



# Learning Recovery & Extended Learning Plan

District Name:	Par Excellence Academy
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District IRN:	000941

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.



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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](#)



## Identifying Academic Needs

<p><b>Impacted Students:</b></p>	<p><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></p> <p>Par Excellence Academy is a public charter dedicated to supporting children in striving towards health, harmony, and service. We believe in reaching the whole child and are the only charter school in Licking County. As a Title I school, we have the highest population of homeless students in our county.</p> <p>We continue to identify impacted students by conducting weekly meetings (staff meetings, data team meetings, Solutions meetings) monitoring attendance and tardiness, behavior, parent/family involvement, community connections, multi-tiered interventions, hunger, emotional needs, and so on. These meetings are supported by the Success for All programming and we have coaches and consultants to ensure fidelity in the programming.</p> <p>After students are identified, these team members have targeted processes that they work through to get these students back on track. They create goals based on assessment data and identify checkpoints that they can use to help students meet those goals. For example, we plan to eliminate many of our tardiness issues by providing engaging morning activities for students. Our students who cannot attend remote learning days are given on-site opportunities and Chromebooks with built-in WIFI. Our students who have hunger needs are provided with weekly bags of food that help them get through the weekend. All of these issues, when addressed, support academic and social emotional needs.</p> <p><b>Disengaged Students:</b> Additional staffing will provide us with the personnel needed to visit our students, call homes, and brainstorm ways to support their needs.</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>	<p><b>Budget</b></p>
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	<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> <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>Spring 2021</b>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>We will provide professional development for our teachers to discuss student scores and areas of concern. We will then make sure that teachers identify ways in which they can impact their students over the coming months. In these meetings we will focus on gaps and identify the areas of concern that need remediation. (These remediations will be addressed during the Freedom School and 21<sup>st</sup> Century programming portions of the day.)</p>	\$0
<b>Summer 2021</b>	<p><b>FREEDOM SCHOOL PARTNERSHIP</b></p> <ul style="list-style-type: none"> <li>This is an all-day summer program from the Children's Defense Fund.</li> <li>They have a curriculum.</li> <li>We have hourly personnel that we can have work with the freedom school.</li> <li>We have a partnership with Together We Grow in which students will receive hands-on education in growing and cultivating their own food.</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>We would need to push in a reading program with phonics.</li> <li>We will assist in providing lunch and lunch services.</li> <li>We will support them in providing technology.</li> </ul> <p><b>Assessment and Intervention:</b></p> <p>We will know if they learned based on end of year i-Ready testing and beginning of the year i-Ready testing. We will also have the Freedom School assessments. We will use these scores and multiple measures of assessment to place students in SFA groups that meet their individual capabilities and needs in the following school year.</p> <p><b>SUMMER EDUCATIONAL ENHANCEMENT (SEE Program)</b></p> <p>We will offer students with technology and programming over the summer.</p> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>We will need an adult who can oversee the technology use and motivate students to participate.</li> <li>We will also need an adult that can oversee events and planning.</li> </ul> <p><i>We have existing partnerships with Freedom School, Together We Grow, Foster Grandparents, COTC, The Buckeye Valley Family YMCA, AmeriCorps, ESC of Central Ohio, OSU-N, C-TEC, The Works, Dawe's Arboretum, Montessori, Shiloh Baptist Church, and The Noble Cause.</i></p>	\$10,000



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<p><b>2021 - 2022</b></p>	<p><b>CHANGED PROGRAMMING</b></p> <p>7:15-7:55 21<sup>st</sup> Century club activities to reduce tardiness              8:00-8:15 breakfast and announcements              8:15-9:45 SFA reading              9:45-10:00 Snack and bathroom              10:00-11:30 SFA mathematics              11:30-12:30 Science/SS/Writing              12:30-1:00 lunch and 21<sup>st</sup> Century services              1:00-1:30 21<sup>st</sup> Century club activities; SEL needs              1:30-3:00 21<sup>st</sup> Century remediation time (math, ELA, homework)</p> <p><i>This remediation time worked well for us this year and will allow for smaller group instruction as well as individualized support.</i></p> <p>To support this schedule and our students' needs, we need funding for:</p> <ol style="list-style-type: none"> <li>1. additional support staff</li> <li>2. curriculum for SFA programming</li> <li>3. mathematics support staff</li> <li>4. ELA support staff</li> <li>5. Online educators</li> <li>6. Mathematics curriculum</li> <li>7. Materials for club activities</li> <li>8. Science/social studies curriculum</li> <li>9. Writing programming for grades k-6</li> </ol> <p><b>SOCIAL and SAFETY NEEDS OF OUR STUDENTS</b></p> <p>To support the social needs of our students for the next school year, we need funding for:</p> <ol style="list-style-type: none"> <li>1. A dedicated school counselor</li> <li>2. A social worker</li> <li>3. Science manipulatives for hands-on learning</li> <li>4. Sanitization and safety materials</li> <li>5. Schoolwide integration of vocabulary</li> <li>6. Resource officer- for security and safety</li> </ol>	<p><b>SFA Materials:</b> \$30,000</p> <p><b>Support Staff:</b> \$300,000</p> <p><b>Technology:</b> \$50,000</p> <p><b>Additional Materials and Curriculum:</b> \$30,000</p> <p><b>Social Emotional Needs:</b> \$120,000</p>
<p><b>2022 - 2023</b></p>	<p><b>CONTINUED SUPPORT</b></p> <p>In the 2020-2021 school year, we have seen a lot of great successes with a version of the aforementioned schedule. With continued changes as needed, we would like to continue the programming from the previous section. In this, we will need continued funding in the following areas:</p> <ol style="list-style-type: none"> <li>1. additional support staff</li> <li>2. curriculum for SFA programming</li> <li>3. mathematics support staff</li> <li>4. ELA support staff</li> <li>5. Online educators</li> <li>6. A dedicated school counselor</li> <li>7. A social worker</li> <li>8. Mathematics curriculum</li> <li>9. Science manipulatives (consumables)</li> <li>10. Science/social studies curriculum</li> <li>11. Sanitization and safety materials</li> <li>12. Writing programming for grades k-6</li> <li>13. Additional materials for club activities (consumables)</li> </ol>	<p><b>SFA Materials:</b> \$30,000</p> <p><b>Support Staff:</b> \$300,000</p> <p><b>Additional Materials and Curriculum:</b> \$30,000</p> <p><b>Social Emotional Needs:</b> \$120,000</p>



