



# Learning Recovery & Extended Learning Plan

District Name:	Jackson City School District
District Address:	450 Vaughn Street, Jackson, OH 45640
District Contact:	Superintendent Phil Howard
District IRN:	044156

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

**“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”**

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

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

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

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

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

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

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

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



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## Identifying Academic Needs

### 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

Students are already identified as vulnerable if they are not making satisfactory grade-level progress in reading and math. This includes students attending school in-person as well as those students participating in remote learning. Many of those students are currently being provided with after-school tutoring at Southview and JMS through 21st CCLC grant-funded programs and at JHS through a General Mills funded program. Contact is being made with parents of vulnerable students to support their students in recovering lost learning due to the covid pandemic. In cooperation with the GVESC district teachers have been surveyed to consider what their students need to succeed at school. Teachers have responded with clear indications of what they are witnessing and believe is needed for student success.

NA

### Summer 2021

Students in grades K-5, 6-8, and 9-12 will be identified at the end of the third grading period to attend a summer learning recovery program that will address their academic needs in reading and/or math or any high school credit deficiency. This summer session will be held in all five school buildings from 8:00 AM until 12:00 PM each day Monday through Friday from June 7th through July 2nd. Properly licensed teachers will be employed to provide direct instruction face-to-face for these students attending on the school site. Grab-and-Go breakfast and lunch will be provided for the students as well as transportation to and from the instructional sessions. It is anticipated that each school will provide this focused instruction for approximately 80-100 students.

NA



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<b>2021 - 2022</b>	<p>Students with academic learning needs will be identified at the beginning of the school year and provided with appropriate intervention during the school day and in after-school tutoring sessions. Learning needs will be identified by a number of measures that will include classroom performance, assessment data, and teacher referral for intervention in Literacy and Math. Equity for student support will be prioritized as a necessary element for the success of all learners including students with disabilities as well as gifted students, all of whom may have lost learning as a result of the pandemic.</p>	NA
<b>2022 - 2023</b>	<p>Students with academic learning needs will be identified at the beginning of the school year and provided with appropriate intervention during the school day and in after-school tutoring sessions.. Learning needs will be identified by a number of measures that will include classroom performance, assessment data, and teacher referral for intervention in Literacy and Math. Equity for student support will be prioritized as a necessary element for the success of all learners including students with disabilities as well as gifted students, all of whom may have lost learning as a result of the pandemic.</p>	NA

## 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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)             <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	<p>In cooperation with the GVESC a needs assessment was developed in February 2021 to give teachers a voice in what they believed was needed for students to succeed under pandemic conditions. District teachers and administrators were issued an online survey of five questions to determine what they considered their needs, student needs, and building needs for helping their students achieve success at school. Over 100 staff members responded with an overwhelming response indicating that students need</p>	NA



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	<p>people--counselors, more teachers, intervention teachers, and people to teach them more about technology and online learning. District administrative team members met in March to review the survey results and teacher comments, discuss the learning needs of students in the five buildings, and to consider how district personnel can plan for learning recovery now and in the future. District administrators are making plans for a summer session of extended learning for those K-12 students identified as needing additional instruction to succeed and progress in school. Plans were discussed for removing the barriers of transportation and food insecurity for those identified students. Staffing needs for summer session instructors will be considered so that adequate personnel are available and willing to participate in the learning recovery program. A budget will be developed to support these learning recovery activities. Existing processes and partnerships will be maintained to support and encourage students in need of credit-recovery and successful re-engagement with the educational system.</p>	
<p><b>Summer 2021</b></p>	<p>Summer Learning Recovery programs will be held at all five buildings with properly licensed teachers providing direct instruction to identified students in the academic areas of reading, math, and specific credit courses needed. The summer learning recovery program will be held in all five school buildings June 7th through July 2nd, Monday through Friday, 8:00 AM until 12:00 PM. Summer Teaching Staff will be contracted to develop, plan, and deliver the instruction that is needed for each of their assigned vulnerable students to attain the grade-level learning that is appropriate. Transportation and Food Service will be provided to remove those barriers and support the participation of vulnerable students.</p>	<p>\$292,118.00</p>
<p><b>2021 - 2022</b></p>	<p>Two additional teachers will be secured to provide additional instructional intervention and small group instruction at the three elementary schools. These properly licensed teachers will focus on meeting individual student academic needs through appropriate differentiated instruction. Math teachers at JMS will focus on students grouped by academic performance for improved instruction and peer learning. Teachers at JHS will provide differentiated instruction to meet individual student academic needs. Professional development to support literacy, math, SWD, and gifted education will be provided by the school district and the GV ESC. After-school tutoring will be provided at all five buildings for identified students in grades K-12 who are in need of additional support and instructional resources and time. Transportation and high-quality snacks will be provided to break down those barriers for students attending after-school.</p>	<p>\$672,890.00</p>



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<b>2022 - 2023</b>	Properly licensed teachers will continue to provide direct instruction to all students with an intentional focus on meeting the academic needs of identified students at risk of learning loss and/or credit deficiency. In addition the barriers of food insecurity and transportation needs will be addressed to support the learning recovery activities for students in all five buildings. Ongoing assessment and program review will take place with adjustments to be made as needed	\$673,485.00
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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)?*

