

# Learning Recovery & Extended Learning Plan

District Name:	Granville Exempted Village Schools
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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)

## 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>
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<b>Considerations:</b>	<b>Budget</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>Spring 2021</b>	<p>Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including MAP assessments in reading and math, Benchmark assessments (K – 6), DIBELS data in reading and math (K – 3).</p> <p>Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Strong focus and priority on math and literacy growth by grade level, class, and individual student.</p> <p>Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.</p> <p>Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.</p> <p>Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.</p> <p>In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.</p>	
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<p><b>Summer 2021</b></p>	<p>Analysis of Spring Ohio State Assessment Results to identify any students not earmarked for summer intervention.</p>	
<p><b>2021 - 2022</b></p>	<p>Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including MAP assessments in reading and math, Benchmark assessments (K – 6), DIBELS data in reading and math (K – 3).</p> <p>Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Strong focus and priority on math and literacy growth by grade level, class, and individual student.</p> <p>Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.</p> <p>Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.</p> <p>Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.</p> <p>In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.</p>	
<p><b>2022 - 2023</b></p>	<p>Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including MAP assessments in reading and math, Benchmark assessments (K – 6), DIBELS data in reading and math (K – 3).</p> <p>Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Strong focus and priority on math and literacy growth by grade level, class, and individual student.</p> <p>Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.</p> <p>Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.</p> <p>Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.</p> <p>In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.</p>	

## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	
<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>RTI processes in each building</p> <p>Scheduling of summer intervention for grades K – 12</p> <p>Lexia, Zearn, and other online programs setup available to all students as a Tier 1 and used for focused intervention in a Tier 2 framework. Focus on literacy and math with these programs.</p> <p>“Double-dip” in literacy and math instruction for students in the workshop model of instruction (K – 12) or through course structures for intervention (7 – 12). Other intervention and enrichment models that already exist in buildings will continue.</p> <p>Review the possibility of providing Lexia/Power-Up to all students in grades 4 – 6 instead of targeted intervention for multiple years.</p>	
<b>Summer 2021</b>	<p>Title I summer intervention and Extended School Year summer services for special education students will be in place as normal.</p> <p>ESSR funds will be used to expand summer intervention 5-fold in the areas of literacy and math. Summer intervention programs used will include Foundations, LLI, ST Math, etc.</p> <p>Lexia will be available to all students K – 12.</p> <p>District and school-wide focus on Ohio State assessments and gaps analysis</p>	

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	<p>from Spring MAP scores.</p> <p>Credit recovery for GMS and GHS students moving them towards graduation.</p> <p>Summer remediation classes for high school students that are in need of additional points on the Ohio State Assessments for graduation. Summer testing for those students.</p> <p>Communication of online programs available to all students for remediation and enrichment at home, such as Lexia. Monitoring of students using those programs.</p> <p>Prepare plans for re-enrolling or welcoming back students that were remote learners during the 2020-21 school year.</p> <p>Review the possibility of providing Lexia/Power-Up to all students in grades 4 – 6 instead of targeted intervention for multiple years.</p>	
<p><b>2021 - 2022</b></p>	<p>RTI processes in each building</p> <p>Scheduling of summer intervention for grades K – 12</p> <p>Lexia, Zearn, and other online programs setup available to all students as a Tier 1 and used for focused intervention in a Tier 2 framework. Focus on literacy and math with these programs.</p> <p>“Double-dip” in literacy and math instruction for students in the workshop model of instruction (K – 12) or through course structures for intervention (7 – 12). Other intervention and enrichment models that already exist in buildings will continue.</p> <p>Potentially provide Lexia/Power-Up to all students in grades 4 – 6 instead of targeted intervention for multiple years.</p> <p>Title I summer intervention and Extended School Year summer services for special education students will be in place as normal.</p> <p>Expanded summer intervention in the areas of literacy and math. Summer intervention programs used will include Foundations, LLI, ST Math, etc.</p> <p>District and school-wide focus on Ohio State assessments and gaps analysis from Spring MAP scores.</p> <p>Credit recovery for GMS and GHS students moving them towards graduation.</p> <p>Summer remediation classes for high school students that are in need of additional points on the Ohio State Assessments for graduation. Summer testing for those students.</p> <p>Communication of online programs available to all students for remediation and enrichment at home, such as Lexia. Monitoring of students using those programs.</p> <p>Review the possibility of providing Lexia/Power-Up to all students in grades 4</p>	

