Learning Recovery & Extended Learning Plan

District Name:	Franklin Monroe Local Schools
District Address:	8591 Oakes Road Arcanum, OH 45304
District Contact:	Jeremy Pequignot, Superintendent
District IRN:	046649

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

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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

ESC ASSOCIATION

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 will be identified through a series of local and vendor assessments to determine learning gaps and overall progress. Will work in conjunction with the Darke County ESC to identify and address learning needs for students with gaps or deficits in their learning. Continue to focus on needs identified through the CCIP related plans.	Continue funding all existing programs and vendor assessments at current levels. Use of grant funding as needed to provide additional programming.
Summer 2021	Results from State testing will be analyzed to further determine students' progress and needs. Will work in conjunction with the Darke County ESC to identify and address learning needs for students with gaps or deficits in their learning.	Continue funding all existing programs and vendor assessments at current levels.

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	Continue to focus on needs identified through the CCIP related plans.	Use of grant funding as needed to provide additional programming.
2021 - 2022	Continuation of local assessments to determine student progress and needs. Use of the district SST (Student Support Team) to make student specific plans for addressing students' needs, as well as gaining parent involvement throughout the process. Continue to focus on needs identified through the CCIP related plans.	Continue funding all existing programs and vendor assessments at current levels. Use of grant funding as needed to provide additional programming.
2022 - 2023	Continuation of local assessments to determine student progress and needs. Use of the district SST (Student Support Team) to make student specific plans for addressing students' needs, as well as gaining parent involvement throughout the process. Continue to focus on needs identified through the CCIP related plans.	Continue funding all existing programs and vendor assessments at current levels. Use of grant funding as needed to provide additional programming.

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*
		Budget

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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?*		

Spring 2021	Use of the SST (Student Support Team) process to identify/provide student specific interventions and instruction. Examine additional programming/interventions/diagnostic tools to support student learning. Use of Lexia and other online learning opportunities to extend student learning beyond the traditional school day. Use of extra tutoring for students with identified gaps or learning deficits.	Use of grant funding to provide these programs, interventions, and supports.
Summer 2021	Examine additional programming/interventions/diagnostic tools to support student learning. Use of Lexia and other online learning opportunities to extend student learning beyond the traditional school day. Use of extra tutoring for students with identified gaps or learning deficits Implementing summer programming to address students' gaps and learning deficits.	Use of grant funding to provide these programs, interventions, and supports. Will need to locate additional funding to expand programming.
2021 - 2022	Use of the SST (Student Support Team) process to identify/provide student specific interventions and instruction. Examine additional programming/interventions/diagnostic tools to support student learning. Use of Lexia and other online learning opportunities to extend student learning beyond the traditional school day. Use of new and existing programs to address student learning needs outside of the traditional school day through expanded use of technology.	Use of grant funding to provide these programs, interventions, and supports. Will need to locate additional funding to expand programming.

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2022 - 2023	Use of the SST (Student Support Team) process to identify/provide student specific interventions and instruction. Use of new and existing programs to address student learning needs outside of the traditional school day through expanded use of technology.	Continued funding for these programs is a concern and will need to be addressed.

ESC
ASSOCIATION

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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	Use of SST (Student Support Team) process. Collaboration with the Darke County ESC for mental health services. Expanded counseling services provided by school counselors.	Use of existing funding to provide these services.
Summer 2021	Use of SST (Student Support Team) process. Collaboration with the Darke County ESC for mental health services.	Use of existing funding to provide these services.
2021 - 2022	Work with the Tri-County Board of Recovery & Mental Health Services to identify areas of social emotional needs. Use of SST (Student Support Team) process. Collaboration with the Darke County ESC for mental health services.	Use of grant funding from the Tri-County Board of Recovery & Mental Health Services Wellness and Success Funding
2022 - 2023	Work with the Tri-County Board of Recovery & Mental Health Services to identify areas of social emotional needs. Use of SST (Student Support Team) process. Collaboration with the Darke County ESC for mental health services.	Use of grant funding from the Tri-County Board of Recovery & Mental Health Services Wellness and Success Funding

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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	Use of student, parent, and staff surveys to determine needs. Use of transportation by outside agencies to support families connecting to services. Collaborate with the Darke County ESC on family liaison services (connecting families to various supports). Staff professional development on student social-emotional needs.	Use of existing funding and grants. Darke County ESC liaison provided through grant money.
Summer 2021	Use of student, parent, and staff surveys to determine needs. Collaborate with the Darke County ESC on family liaison services (connecting families to various supports). Staff professional development on student social-emotional needs.	Use of existing funding and grants. Darke County ESC liaison provided through grant money.
2021-2022	Use of student, parent, and staff surveys to determine needs. Collaborate with the Darke County ESC on family liaison services (connecting families to various supports).	Use of existing funding and grants. Darke County ESC liaison provided through grant money.
2022-2023	Use of student, parent, and staff surveys to determine needs. Collaborate with the Darke County ESC on family liaison services (connecting families to various supports).	Use of existing funding and grants. Darke County ESC liaison provided

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		through grant money.

ACADEMIC PLANNING

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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 ne achievement data until after the end of the school year and may need to identify assessment ● 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 thes reinstated in the summer or next school year? (Districts are encouraged to consider this ques for student populations-- Students with Disabilities, English Language Learners, Gifted Stude ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interven 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 they've learned it? How do we intervene for those students who have not learned it? How do 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 pande 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-schoo ● 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 pare 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

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	● 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 including but not limited to disengaged students? ● What steps will be taken to remove/overcome barriers that may be associated with the "Gap (transportation to tutoring, no data to track/identify specific student needs, funding concerns t
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, gra ● 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?

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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