**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**

Students have already been identified as vulnerable and impacted by the pandemic in a variety of ways. Each day teachers are made aware of students who are missing from school and are not participating or meeting expectations for their grade-level learning. Teachers, school counselors at JMS and JHS, and social agency counselors are addressing needs continually at all five buildings. In addition, school psychologists conducted a survey earlier in the school year which revealed a number of students with serious mental health concerns. Students themselves often share their awareness of social/emotional needs in a variety of ways. The district technology coordinator sees a report of disturbing word searches from all levels of students daily. While all teachers have received professional development in trauma informed care and suicide awareness there is still a serious need for program development to support their ongoing efforts in instructing and supporting their students every day. PAX professional development will be provided to elementary teachers in March to be followed with PBIS PD in April. Middle school teachers will receive professional development in the SOS suicide prevention program. High school teachers will receive the SOS training in August.

NA

**Summer 2021**

The district will reach out and employ three licensed school counselors to each be assigned to one of the three PreK-grade 5 buildings for the upcoming school years. The district will continue to support students identified as having social/emotional needs by providing opportunities during the summer learning recovery session to meet with other students, teachers, and counselors who can help them navigate the challenges brought about by the pandemic. Professional development for staff to better support students will be made available throughout the summer. Equity issues such as social/emotional and mental health support services and approaches available for vulnerable students will include addressing those for ED, SWD, and Gifted students. Additional personnel, aides, or attendants for health as well as hygiene services will be secured to assist at all grade levels as needed. Increased communication with parents as well as programming concerning social/emotional development and needs will be developed.

NA



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<b>2021 - 2022</b>	The district will continue to support students identified as having social/emotional needs by providing opportunities during the day and after-school to meet with other students, teachers, and counselors who can help them navigate the challenges brought about by the pandemic. Professional development for staff to better support students will be made available throughout the school year in cooperation with the GVESC and other community partners. Additional personnel, aides, or attendants for health as well as hygiene services will be made available to assist at all grade levels as needed. Increased communication with parents as well as programming concerning social/emotional development and needs will be provided. School counselors will be secured for each of the three elementary schools to develop ongoing academic support as well as social/emotional development and counseling services for PreK-5 students.	NA
<b>2022 - 2023</b>	School counselors at all levels PreK-12 will address social/emotional needs of identified students while working with teachers and families to support those students. Teachers will be provided with professional development in areas related to child development and social/emotional needs, particularly those brought about by the pandemic. Steps will be taken to break down barriers to learning and development while supporting the students and their families as they meet and survive the challenges brought about by the 2020 Covid-19 pandemic. Professional development will continue for staff with attention given to increasing awareness of equity needed among the various student groups. Community agencies will be encouraged to provide mental health services for students and their families with ongoing support.	NA



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## 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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i></li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	District administrators will identify additional teachers and school counselors needed to provide support to students and their families in the coming school years. Budgets will be developed and funds allocated for the summer learning recovery activities and related costs such as transportation and food services. Cooperative relationships will be developed and continued with area health care providers such as Nationwide Children’s Hospital, Adena Medical Center, and Holzer Hospital.	
<b>Summer 2021</b>	District personnel will reach out to families to encourage students to return to or continue face-to-face instruction with the JCSD. Summer activities will also include screening for kindergarten students and planning an August boot camp experience for those students needing additional support for successfully entering kindergarten. Professional development and district planning for identifying students in need, overcoming barriers to success, and social/emotional development in general will be made available to the district employees.	
<b>2021-2022</b>	The district will address identified social/emotional needs at the PreK-Grade 5 level with licensed school counselors working at each elementary school. This will provide support to students, their families, and the building personnel by providing counseling services that have not been available in our elementary schools before 2021-2022. JMS and JHS staff will continue to receive services from district school psychologists, their school counselors, and area social agency personnel provided for identified students.	
<b>2022-2023</b>	The district will maintain and continue to develop systems to address social/emotional needs and any learning recovery needs that exist throughout the school year. Staffing will be maintained to support the students in the many ways needed for their success. Families and stakeholders will be kept informed and encouraged to continue their support of all learners in our district.	



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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>How will <b>instructional needs</b> be <b>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>How will <b>academic gaps</b> be <b>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> <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> </ul>



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	<ul style="list-style-type: none"> <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>
<b>Determine Competency</b>	<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>
<b>Resource Link(s):</b>	<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

<b>Determining Social Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• District MTSS Process and SEL Screeners</li> <li>• Student Wellness and Success Plans</li> <li>• Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.</li> <li>• How can ESC Family and Community Partnership Liaisons support in this area?</li> <li>• Are there prevention services/opportunities available through ADAMS and ESCs?</li> </ul>
<b>Addressing Social and Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>addressed</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• MTSS processes</li> <li>• Alignment to existing Wellness Plans</li> <li>• Alignment to existing Student Success Plans</li> <li>• Triage plans</li> </ul>



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	<ul style="list-style-type: none"> <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>	<a href="#">Panorama Equity Guide to Student Learning Loss</a> <a href="#">CASEL Online SEL Assessment Guide</a> <a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a> <a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject) <a href="#">Ohio's Whole Child Framework</a>

## PROFESSIONAL LEARNING NEEDS

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