



Jefferson Local School District Learning Recovery & Extended Learning Plan

District Name:	Jefferson Local Schools
District Address:	906 West Main Street, West Jefferson, Ohio 43162
District Contact:	Mr. William Mullett
District IRN:	048256

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.

*Plan subject to change



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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 we extend other opportunities for those who have learned it? 	Budget	
Spring 2021	<ul style="list-style-type: none"> ● Performance on district assessments ● Unpack data to determine impacted/vulnerable population (early learners, students with disabilities, literacy impacts, online learners are emerging) ● Unpack data (attendance, grades, and assessments) to combat barriers for disengaged students ● Identify what opportunities were missed due to the inability to access programming ● Identify missed access to key opportunities (e.g., advance courses and interventions) ● Identify impacts on high school diploma attainment ● Utilize IAT process for struggling students and attendance issues ● Prioritize Literacy and Math ● Prioritize standards ● Identify supports for students with disabilities 	
Summer 2021	<ul style="list-style-type: none"> ● Performance on district assessments ● Unpack data to determine impacted/vulnerable population (early learners, students with disabilities, literacy impacts, online learners are emerging) ● Unpack data (attendance, grades, and assessments) to combat barriers for disengaged students ● Identify what opportunities were missed due to the inability to access programming ● Identify missed access to key opportunities (e.g., advance courses and interventions) ● Identify impacts on high school diploma attainment ● Utilize IAT process for struggling students and attendance issues ● Prioritize Literacy and Math 	



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	<ul style="list-style-type: none"> • Prioritize standards • Identify supports for students with disabilities 	
2021 - 2022	<ul style="list-style-type: none"> • Performance on district assessments • Monitor data to determine impacted/vulnerable population (early learners, students with disabilities, literacy impacts, online learners are emerging) • Monitor data (attendance, grades, and assessments) to combat barriers for disengaged students • Monitor remediations for opportunities that were missed due to the inability to access programming • Monitor remediations for missed access to key opportunities (e.g., advance courses and interventions) • Monitor high school diploma attainment • Utilize IAT process for struggling students and attendance issues • Monitor prioritized areas of Literacy and Math • Continue to prioritize standards • Monitor results of supports for students with disabilities 	
2022 - 2023	<ul style="list-style-type: none"> • Performance on district assessments • Monitor data to determine impacted/vulnerable population (early learners, students with disabilities, literacy impacts, online learners are emerging) • Monitor data (attendance, grades, and assessments) to combat barriers for disengaged students • Monitor remediations for opportunities that were missed due to the inability to access programming • Monitor remediations for missed access to key opportunities (e.g., advance courses and interventions) • Monitor high school diploma attainment • Utilize IAT process for struggling students and attendance issues • Monitor prioritized areas of Literacy and Math • Continue to prioritize standards • Monitor results of supports for students with disabilities 	



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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<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>
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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
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Spring 2021	<ul style="list-style-type: none"> ● Utilize existing processes and supports ● IAT process ● Create measurable objectives ● Create interventions for students who do not become proficient ● Create plans for Senior/Credit Recovery Options for HS ● Create supports for students with disabilities ● Implement personalized learning opportunities (including through the use of 1:1 technology and Google suite) ● Create instructional plans with prioritized standards ● Communicate instructional plans with staff, parents, and other stakeholders ● Create a structure for cross grade-level communication (TBT or BLT time) ● Create structures so that at-risk students are taking advantage of the opportunities ● Create expectations and supports for disengaged students be reengaged ● Continue partnership with ESC and other organizations to support various student populations ● Create a plan to remove/overcome barriers to closing achievement and access gaps 	
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	<ul style="list-style-type: none"> • Create supports for students with disabilities • Implement personalized learning opportunities (including through the use of 1:1 technology and Google suite) • Create instructional plans with prioritized standards • Communicate instructional plans with staff, parents, and other stakeholders • Create a structure for cross grade-level communication (TBT or BLT time) • Create structures so that at-risk students are taking advantage of the opportunities • Create expectations and supports for disengaged students be reengaged • Continue partnership with ESC and other organizations to support various student populations • Create a plan to remove/overcome barriers to closing achievement and access gaps 	
<p>2021 - 2022</p>	<ul style="list-style-type: none"> • Continuously improve existing processes and supports • Implement and monitor measurable objectives • Implement and monitor interventions for students who do not become proficient • Implement plans for Senior/Credit Recovery Options for HS • Implement supports for students with disabilities • Implement personalized learning opportunities (including through the use of 1:1 technology and Google suite) • Implement instructional plans with prioritized standards • Communicate instructional plans with staff, parents, and other stakeholders • Implement a structure for cross grade-level communication (TBT or BLT time) • Implement structures so that at-risk students are taking advantage of the opportunities • Implement expectations and supports for disengaged students be reengaged • Continue partnership with ESC and other organizations to support various student populations • Implement a plan to remove/overcome barriers to closing achievement and access gaps 	
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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:		Budget
	<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> 	
Spring 2021	<ul style="list-style-type: none"> • Utilize IAT process • Continue with PBIS strategies • Continue with Focus 3 strategies • Continues with Leader in Me strategies • Identify relevant partners to support health care, behavioral health, social services and cultural partners • Utilize school counselors and social worker to help identify students with needs 	
Summer 2021	<ul style="list-style-type: none"> • Utilize IAT process • Continue with PBIS strategies • Continue with Focus 3 strategies • Continues with Leader in Me strategies • Identify relevant partners to support health care, behavioral health, social services and cultural partners • Utilize school counselors and social worker to help identify students with needs 	
2021 - 2022	<ul style="list-style-type: none"> • Utilize IAT process • Continue with PBIS strategies 	



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2022 - 2023	<ul style="list-style-type: none"> • Utilize IAT process • Continue with PBIS strategies • Continue with Focus 3 strategies • Continues with Leader in Me strategies • Identify relevant partners to support health care, behavioral health, social services and cultural partners • Utilize school counselors and social worker to help identify students with needs 	

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:		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.) 	
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	<ul style="list-style-type: none">• Utilize school counselors and social worker to help identify students with needs	
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