



Learning Recovery & Extended Learning Plan

District Name:	East Palestine City School District
District Address:	200 W. North Ave. East Palestine, OH 44413
District Contact:	Chris Neifer, Superintendent
District IRN:	043927

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



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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](#)



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)- 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	East Palestine CitySchools will use multiple data points to identify the academic needs of our students. Approximately 20% of our student population learned through a remote platform this year. We will utilize data from the following to guide us in our decision-making process: <ul style="list-style-type: none">● STAR Reading scores;● STAR math scores;● Short cycle assessments (OIP process TBT-BLT-DLT)● RTi conferences - progress reports● Fall State Assessments;● Past End of Course State Assessment scores;● ACT scores;● Teacher recommendations;● Student attendance during the 20-21 school year;● Student grades during the 20-21 school year;● Individual student IEP Progress Reports;● Individual student WEP or WAP goals;	



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	<ul style="list-style-type: none"> ●Identify and address learning gaps for all students grades K-12; ●Assess District's technology needs; ●Assess the student's technology needs; ●Continue to provide mental health and safety preventive measures for students and staff. <p>Implement after school tutoring in EPES grades 3 and 4 for ELA. Continue increased Title I tutoring options at EPES and EPMS.</p> <p>Based upon the information gained from the data, a plan will be developed for students focused on closing academic gaps, focusing mostly on literacy and mathematics.</p>	
Summer 2021	<p>EPCSD is creating grade level specific plans that will provide students with opportunities during the summer which will focus on English Language Arts and Math skills (integrating Science and Social Studies content) for review and remediation from the previous school year, as well as a jump start in preparation for next school year. This plan will also include a week for transition academies for our Kindergarten, 5th grade, and 9th grade students as they enter new buildings with new schedules and expectations.</p>	
2021 - 2022	<p>East Palestine City Schools will continue to use multiple points of data to assist the District in making informed decisions regarding student progress throughout the school year. We will utilize data from the following to guide us in our decision-making process:</p> <ul style="list-style-type: none"> ● STAR Reading scores; ● STAR math scores; ● Short cycle assessments (OIP process TBT-BLT-DLT) ● RTi conferences - progress reports ● Fall State Assessments; ● Past End of Course State Assessment scores; ● ACT scores; ● Teacher recommendations; ● Student attendance during the school year; ● Student grades during the school year; ● Individual student IEP Progress Reports; ● Individual student WEP or WAP goals; ●Identify and address learning gaps for all students grades K-12; ●Assess District's technology needs; ●Assess the student's technology needs; ●Continue to provide mental health and safety preventive measures for students and staff. Evaluate using the tiered fidelity inventory <p>EPCSD will also introduce or increase the following:</p> <ul style="list-style-type: none"> ● Increase Title 1 tutoring options at EPES and EPMS ● Provide support through Foundations in our ELA program 	



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	<ul style="list-style-type: none"> Utilize Orton Gillingham strategies for student remediation (teachers currently training) Introduce new K-8 vertically aligned Math Curriculum Restructure Intervention Specialist schedules to provide increased access to resource room environments at all 3 buildings Introduce Behavioral/Academic Support room at EPMS (modeled after EPES program) 	
2022 - 2023	<p>East Palestine City Schools will continue to use multiple points of data to assist the District in making informed decisions regarding student progress throughout the school year. We will utilize data from the following to guide us in our decision-making process:</p> <ul style="list-style-type: none"> STAR Reading/Math scores; Foundations data; Orton Gillingham intervention results; Short cycle assessments (OIP process TBT-BLT-DLT) RTi conferences - progress reports Fall State Assessments; Past End of Course State Assessment scores; ACT scores; Teacher recommendations; Student attendance during the school year; Student grades during the school year; Individual student IEP Progress Reports; Individual student WEP or WAP goals; Identify and address learning gaps for all students grades K-12; Assess District's technology needs; Assess the student's technology needs; Continue to provide mental health and safety preventive measures for students and staff. Evaluate using the tiered fidelity inventory 	

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, 	Budget



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<p><i>improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i></p> <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> 			
Spring 2021	<p>To accommodate the learning needs of students identified by the TBT-BLT-DLT process, EPCSD will continue to provide Tier 1 research based interventions in the classroom. Time and resources for Tier 2 and 3 intervention will continue to be provided as identified through monthly RTi and IEP progress monitoring. Title 1, Wilson reading, and Orton Gillingham interventions will continue for identified students. Remote students in the virtual Bulldog Academy will participate in additional support sessions provided by our online staff, and those in need of additional face to face supports are available as needed. The aforementioned programs align with the East Palestine City School District OIP, CCIP, and Remote Learning Plans.</p>		
Summer 2021	<p>During the summer EPCSD will provide building specific extended learning opportunities focusing on providing intervention support to identified students focusing primarily on English Language Arts and Mathematics. The District will work cooperatively with families and strive to remove any barriers which prohibit students from receiving the academic support they need. Transportation, along with breakfast and Lunch at no cost will be available for all students. The building specifics are as follows:</p> <ul style="list-style-type: none"> • EPES <ul style="list-style-type: none"> ○ 6/8/21 - 7/8/21 [T-W-Th] (12 days) ○ K-4 (1 class per grade level) [15:1 teacher student ratio] ○ Identify students illustrating learning loss based upon school year data ○ 8/9/21 - 8/19/21 [M-T-W-Th] (8 days) ○ K-4 (1 class per grade level) [15:1 teacher student ratio] ○ Identify students in need of front loading for new grade level <ul style="list-style-type: none"> ■ Students that were remote this year? • EPMS <ul style="list-style-type: none"> ○ 6/7/21 - 7/8/21 [M-T-W-Th] (16 days) ○ 5-8 (1 class per grade level) [15:1 teacher student ratio] ○ Schedule focused on 4 main content areas (Math, ELA, Sci, SS) ○ Identify students illustrating learning loss based upon school year data ○ 8/16/21 - 8/19/21 [M-T-W-Th] (2- 4 days) ○ 5th grade transition program 	\$45,000 for staffing and resources (ESSER II funds)	