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	<p>– 6 instead of targeted intervention for multiple years.</p>	
<p><b>2022 - 2023</b></p>	<p>RTI processes in each building</p> <p>Scheduling of summer intervention for grades K – 12</p> <p>Lexia, Zearn, and other online programs setup available to all students as a Tier 1 and used for focused intervention in a Tier 2 framework. Focus on literacy and math with these programs.</p> <p>“Double-dip” in literacy and math instruction for students in the workshop model of instruction (K – 12) or through course structures for intervention (7 – 12). Other intervention and enrichment models that already exist in buildings will continue.</p> <p>Provide Lexia/Power-Up to all students in grades 4 – 6 instead of targeted intervention for multiple years if began in 2021-22.</p> <p>Title I summer intervention and Extended School Year summer services for special education students will be in place as normal.</p> <p>Expanded summer intervention in the areas of literacy and math. Summer intervention programs used will include Foundations, LLI, ST Math, etc.</p> <p>District and school-wide focus on Ohio State assessments and gaps analysis from Spring MAP scores.</p> <p>Credit recovery for GMS and GHS students moving them towards graduation.</p> <p>Summer remediation classes for high school students that are in need of additional points on the Ohio State Assessments for graduation. Summer testing for those students.</p> <p>Communication of online programs available to all students for remediation and enrichment at home, such as Lexia. Monitoring of students using those programs.</p> <p>Review the possibility of providing Lexia/Power-Up to all students in grades 4 – 6 instead of targeted intervention for multiple years.</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>Considerations:</b>	<b>Budget</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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	
<b>Spring 2021</b>	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Two-way communication with families of students.</p> <p>Partnership with Ohio Guidestone as a mental and behavioral health support organization.</p>
<b>Summer 2021</b>	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Two-way communication with families of students.</p> <p>Partnership with Ohio Guidestone as a mental and behavioral health support organization.</p>
<b>2021 - 2022</b>	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Two-way communication with families of students.</p> <p>Partnership with Ohio Guidestone as a mental and behavioral health support organization. On-site mental health expert in place.</p>
<b>2022 - 2023</b>	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Two-way communication with families of students.</p> <p>Partnership with Ohio Guidestone as a mental and behavioral health support organization. On-site mental health expert in place.</p>

Approaches to Address Social and Emotional Need		
<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Continued implementation of previous initiatives, including Too Good for Drugs curriculum K – 12, Mindfulness techniques (Calm Classroom), PBIS training in PAX, etc.\</p> <p>Develop student success plans for struggling students that include SEL components.</p>	
<b>Summer 2021</b>	<p>Secure on-site mental health expert from Ohio Guidestone using mental health funds from the State of Ohio.</p> <p>Two-way communication with families about students struggling in preparation for the 2021-22 school year. Put supports in place for them academically and from a social/emotional perspective. This will be done from the coordination of building teams including administrators, counselors, classroom teachers, and families.</p> <p>Finalize plans for PBIS professional development for staff K – 12.</p>	
<b>2021-2022</b>	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Continued implementation of previous initiatives, including Too Good for Drugs curriculum K – 12, Mindfulness techniques (Calm Classroom), PBIS training in PAX, etc.</p> <p>Staff professional development in district PBIS program K – 12.</p> <p>Develop student success plans for struggling students that include SEL components.</p> <p>On-site mental health expert from Ohio Guidestone using mental health funds from the State of Ohio.</p>	



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	<p>Two-way communication with families about students struggling in preparation for the 2021-22 school year. Put supports in place for them academically and from a social/emotional perspective. This will be done from the coordination of building teams including administrators, counselors, classroom teachers, and families.</p>	
<p><b>2022-2023</b></p>	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Continued implementation of previous initiatives, including Too Good for Drugs curriculum K – 12, Mindfulness techniques (Calm Classroom), PBIS training in PAX, etc.</p> <p>Develop student success plans for struggling students that include SEL components.</p> <p>On-site mental health expert from Ohio Guidestone using mental health funds from the State of Ohio.</p> <p>Two-way communication with families about students struggling in preparation for the 2021-22 school year. Put supports in place for them academically and from a social/emotional perspective. This will be done from the coordination of building teams including administrators, counselors, classroom teachers, and families.</p>	

## 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?)

**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-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?

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	<ul style="list-style-type: none"> <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>  <a href="#">Priority Math, Reading and Writing Standards</a>  <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

<p><b>Professional Learning</b></p>	<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>
<p><b>Resource Link(s):</b></p>	<p><a href="#">Professional Learning Supports</a>  <a href="#">Mental Health Resources</a>            ESC Customized Support</p>