



Learning Recovery & Extended Learning Plan

District Name:	Geneva Area City Schools
District Address:	135 S. Eagle Street, Geneva, OH 44041
District Contact:	Eric M. Kujala, Superintendent
District IRN:	044057

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



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***Please NOTE:** The Learning Recovery and Extended Learning Plan is subject to change. Some of the initiatives are based on certain criteria being met. This includes funding, minimum enrollment numbers, participation by teachers, staff and students. Adjustments to this plan will be shared with the Board of Education, families and community in a variety of ways including in-person meetings, information on the district websites and automated phone messages.

Per the recommendation, The Learning Recovery and Extended Learning Plan will be shared with the Geneva community on Friday, March 26th via the website and the link sent to the General Assembly per the instructions provided.

[ODE's Planning for Extended Learning FAQ's](#)

Identifying Academic Needs		
Impacted Students:	<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>	
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) 	Budget
Spring 2021	<p>Geneva Area City Schools will evaluate students in multiple ways. Each building level administrator will provide a list of students (in-person / online) that have been recommended by a teacher(s) for not making adequate progress during the school year.</p> <p><i>District data will also be utilized ; K-5 (all buildings) iReady results for K-5 students, RIMP , classwork and class assessments, Special Education students - individual progress charts and data sheets.</i></p> <p><i>GMS: Diagnostic materials for grades 6-8 (Reset Readiness Testing administered 3/8/21 - 3/12/21), iReady results, Study Island data, classwork and class assessments, Special Education students - individual progress charts and data sheets.</i></p> <p><i>GHS: Course grades for grades 9-12, classwork and class assessments, Special Education students - individual progress charts and data sheets.</i></p>	No new budgeted items. Testing materials and diagnostics measures are currently used by the district.



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	<p><i>Each school building has identified students both in-person or online that have struggled. Consideration is given to attendance, technology, parental / home support and other factors that have existed during the past year.</i></p>	
Summer 2021	<p><i>District data will also be utilized ; K-5 (all buildings) iReady results for K-5 students, RIMP , classwork and class assessments, Special Education students - individual progress charts and data sheets.</i></p> <p><i>GMS: Diagnostic materials for grades 6-8 (Reset Readiness Testing administered 3/8/21 - 3/12/21), iReady results, Study Island data, classwork and class assessments, Special Education students - individual progress charts and data sheets.</i></p> <p><i>GHS: Course grades for grades 9-12, classwork and class assessments, Special Education students - individual progress charts and data sheets.</i></p>	
2021 - 2022	<p><i>*Review state test results to determine students that may need additional services.</i></p> <p><i>*Review additional diagnostic data / baseline data completed during the first nine week grading period of the 2021-22 school year.</i></p>	<p>To be determined. Additional diagnostics may be purchased or acquired for more detailed assessments.</p>
2022 - 2023	<p><i>*Continued review of data from: IReady, diagnostic assessments, other district assessments per building, state testing results, grade comparisons and other assessment resources.</i></p>	