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	<ul style="list-style-type: none"> ○ Provide incoming 5th grade students transition program in small groups. ● EPHS <ul style="list-style-type: none"> ○ 6/7/21 - 7/8/21 [M-F] (23 days - off 7/2 & 7/5) ○ 9-12 (virtual format - credit recovery or new course) ○ Staffed by HS core content teachers in open computer lab format ○ 8/16/21 - 8/19/21 [M-T-W-Th] (2- 4 days) ○ 9th grade transition program ○ Students: 9am-12pm ○ Staff: 8am-12pm ○ Provide incoming 9th grade students transition program in small groups. ● Transportation will be available for all sessions ● Lunch and breakfast will be provided at no cost ● All ODH and state guidelines will be followed 	
2021 - 2022 And beyond	EPCSD will partner with all cohort groups to collaboratively support student learning. Intervention support will be provided through targeted intervention and remediation. The District will continue to monitor student attendance and schedule attendance intervention team meetings to establish remediation plans. The District will continue to administer vendor assessments, short cycle assessments, as well as collect baseline data via formative assessments, and provide intervention support where needed. The District will evaluate the progress of subgroups (special education, economically disadvantaged, ELL, gifted) and provide intervention and/or enrichment support. In addition, students in High School will continue be provided with on-line credit recovery opportunities.	

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, 		Budget



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<i>improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i>		
Spring 2021	East Palestine City Schools uses multi-tiered systems of support along with a Team approach to assess the needs of students and implement plans of action. The District uses school-based data (grades, attendance, behavior) and staff (teachers, paraprofessionals, counselors, and administration), along with family support and that of Community agencies to provide mental health supports, mentoring opportunities, substance abuse counseling services, wellness supports, and a School Resource Officer who function as family and Community liaisons. This Team approach is used to identify the needs of students and implement an appropriate plan of action.	
Summer 2021	The East Palestine City School District will continue to utilize the partnerships we have in place to meet the needs of our students and families during the summer months.	
2021 - 2022	The District will continue to utilize the multi-tiered systems of support through a Team approach within each building, as well as utilize Community agency partnerships, to identify the needs of our students and families. EPCSD is going to add a social worker/community liaison position to the district in order to provide additional support and services for our students and families in need.	
2022 - 2023	The District will continue to utilize the multi-tiered systems of support through a Team approach within each building, as well as utilize Community agency partnerships, to identify the needs of our students and families.	

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:		Budget
<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.)		
Spring 2021	EPCSD will continue to utilize the vertically aligned K-12 PBIS framework that has been established. In conjunction with the framework we will continue to provide grade level specific programming, incentives, and character education programs. Relationships with community and private counseling agencies will continue to provide targeted interventions and support. This process will be evaluated utilizing the tiered fidelity inventory by each building leadership team with support from the district leadership team.	
Summer 2021	EPCSD will continue to utilize the Community agency partnerships we have to meet the needs of our students and families during the summer months. Those involved in counseling services will continue to receive those Supports. THE PBIS framework will continue to be a part of the extended summer learning opportunities. Guidance counselor pages/resources will continue to be updates during the summer months.	
2021-2022 And Beyond	<p>EPCSD will continue to utilize the vertically aligned K-12 PBIS framework that has been established. In conjunction with the framework we will continue to provide grade level specific programming, incentives, and character education programs. Relationships with community and private counseling agencies will continue to provide targeted interventions and support. This process will be evaluated utilizing the tiered fidelity inventory by each building leadership team with support from the district leadership team.</p> <p>EPCSD will hire a social worker/community liaison starting in the 2021-22 school year to provide additional support for our students and families. The district will also create a new academic/behavioral support room at EPMS that will be modeled after the room currently in use at EPES.</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



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<p>Determining Academic Needs</p>	<p>How will instructional needs be determined?</p> <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 achievement data until after the end of the school year and may need to identify assessment opportunities) • 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 be reinstated in the summer or next school year? (Districts are encouraged to consider this question for student populations-- Students with Disabilities, English Language Learners, Gifted Students, etc.) • Access to key opportunities (e.g., advanced mathematics, physics, higher education, intervention programs) 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 learn that they've learned it? How do we intervene for those students who have not learned it? How do we provide 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; what needs might they have as they enter Kindergarten in Fall 2021?)
<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 programs, 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 parents can 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



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	<ul style="list-style-type: none"> • 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 including but not limited to disengaged students? • What steps will be taken to remove/overcome barriers that may be associated with the "Gap P (transportation to tutoring, no data to track/identify specific student needs, funding concerns to
Determine Competency	<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, gra • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>What Works Clearinghouse</p> <p>Priority Math, Reading and Writing Standards</p> <p>Determination of Student Educational Needs</p> <p>Exceptional and At-Risk Youth</p> <p>District & Building Level Educational Considerations & Planning</p> <p>Teacher Level Educational Considerations and Planning</p> <p>Non-Building Based Learning Opportunities</p> <p>Ohio Improvement Process</p>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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?
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Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• 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):	<p>Panorama Equity Guide to Student Learning Loss</p> <p>CASEL Online SEL Assessment Guide</p> <p>Ohio's K-12 Social & Emotional Learning Standards</p> <p>INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject)</p> <p>Ohio's Whole Child Framework</p>

PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>What professional development 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">• 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)
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Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support
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