Process and SEL Screeners ● Student Wellness and Success Plans ● 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. ● How can ESC Family and Community Partnership Liaisons support in this area? ● Are there prevention services/opportunities available through ADAMS and ESCs?
Addressing Social and Emotional Needs	How will **social and emotional needs** be **addressed**? Possible/Optional item(s) to consider: ● MTSS processes ● Alignment to existing Wellness Plans ● Alignment to existing Student Success Plans ● Triage plans

	● 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. ● 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.)
Resource Link(s):	Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework

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PROFESSIONAL LEARNING NEEDS

Professional Learning	What **professional development** activities will be needed/offered to your school district's teachers and partners to support learning recovery? Possible/Optional item(s) to consider: ● Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners. ● How will teachers, stakeholders, and others be brought into the planning and professional learning process? ● If schools are looking to partners to support learning recovery, how will efforts be coordinated? ● How will tutors or others be trained? ● What school staff/ESC/SST staff can support training community partners? ● Alignment to the Ohio Improvement Process and One Needs Assessment ● 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)
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support