



Learning Recovery & Extended Learning Plan

District Name:	Hardin-Houston School District
District Address:	5300 Houston Rd. Houston, OH 45333
District Contact:	Ryan Maier, superintendent
District IRN:	049791

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

- Review quantitative and qualitative teacher-level data.
- Teachers complete a gap analysis to identify potential topics not covered in full or mastered.
- Review data from existing vendor assessments.
- Administer Spring State Tests.
- Run a course failure report to identify HS students in need of credit recovery.
- Focus on students involved in the IAT / MTSS process.
- Identify students who are at-risk for not graduating.

Summer 2021

- Analyze state testing data, once received, to determine additional students who need to participate in summer school programming.
- Review data from summer school programming.
- Review summer early literacy assessments as applicable.
- The district will work with the MRESC to identify meaningful and effective approaches to pre-testing and post-testing to support analysis of impacts and student outcomes
- Work with the MRESC to design and develop high-quality approaches to extend learning and learning recovery.



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	-Work with the MRESA to coordinate partnerships to provide mental health and wellness supports for students.	
2021 - 2022	<p>-Identify and implement diagnostic assessments in math and ELA. Should ODE make them available for the '21-'22 school year, the Benchmark and Checkpoint Restart Readiness assessments could be used for this purpose.</p> <p>-Teachers will conduct a gap analysis to identify critical instructional and / or curriculum deficiencies.</p> <p>-Teachers will utilize pre/post-tests to identify gaps and measure mastery.</p> <p>-The RTI team in each building will meet regularly to identify needed Tier 2 and Tier 3 interventions.</p> <p>-Continue items listed in Spring 2021</p> <p>-Review attendance records and note students who may have lost instruction.</p>	
2022 - 2023	<p>-Continue to analyze state, diagnostic, and vendor assessment data.</p> <p>-Reflect on, revise, and refine 2021 – 2022 plans.</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>	
<p>Considerations:</p> <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: 		Budget



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<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? 		
Spring 2021	<ul style="list-style-type: none"> -Continue existing RTI / MTSS processes. -Begin intervention services for students that have been identified through RTI / MTSS. -Conference with students/parents at the high school level to address credit deficiencies. -Provide credit recovery options for at-risk high school students. -Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc. 	
Summer 2021	<ul style="list-style-type: none"> -Provide extended school year / summer school for students identified with learning loss, academic needs, and/or credit deficiencies. -District leadership, along with the MRESC, will develop professional development opportunities to assist staff in addressing learning gaps and deficiencies. 	
2021 - 2022	<ul style="list-style-type: none"> -Provide intervention services for students that have been identified through RTI / MTSS processes. -Reteach topics identified from gap analysis completed in the spring of 2021. -Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc. -Provide credit recovery options for at-risk high school students. 	
2022 - 2023	<ul style="list-style-type: none"> -Provide intervention services for students that have been identified through RTI / MTSS processes. -Reteach topics identified from gap analysis completed in the spring of 2021. -Offer opportunities for learning recovery such as after school tutoring, intervention periods, etc. -Provide credit recovery options for at-risk high school students. 	



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Approaches to Identify Social & Emotional Needs

Impacted Students:	<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>	
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
Spring 2021	<ul style="list-style-type: none"> -Administer a family outreach survey to connect children and families with services over the summer. -Counselors identify at-risk students with whom connections need to be made over the summer. -Monitor student attendance. -Partner with the local mental health agencies to provide one-on-one and small group sessions to identify students with social and emotional needs. -Consider hiring an LISW to provide counseling for students identified with social and emotional needs. -PBIS Committee to determine district needs for programming and resources. 	
Summer 2021	<ul style="list-style-type: none"> -District leadership will develop and deliver PD to assist staff members in identifying and assisting students with social and emotional needs. -Provide opportunities for students in need to continue access to mental health partners. -Students with social and emotional needs will be encouraged to attend summer school. 	
2021 - 2022	<p>Administer the MS/HS Youth Risk Behavior survey in conjunction with the Shelby County Mental Health Board</p> <ul style="list-style-type: none"> -Identify or develop a standardized student needs assessment. -Counselors identify at-risk students with whom connections need to be made over the summer. -Monitor student attendance. -Partner with the local mental health agencies to provide one-on-one and 	



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	<p>small group sessions to identify students with social and emotional needs.</p> <ul style="list-style-type: none">-Consider hiring an LISW to provide counseling for students identified with social and emotional needs.-PBIS Committee to determine district needs for programming and resources.-Implement a social-emotional check-in and check-out system. Integrate with our PBIS program.-Monitor student attendance.-Partner with the local mental health agencies to provide one-on-one and small group sessions for students identified with social and emotional needs.-Consider hiring an LISW to provide counseling for students identified with social and emotional needs.-PBIS Committee to determine district needs for programming and resources	
2022 - 2023	<p>-Reflect on, revise, and refine 2021 – 2022 plans</p>	



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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"> - 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	<ul style="list-style-type: none"> -Check in regularly with at-risk students. -Utilize data from existing needs assessment or identification processes to inform a multi-tiered system of supports to individual students, small groups, and the entire student body. -Run focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, and positive thinking (e.g. Ruling our Experiences group). -Leverage existing community mental health collaborations/partnerships -PBIS Committee will continue to meet and implement needed programs and resources. -School counselors meet with students in small groups to determine and meet needs. 	
Summer 2021	<ul style="list-style-type: none"> -Provide summer mental health services through community partnerships. -Provide services to individual students as needs arise. -Students attending summer school sessions will continue to be assessed for social and emotional needs. -Refer at-risk students to community partners for counseling as needed. 	
2021-2022	<ul style="list-style-type: none"> -Implement a social-emotional check-in and check-out system. -Utilize data from needs assessment to inform a multi-tiered system of Supports for individual students, small groups, and the entire student body. -Expand/continue focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, healthy boundaries, positive thinking, etc. (e.g. Ruling our Experiences group, You Matter campaign, etc.). 	



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	<ul style="list-style-type: none">-Continue-Standardize protocols for connecting high risk students that may need medical and/or behavioral health services.-Expand/enhance community mental health collaboration/partnerships-Check in regularly with at-risk students.-Utilize data from existing needs assessment or identification processes to inform a multi-tiered system of supports to individual students, small groups, and the entire student body.-Run focus groups emphasizing connectedness, self-esteem, coping skills, de-stressing, and positive thinking (e.g. Ruling our Experiences group).-Leverage existing community mental health collaborations/partnerships-PBIS Committee will continue to meet and implement needed programs and resources.-School counselors meet with students in small groups to determine and meet needs.	
2022-2023	<ul style="list-style-type: none">-Reflect on, revise, and refine 2021 – 2022 plans.	