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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<p><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></p> <p>To fill the learning needs identified above, we will continue to utilize i-Ready resources, after school programming, remediation time, project-based learning, small group instruction with Teaching Aides and AmeriCorps volunteers.</p> <p>To address funding concerns, we are attempting to utilize community partners, grant funding, and volunteer services. We have additional partners with afterschool programs that can provide additional tutoring for our children at no cost to us nor them. These programs will also provide transportation and are on a first-come first-served basis.</p>
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<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>
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<b>Spring 2021</b>	<b>PROFESSIONAL DEVELOPMENT</b> (See above) We will use this time to identify and refine our knowledge of what students need to know and discuss the end of year data. The data will be used for the Summer Educational Enhancement program.	
<b>Summer 2021</b>	<b>FREEDOM SCHOOL</b> (See above) Freedom school is a summer program that provides many of our students with seven-weeks of additional academic support.	
	<b>SUMMER EDUCATIONAL ENHANCEMENT (SEE Program)</b> (See above) In addition to freedom school, we will provide technology to our students, STEM camps, Kindergarten Readiness programming, clinics, engagement	



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	activities and programming, and so forth.	
<p><b>2021 - 2022</b></p>	<p><b>CHANGED PROGRAMMING</b> (See above)</p> <p>This program will be used to support:</p> <ul style="list-style-type: none"> <li>○ pandemic related gaps or social emotional issues.</li> <li>○ chronic absenteeism.</li> <li>○ students with disabilities.</li> <li>○ remediation needs.</li> <li>○ social emotional needs.</li> </ul> <p>We know that students who have gaps in academic areas need remediation in those areas. We will solve these problems by providing incentives, emotional support, and engaging activities.</p> <p><b>ADDRESSING THE SOCIAL EMOTIONAL NEEDS OF OUR STUDENTS</b> (See above)</p> <p>To address academic gaps, we will need the following:</p> <ol style="list-style-type: none"> <li>1. Science manipulatives for hands-on learning</li> <li>2. Schoolwide integration of vocabulary</li> </ol> <p>As determined by classroom assessment and data team analysis, our students have fallen behind in their knowledge of core vocabulary. Hands-on learning and schoolwide integration will allow us to increase their exposure to the vocabulary and enrich their instruction and literacy environment.</p>	
<p><b>2022 - 2023</b></p>	<p><b>CONTINUED SUPPORT</b> (See above)</p> <p>To address academic gaps in the coming years, we will need additional funding to continue the programming outlined in the 2021-2022 timeline. Many of the needs in this area involve additional personnel, renewal of programming, and replacement of consumable materials.</p>	



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## 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)?*

We continue to identify impacted students by conducting weekly meetings (staff meetings, data team meetings, Solutions meetings) monitoring attendance and tardiness, behavior, parent/family involvement, community connections, multi-tiered interventions, hunger, emotional needs, and so on. These meetings are supported by the Success for All programming and we have coaches and consultants to ensure fidelity in the programming.

After students are identified, these team members have targeted processes that they work through to get these students back on track. They create goals based on assessment data and identify checkpoints that they can use to help students meet those goals. For example, we plan to eliminate many of our tardiness issues by providing engaging morning activities for students. Our students who cannot attend remote learning days are given on-site opportunities and Chromebooks with built-in WIFI. Our students who have hunger needs are provided with weekly bags of food that help them get through the weekend. All of these issues, when addressed, support academic and social emotional needs.