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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>
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<p>Considerations:</p> <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <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> <ul style="list-style-type: none"> - <i>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)</i> - Core Questions to Consider: <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they've learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	Budget
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Spring 2021	<p>Recovery Wednesdays (see dates on the attached calendar) Selected students will attend in-person at their respective school and work individually or in small groups. K-8 focus will be in the areas of Mathematics and ELA. 9-12 focus will be on any course area specified by select teachers and based on the needs of the students.</p> <p>Transportation will be provided for students to attend Recovery Wednesdays.</p>	
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Summer 2021	<p>Priority for grades K-8 will be in the areas of Mathematics and ELA instruction. Grades 9-12 will focus on credit recovery and offer programs to enhance instruction in other curricular areas if enrollment meets a minimal number of students.</p> <p>Summer Program for K-8 students (Geneva teachers) - SEE ATTACHED CALENDAR</p> <p>Summer Program for 9-12 students (Geneva teachers)- SEE ATTACHED CALENDAR</p>	<p>Grades K-12 (All) Estimated: Amount will depend on students enrolled and staff needed</p> <p>Elem. / MS 2 weeks each Aug.*one week June- \$13,500 July - \$13,500 Aug.- \$ 6,750 Total: \$33,750</p> <p>HS(Sessions I/II) 3 weeks each June/July -\$12,000 Aug. *if necessary Total: \$24,000</p>
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	<p>GHS may hold a third session if necessary (minimum courses) in August 2021. This will depend on student enrollment or need.</p> <p>Summer Program (through ATech) available for 9-12 students (ATech teachers / hired by ATech)- SEE ATTACHED CALENDAR</p> <p>Summer Reading Program for all K-3 students -KIDS READ NOW. Students will receive 8 books during the summer that will be mailed to their homes. These books are selected by the student and each will have a home/school connection for families (comprehension questions provided and online materials).</p> <p>For ALL SUMMER PROGRAMS: Transportation will be provided based on driver availability. Pick-up and drop-off locations may be limited so parents or students may need to get to a group area to access transportation to the designated schools.</p>	<p>\$26,221.25 Student Success and Wellness Funds</p> <p>Total # of buses / drivers will be determined by enrollment: Est: 6 buses for 35 days (not incl. 3rd GHS session) \$25,200</p>
<p>2021 - 2022</p>	<p>Grades 6-12 After School Tutoring Program (Geneva teachers outside contracted hours) at GHS Media Center</p> <p>Grades K-5 - After School Tutoring (Geneva teachers outside contracted hours)</p> <p>TO BE ANNOUNCED: Before and After School Programs for K-5 students at all three elementary buildings. Programs would occur daily prior to school and afterschool. Cost and availability of program staff is being determined.</p> <p>Add a Tutor at Cork Elementary to meet requirements for comparability</p>	<p>Estimated: 6 teachers Weekly - \$450 Year - \$16,200</p> <p>Estimated: 9 teachers Weekly - \$675 Year - \$24,000</p> <p>Cost to be determined. Student Success and Wellness Funds will be used. A portion of the cost will be paid by participating families at an adjusted rate. Base cost: Program \$220,000 / return based on cost to the families</p> <p>Estimated: \$53,000</p>



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2022 - 2023	To be determined - based on assessments and needs	
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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>	
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Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	Budget
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Spring 2021	Students were surveyed regarding academics needs, emotional needs and other losses during the pandemic - March 2021 (Grades 3-12). Surveys were also available for all teachers and community members via email or the website.	No cost for surveys
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Summer 2021	Use information received through survey results to collaborate with other service providers and coordinate additional services for the 2021-22 school year.	
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2021 - 2022	<p>Fall - with return to full in-person school: Survey all students (K-12) for Social Emotional Needs</p> <p>Review potential programs to reinforce social emotional topics. Use materials from the Red Flags program to distribute to students and families.</p> <p>Provide a list of resources available to students and families that need assistance in the mental health areas (including but not limited to: Ashtabula County 211, UH, Signature Health, Community Counseling Center,...</p>	
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2022 - 2023	To be determined based on approaches initiated and completed in 2021-22. Additional programs or resources will be based on student and district needs.	
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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>
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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
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Spring 2021	<p>Address needs for in-person and online students through teacher contact and referrals</p> <p>Community Counselors meeting with small groups for social emotional needs and discussions. Provided in-person and via Zoom (with individual students).</p> <p>Continue to use MTSS (multi tier system support) through school wide PBIS (Positive Behavioral Interventions and Supports) and RTI (Response to Intervention)</p>	
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Summer 2021	<p>Use information received through survey results to collaborate with other service providers and coordinate additional services for the 2021-22 school year.</p>	
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2021-2022	<p>Hire an additional Community Liaison (elementary level) through ESC</p> <p>Add Counselor(s) through district hiring or shared service.</p> <p>Expand community based services for ALL Geneva students through outside partnerships (Community Counseling, UH, Signature Health or others).</p>	<p>Budgeted \$60,000 Using Student Success and Wellness Funds</p> <p>Budgeted: \$50,000 Using Student Success and Wellness Funds</p>
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2022-2023	<p>Expand Community based services for ALL Geneva students based on the needs of the district.</p>	
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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?
	<p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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?)



