



## Learning Recovery & Extended Learning Plan

<b>District Name:</b>	Ontario Local Schools
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On February 9, 2021, Governor DeWine asked schools and districts to work with their 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.

### **Critical Considerations:**

- **Instruction Lost During the 2020-2021 School Year:** Ontario Local Schools opened as scheduled, and provided full day in-person learning opportunities to all students during the 2020-2021 school year. We have remained open for in-person instruction all year long; with the exception of a brief period of remote learning around the holidays. We were aggressively committed to returning students to in-person instruction, and as a result, our students did not lose as much instruction as other students may have experienced across the state.
- **Budgetary Considerations:** Ontario Local Schools will utilize general operating funds, special programs funds, grants, and federal funds (including those received for COVID-19 relief) to



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pay for extended learning initiatives. The district will continue to prioritize meeting the academic and social and emotional needs of all students. Creative partnerships and collaborative opportunities will be explored when applicable to promote sound financial management. It is important to note that there were tremendous discrepancies in the amount of COVID-19 relief funding provided to schools. The amount of funding provided to Ontario Local schools was minimal compared to other area districts. The proportionally smaller amount of funding we have been provided will have a direct impact on the amount of additional programming we are able to provide.

Identifying Academic Needs	
<b>Impacted Students:</b>	<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>
<b>K-12 Learning Needs Identification</b>	Ontario Local Schools will work to identify the academic gaps and needs of all students by gathering and analyzing data from a variety of sources such as assessment results (district formative assessment, Ohio State Tests, ACT, I-Ready and diagnostic assessments). The district will also use a multi-tiered system of support with a prioritization for literacy and math. A review of special education needs (IEPs, WEPs, compensatory services, etc.) will be done to determine students' academic gaps and needs. Two-way communication between the school(s) and parents will provide additional essential data on needs that have resulted from COVID-19. In our high school, counselors will closely monitor students progress towards graduation to account for any disruptions caused by COVID-19.

Approaches to Address Academic Gap Filling	
<b>Approaches &amp; Removing/</b>	<i>What approaches will schools/districts use to fill learning needs identified above?</i>



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<b>Overcoming Barriers</b>	<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>
<b>K-12 Approaches to Gap Filling</b>	<p>Ontario Local Schools will utilize the data gathered from our process of identifying students academic needs to structure opportunities to meet students needs. Will use the I-Ready Diagnostic assessment tool with all students in grades K-8. The individualized instructional component of I-Ready will be purchased and implemented for students in our intermediate grade levels. The use of small group remediation provided by our title teachers will be expanded next year and include components of math if determined necessary by our data. Opportunities for before school and afterschool tutoring will be increased and determined by the RTI process. High school counselors will closely monitor students' progress towards graduation to account for any disruptions caused by COVID-19; if barriers to graduation are identified steps will be put into place to help support the student.</p> <p>These approaches will be monitored and adjusted each year as new data is available and new needs are identified.</p>

### Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<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>
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<b>K-12 Approaches to Identifying Social and Emotional Needs</b>	<p>Ontario Local Schools will work to identify social and emotional needs for all of our students (with a focus on our most vulnerable populations). Ohio's Whole Child Framework along with our district's guidance programs will provide a framework for this process. Ontario has existing community partnerships and will look to add other partnerships as needed (ex: NCOESC, Family Life Counseling, Richland County Sheriff, Ontario Police Department, Children Services etc.). Two-way communication between the school(s) and parents will provide valuable information related to identifying student needs.</p>

<b>Approaches to Address Social and Emotional Need</b>	
<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>
<b>K-12 Approaches to Addressing Social and Emotional Needs</b>	<p>Ontario Local will work to address social and emotional needs for all of our students (with a focus on our most vulnerable populations). Ohio's Whole Child Framework, district mental health programs, and student success and wellness planning will provide guidance for this process.</p> <p>We will utilize school counselors in every building to take the lead on addressing social and emotional needs. In 2021-2022 we will be replacing our elementary technology special with a school wellness special aimed at providing weekly mental and social health lessons to all elementary students.</p> <p>We will utilize our School Resource Officer as a key component to all school safety and security issues.</p>



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We will utilize our Substance Abuse Coordinator to help connect families with community resources and to help prevent issues of chemical abuse from impacting students.

## 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)

### Staff Development

Ontario Local Schools provides a multi layered approach to staff development. Over the next several years we will be providing our staff with professional development that includes:

- **Content Specific Training-** Training that focuses on specific subjects or programs aimed at increasing levels of student achievement.
- **Trauma Training-** Training aimed at equipping our staff members to better serve students who may have experienced trauma in their lives.
- **School Culture and Climate Training-** Training aimed at enhancing the school experience for all students by improving school culture and climate.

Each year we survey our teaching staff to try to align the district's professional development with the needs of our staff and students.



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