We will use the partnerships, community agencies, local churches, support staff, mentors, counselor, social worker, and training in SEL to identify and support students and their families with further needs brought on by the pandemic.

### 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

#### FAMILY SURVEY

We will identify areas in which we were successful in supporting our families this year and areas in which we need to improve. These surveys will be provided via pencil/paper, Facebook, and email. In order to increase engagement in this survey, families who complete it in a timely manner will be entered into a drawing.

### Summer 2021

#### EVENTS

Summer events provide us with an opportunity to get to know incoming students. As we get to know our students, we take the time to discuss SEL needs with their families and provide them with resources. Many resources are able to be directly provided by ourselves or our community partners in order to support them before they are able to join us for the 2021-2022 school year.



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<p><b>2021 - 2022</b></p>	<p><b>STUDENT-FAMILY ASSET SURVEY</b>          At the beginning of the 2021-2022 school year, we will provide our families with an asset survey to determine where their community strengths are and which families may need additional support.</p> <p><b>HOME VISITS</b>          In the 2021-2022 school year, we will continue to make home visits for students who seem to disengage or express issues social emotionally. Any student who is identified by the student-family asset survey, counselor, Solutions team, social worker, data team, resource officer or administration team as having any pandemic, academic, or SEL related issues will receive a home visit. Our teams can then use the information to address the issue.</p> <p><b>SEL and SAFETY NEEDS OF OUR STUDENTS</b>          To further identify the SEL of our students for the next school year, we need funding for:</p> <ol style="list-style-type: none"> <li>1. A dedicated school counselor</li> <li>2. A social worker</li> <li>3. Resource officer- for security and safety</li> </ol>	
<p><b>2022 - 2023</b></p>	<p>We will continue to address the ways in which we identify SEL needs of our students throughout this school year in similar ways to previous school years. The methods used will be refined with frequent checks for efficacy and efficiency.</p>	



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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> <p>To address the social and emotional needs identified above, we will continue to push SEL education, utilize a school social worker and school counselor, and promote PBIS behavior goals. To remove barriers that may be associated with the social/emotional needs, we will ensure that we have classrooms that promote calm and reflective practices. It is our hope that, with this Extended Learning plan, we can have enough educators to incorporate smaller classroom sizes, either online or in separate spaces.</p>
<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.)</li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<b>Lesson Planning</b> We will continue to provide our students with engaging, rigorous, and relevant lessons that inspire them to attend school each day.
<b>Summer 2021</b>	<b>FREEDOM SCHOOL</b> (See above) These engaging activities and events provide our families with cost-effective babysitting. Families will not have to worry about their children for the six-week long programming. SEL needs of the child are addressed due to the engaging and entertaining nature of the educational programming.  <b>SUMMER EDUCATIONAL ENHANCEMENT (SEE Program)</b> (See above) In addition to freedom school, we will provide technology to our students, STEM camps, Kindergarten Readiness programming, clinics, engagement activities and programming, and so forth.
<b>2021-2022</b>	<b>HOME VISITS</b> Any student who is identified as having SEL needs via the home visit will receive support in this area. We have additional resources provided by our community supports that will be used to service the needs of our students and their families. Our teams of educators and school personnel, led by specialists, will provide the families with the resources.
<b>2022-2023</b>	<b>CONTINUED SERVICES</b> We will continue to address the SEL needs of our students throughout this school year in similar ways. The support that we provide will be refined with frequent checks for efficacy and efficiency.



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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





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<p><b>Determining Academic Needs</b></p>	<p><b>How will instructional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● 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.)</li> <li>● How will districts determine impacted/vulnerable populations?</li> <li>● How will districts/schools combat barriers for disengaged students?</li> <li>● 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.)</li> <li>● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.</li> <li>● Attainment (e.g., high school diploma, college degree, employment)</li> <li>● What essential elements of determining instructional needs are already in place?</li> <li>● District MTSS Process and Universal Screeners</li> <li>● 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?</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Prioritize Literacy and Math</li> <li>● Prioritized Standards</li> <li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li> <li>● 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?)</li> </ul>
<p><b>Filling Academic Gaps</b></p>	<p><b>How will academic gaps be filled?</b></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> </ul>



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	<ul style="list-style-type: none"> <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>

## SOCIAL & EMOTIONAL NEEDS



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<b>Determining Social Emotional Needs</b>	<p><b>How will <b>social and emotional needs</b> be <b>determined</b>?</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><b>How will <b>social and emotional needs</b> be <b>addressed</b>?</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></p> <p><a href="#">CASEL Online SEL Assessment Guide</a></p> <p><a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a></p> <p><a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject)</p> <p><a href="#">Ohio's Whole Child Framework</a></p>



# Learning Recovery & Extended Learning Plan

## PROFESSIONAL LEARNING NEEDS

<p><b>Professional Learning</b></p>	<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>
<p><b>Resource Link(s):</b></p>	<p><a href="#">Professional Learning Supports</a>  <a href="#">Mental Health Resources</a>            ESC Customized Support</p>