

NELSD Extended Learning Plan

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| District Name: | Northeastern Local School district |
| District Address: | 1414 Bowman Rd., Springfield, OH 45502 |
| District Contact: | Dr. John Kronour |
| District IRN: | 046250 |

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](#)

NELSD Extended Learning Plan

Identifying Academic Needs

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| Impacted Students: | <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> | |
| Considerations: <ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Administer various diagnostic assessments such as STAR and Exact Path • Students in grades 3-8 & HS EOC tested areas will participate in state testing • Teachers will provide recommendations for summer school based on diagnostic data, course grades, and other at-risk factors • Focus on students that have been involved in the MTSS process • Analyze ACT results when district receives them • HS administration is working on identifying students in grades 9-12 that are at-risk to not graduate | |
| Summer 2021 | <ul style="list-style-type: none"> • Analyze state testing data once we receive that in June • Determine from our spring testing data, what additional students need to be invited to summer school sessions • Analyze data on students invited to summer school to determine areas of concern (learning gaps) • Determine from HS course grades, what students need to participate in our credit recovery program (credit deficient) • Determine from ACT data how best to assign courses from On To College program | Salary for teachers to teach summer school |
| 2021 - 2022 | <ul style="list-style-type: none"> • Continue to analyze diagnostic assessment data throughout the school year • Continue to analyze state testing data • Determine how to best assign and use On To College program to work on ACT skills • Continue to revisit the students that are at-risk of not graduating • Develop and/or modify graduation plans for each at risk student • Identify any extra supports that may be needed for our KG classes, since the majority of these students probably didn't attend a PreK program in the 2020-21 school year. | |

NELSD Extended Learning Plan

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| 2022 - 2023 | <ul style="list-style-type: none"> • Continue to analyze state testing data • Analyze ACT data • Analyze diagnostic assessment data | |

Approaches to Address Academic Gap Filling

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| Approaches & Removing/Overcoming Barriers | <p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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> |
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| <p>Considerations:</p> <ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 |
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| Spring 2021 | <ul style="list-style-type: none"> • Determine which teachers are interested in working our various summer school sessions • Begin to gather student access to online resources and curriculum content that our students & families can use over the summer • Teachers need to finalize at-risk student lists that will be invited to various summer school offerings • Continue to use programs that prescribe lessons for skill areas that students are deficient in • Extend the number of days the elementary reading tutors have been employed to work with students who have not met the requirements of the third grade reading guarantee | |
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| Summer 2021 | <ul style="list-style-type: none"> • Summer school sessions will be offered for the various grade bands • Elementary summer school will focus on literacy and math skills • MS summer school will focus on gap areas in reading and math • HS summer school will be a credit recovery opportunity for at risk students • The district will provide transportation, if needed • The district will explore the need for lunches during summer school • The district will provide access to online curriculum and resources so | Salary/stipend for the various summer school position |
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NELSD Extended Learning Plan

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| | <p>families can have access to these throughout the summer and work with their children based on their academic needs</p> <ul style="list-style-type: none"> • | |
| 2021 - 2022 | <ul style="list-style-type: none"> • To help continue to fill various learning gaps/loss, the district will hire additional staff to tutor students throughout the school day in small groups • Hire additional after school tutors to support students who will need additional time to reinforce skills or concepts being learned • Offer transportation services for our elementary students who are participating in after school tutoring | Salary/stipend for the various tutoring positions |
| 2022 - 2023 | <ul style="list-style-type: none"> • Continue to provide extra tutoring depending on how much funding is left from our initial allocation. | |

NELSD Extended Learning Plan

Approaches to Identify Social & Emotional Needs

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| Impacted Students: | <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> | |
| Considerations: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (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 | <ul style="list-style-type: none"> • Classroom teachers will continue working on covering SEL standards in their classrooms. Identify students who may need more support. • Parent, teacher, and counselor referrals of students who were the most impacted from the pandemic • Mental health therapist will continue to service students on her caseload. Identify students who may need additional services/check ins throughout the summer • Mental health therapist meets with additional student referrals to determine if services are needed • Counselors continue to meet with students in small groups to determine additional needs | |
| Summer 2021 | <ul style="list-style-type: none"> • Encourage students to attend summer school sessions so that they can benefit from peer relationships and check ins from teachers and counselors | |
| 2021 - 2022 | <ul style="list-style-type: none"> • District is exploring the possibility of hiring an additional mental health therapist to support the emotional needs of our students • Students will continue to work with our mental health therapist and behavioral specialist to address their mental health needs | |
| 2022 - 2023 | <ul style="list-style-type: none"> • Students will continue to work with our mental health therapist and behavioral specialist to address their mental health needs | |

NELSD Extended Learning Plan

Approaches to Address Social and Emotional Need

| Approaches & Removing/Overcoming Barriers | <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> | |
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| Considerations: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (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 | <ul style="list-style-type: none"> • Mental health therapist will continue to service students on her caseload. Identify students who may need additional services/check ins throughout the summer • Mental health therapist meets with additional student referrals to determine if services are needed • Counselors continue to meet with students in small groups to determine need | |
| Summer 2021 | <ul style="list-style-type: none"> • Students attending summer school sessions will be able to have check ins to address any mental health needs • Refer students to outside agencies when appropriate | |
| 2021-2022 | <ul style="list-style-type: none"> • Continue providing mental health therapy services • Continue to provide sessions with school counselors • Continue to use our behavioral specialist to work with students and staff that are showing needs | |
| 2022-2023 | <ul style="list-style-type: none"> • Continue providing mental health therapy services • Continue to provide sessions with school counselors | |

NELSD Extended Learning Plan

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?)

NELSD Extended Learning Plan

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| <p>Filling Academic Gaps</p> | <p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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? • 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.)? |
| <p>Determine Competency</p> | <p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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 |
| <p>Resource Link(s):</p> | <p>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</p> |

SOCIAL & EMOTIONAL NEEDS

NELSD Extended Learning Plan

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| <p>Determining Social Emotional Needs</p> | <p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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? |
| <p>Addressing Social and Emotional Needs</p> | <p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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.) |
| <p>Resource Link(s):</p> | <p>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</p> |

NELSD Extended Learning Plan

PROFESSIONAL LEARNING NEEDS

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| Professional Learning | <p>What professional development 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">• 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): | <p>Professional Learning Supports Mental Health Resources ESC Customized Support</p> |