



Learning Recovery & Extended Learning Plan

District Name:	Field Local Schools
District Address:	2900 State Route 43, Mogadore, OH 44260
District Contact:	David O. Heflinger
District IRN:	049197

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](#)



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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

All students in the Field Local Schools have had the option to attend in-person learning since the start of the school year. Students choosing the online learning option for the year have been following the same schedule they would follow in-person, using Zoom & Google Classroom. They have been getting instruction from their own classroom teachers, using the same curriculum and content as students who are attending in-person.

The percentage of students choosing in-person learning has grown from 65% at the start of the school year to 88% for the 4th grading-period.

Teachers and administrators have been using well-established RTI & PLC practices to determine the individual needs of students, and make plans to meet those needs.

K-8 Reading & Math - Projected Proficiency based on the NWEA MAP Winter Assessment - Students scoring in the "below" or "limited" category will be invited to participate in summer extended learning opportunities.

Grades 9-12 - Students with failing grades in classes that are required for graduation, will be offered the opportunity to participate in credit recovery courses in the summer.

Special education teams will make determinations for ESY based on the IEP goals.

Summer 2021

K-8 Reading & Math - Projected Proficiency based on the NWEA MAP Winter Assessment - Students scoring in the "below" or "limited" category will be invited to participate in summer extended learning opportunities.

Grades 9-12 - Students with failing grades in classes that are required for graduation, will be offered the opportunity to participate in credit recovery



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	<p>courses in the summer.</p> <p>Social-emotional activities are being developed, and will be offered as Portage County Health Department guidelines allow. For example, grant funds and a donation from a local civic group are being used to plan a book adventure for the entire second grade. All second graders will be given a book before they leave for the summer, and book club activities will be hosted throughout the summer that compliment the book, and offer opportunities for students to interact with staff members via Zoom.</p>	
2021 - 2022	<p>We will start the 2021-2022 school year with the goal of having all students attend school in-person. The same data processes will be used to determine individual needs of students (MAP, OST, classroom assessments). Teachers will make instructional plans using the available data.</p>	
2022 - 2023	<p>Services for the 2022-2023 school year will be determined using MAP, OST, and classroom data from the 2021-2022 school year.</p>	



Approaches to Address Academic Gap Filling

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>	
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	<p>All students in the Field Local Schools have had the option to attend in-person learning since the start of the school year. Students choosing the online learning option for the year have been following the same schedule they would follow in-person, using Zoom & Google Classroom. They have been getting instruction from their own classroom teachers, using the same</p>	



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	<p>curriculum and content as students who are attending in-person.</p> <p>Teachers and administrators have been using well-established RTI & PLC practices to determine the individual needs of students, and make plans to meet those needs.</p>	
Summer 2021	<p>The district is considering the following summer learning opportunities:</p> <ul style="list-style-type: none">• In-person & virtual tutoring for small groups in reading & math.• Online credit recovery for students in high school, for courses required for graduation, using Edmentum courseware. These courses would be monitored by district teaching staff.• Weekly zoom check-ins with identified students in grades K-8.• Summer enrichment opportunities (digital and/or paper) provided to all students.	
2021 - 2022	<p>We will start the 2021-2022 school year with the goal of having all students attend school in-person. The same data processes will be used to determine individual needs of students (MAP, OST, classroom assessments). Teachers will make instructional plans using the available data.</p>	
2022 - 2023	<p>Services for the 2022-2023 school year will be determined using MAP, OST, and classroom data from the 2021-2022 school year.</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)?*

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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
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Spring 2021	The district's administrative and counseling staff have updated the suicide risk assessment and student success plan forms. Administrators and counselors have been checking in with virtual students & their parents. In addition, administrators and the school resource officer have been doing home-visits and well-checks for students when concerns arise.	
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Summer 2021	<p>The district is investigating the possibilities for summer food service. The intention is to offer free breakfast and lunch for all students through the end of September 2021.</p> <p>The district is also planning social-emotional wellness activities (game night/paint night/book clubs, etc.). These will be offered in-person as health guidelines allow.</p>	
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2021 - 2022	The district is adding an additional school counselor so that each building will have a full-time counselor on staff to address any increased social-emotional needs of the students.	
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2022 - 2023	Services for the 2022-2023 school year will be determined using MAP, OST, and classroom data from the 2021-2022 school year.	
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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>	
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	The district has been using well-established RTI processes to identify, and meet the needs of students (socially & academically)	
Summer 2021	The district will investigate offering transportation for students to attend in-person activities related to social & emotional wellness.	
2021-2022	The district will employ an additional school counselor, so that each building in our district has at least one full-time counselor available for students.	
2022-2023	Services for the 2022-2023 school year will be determined using MAP, OST, and classroom data from the 2021-2022 school year.	