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<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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? ● How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? ● 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.)?
<p>Determine Competency</p>	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) ● Develop and communicate a plan for promoting students vs. retention ● Consider equity of practices, long-term consequences, social/emotional factors
<p>Resource Link(s):</p>	<p>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</p>



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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?

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

April

NOTES:

Some classroom teachers will use
Wednesday dates to complete in-person
State Testing for ONLINE ONLY
students.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 Recovery Wednesday	15	16	17
18	19	20	21 Recovery Wednesday	22	23	24
25	26	27	28 Recovery Wednesday	29	30	

2021

May

NOTES:

Some classroom teachers will use
Wednesday dates to complete in-person
State Testing for ONLINE ONLY
students.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7 No School Comp. Day	8
9	10	11	12 Recovery Wednesday	13	14	15
16	17	18	19 Recovery Wednesday	20	21	22
23	24	25	26 Recovery Wednesday	27	28	29
30	31 NO SCHOOL Memorial Day					

2021

June

NOTES:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8 Final Day for Students	9 Teacher Day	10	11	12
13	14 K-8 Program Starts GHS 9-12 Starts	15 Session One 6/14-6/25 Session I 6/14-7/2	16 K-8 GHS 9-12	17 K-8 GHS 9-12	18 K-8 GHS 9-12	19
20	21 K-8 GHS 9-12	22 K-8 GHS 9-12	23 K-8 GHS 9-12	24 K-8 GHS 9-12	25 K-8 Session One Ends GHS 9-12	26
27	28 GHS 9-12	29 GHS 9-12	30 GHS 9-12			

2021

July

NOTES:

SUN	MON	TUE	WED	THU	FRI	SAT
				1 GHS 9-12 ATECH	2 GHS Session I Ends ATECH ENDS	3
4	5 Holiday Observed	6 **GHS 9-12 Starts **Session II 7/6-7/26 ATECH 2 Starts	7 **GHS 9-12 ATECH 2	8 **GHS 9-12 ATECH 2	9 **GHS 9-12 ATECH 2	10
11	12 K-8 Session 2 Starts **GHS 9-12 ATECH 2	13 K-8 7/12-7/23 **GHS 9-12 ATECH 2	14 K-8 **GHS 9-12 ATECH 2	15 K-8 **GHS 9-12 ATECH 2	16 K-8 **GHS 9-12 ATECH 2	17
18	19 K-8 **GHS 9-12 ATECH 2	20 K-8 **GHS 9-12 ATECH 2	21 K-8 **GHS 9-12 ATECH 2	22 K-8 **GHS 9-12 ATECH 2	23 K-8 Session 2 Ends **GHS 9-12 ATECH 2	24
25	26 **GHS 9-12 Ends ATECH 2 ENDS	27	28	29	30	31

2021

August

NOTES:

**GHS Potential 3rd Session in August 2021 (limited courses)

August 2nd - August 20th

(if Necessary)

Readiness Week
may ONLY be K-5 (not 6-8)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 **GHS SEE NOTES	3 **GHS	4 **GHS	5 **GHS	6 **GHS	7
8	9 K-8 Readiness Kick-off **GHS	10 K-8 8/10-8/13 **GHS	11 K-8 **GHS	12 K-8 **GHS	13 K-8 Readiness Ends **GHS	14
15	16	17	18	19	20	21
	**GHS	**GHS	**GHS	**GHS	**GHS	
22	23	24	25	26	27	28
					2021-22 Opening Teacher Day	
29	30 First Student Day	31				

2021