



Learning Recovery & Extended Learning Plan

District Name:	West Geauga Local School District
District Address:	8615 Cedar Road Chesterland, OH 44026
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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.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

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

The following plan is a work in progress and will be updated as we become more familiar with the needs of our students as a result of the pandemic. The West Geauga Local School District is committed to bridging gaps identified by the district and exist as the result of school closures, quarantining necessities, and/or illness.





Learning Recovery & Extended Learning Plan



Learning Recovery & Extended Learning Plan

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?

Spring 2021

Elementary K-5:

MAP, Common Assessment scores, AIR & AIR readiness benchmark scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, quarantine & online challenges/needs, special education access to services
 Consideration of remote learning plans & student progress
 Input & data from Ravenwood & ESC programs

Secondary 6-12:

Graduation & success plans, EOC scores, MAP scores, Common Assessment scores, AIR scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, quarantine & online challenges/needs, special education access to services
 Consideration of remote learning plans & student progress
 Input & data from Ravenwood & ESC programs

Summer 2021

Pre/post test - MAP, CANS for summer sessions (3 weeks each)

Elementary K-5:

MAP scores, Common Assessment scores, AIR scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, quarantine & online challenges/needs, special education access to services, parent feedback
 Consideration of remote learning plans & student progress
 Input & data from Ravenwood & ESC programs

Secondary 6-12:

Graduation & success plans(failing grades), EOC scores, MAP scores, Common Assessment scores, AIR scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, quarantine & online challenges/needs, special education access to services,



Learning Recovery & Extended Learning Plan

	<p>parent feedback Consideration of remote learning plans & student progress Input & data from Ravenwood & ESC programs</p>
2021 - 2022	<p>Elementary K-5: MAP scores, Common Assessment scores, AIR scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, quarantine & online challenges/needs, special education access to services, parent input Consideration of remote learning plans & student progress Input & data from Ravenwood & ESC programs</p> <p>Secondary 6-12: Graduation & success plans, EOC scores, MAP scores, Common Assessment scores, AIR scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, quarantine & online challenges/needs, special education access to services, parent input Consideration of remote learning plans & student progress Input & data from Ravenwood & ESC programs</p>
2022 - 2023	<p>Elementary K-5: MAP scores, Common Assessment scores, AIR scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, special education access to services Consideration of student progress Input & data from Ravenwood & ESC programs</p> <p>Secondary 6-12: Graduation & success plans, EOC scores, MAP scores, Common Assessment scores, AIR scores, MTSS intervention data, CANS, teacher referrals, attendance data, CARE team referrals, special education access to services Consideration of student progress Input & data from Ravenwood & ESC programs</p>



Learning Recovery & Extended Learning Plan

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers

*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.)?*

Considerations:

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- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
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Spring 2021

Elementary Before School Bootcamp: Teachers are staffing a before school bootcamp two times a week to address basic literacy gaps. Students invited to participate were identified through 3rd Grade Fall AIR Testing, MAP Fall and Winter Benchmark scores as well as Common Assessment performance.

Middle School Before and After School Tutoring - classroom teachers are running tutoring sessions in the content areas to assist students who are behind academically

Teacher to support credit recoupment WGHS

New Credit Recovery program (includes pre/post testing which would streamline student work)

Intervention specialist WGMS - tutoring for students impacted by quarantine, Covid, missed IEP minutes (two half days/week)

Secondary Academy - teachers tutoring at risk students online to ensure on time graduation

One year MAP Accelerator Program Grades 3-8:

Summer 2021

Elementary Summer Academy: Two sessions in the summer with an emphasis on literacy and math skills. The sessions will employ talented Elementary teachers and Wilson certified tutors to help close gaps which have occurred over time throughout the pandemic.

Session I: June 7 - June 25 Monday-Thursday (9:00 - 12:00)
Session II: July 26 - August 13 Monday-Thursday (9:00 - 12:00)



Learning Recovery & Extended Learning Plan

	<p>Secondary Summer Academy: The Secondary Summer Academy will work on two primary objectives: Addressing gaps developed in students throughout the pandemic; addressing the loss of credits which may have occurred as a result of the pandemic, an aversion to online instruction, a gap of attendance.</p> <p>Session I: June 7 - June 25: Monday-Thursday (9:00 - 12:00) Session II: July 26 - August 13: Monday-Thursday (9:00 - 12:00)</p> <p>CEVEC SummerWork Vocational Program</p> <p>Digital Academy (temporary) (to include current at-risk students)</p>
2021 - 2022	<p>Prek child find & MTSS .5 Psych Prek-2</p> <p>Remediation Tutors & Coach - intensive double dosing and interventions in math and literacy K-8 (elementary & secondary)</p> <p>Digital Platforms</p> <p>Transitional services audit for all students 8-12</p> <p>Before and after school tutoring K-12</p>
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Learning Recovery & Extended Learning Plan

Approaches to Identify Social & Emotional Needs

Impacted Students:

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)?

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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)

Spring 2021

K-12
Risk Interventions, attendance, CANS, referrals, CARE meetings, Data from: IEPs, 504 plans, FBA/BiPs, classroom interventions, Child find, MTSS, PBIS data

Summer 2021

K-12
Risk Interventions, attendance, CANS, referrals, Data from: IEPs, 504 plans, FBA/BiPs

2021 - 2022

Prek child find & MTSS
K-12
Risk Interventions, attendance, CANS, referrals, CARE meetings, Data from: IEPs, 504 plans, FBA/BiPs, classroom interventions, PBIS data

2022 - 2023

K-12
Risk Interventions, attendance, CANS, referrals, CARE meetings, Data from: IEPs, 504 plans, FBA/BiPs, classroom interventions, child find, MTSS, PBIS data



Learning Recovery & Extended Learning Plan

Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers *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.)?*

- Considerations:**
- **Resources** (Existing and Needed)
 - **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
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Spring 2021

Second Step (K-8) Tier 1 SEL instruction (Wellness Funding)

School Community Forum (Wellness Funds)

Connections classroom, Youth Led Prevention, Restorative Circles, Second Step Modeling (Wellness Funds)

County Social Worker (Wellness Funds)

Ravenwood - TBS (therapeutic behavior supports K-12) (Wellness funds)

Care Team weekly meetings

Summer 2021

Ongoing TBS services to students/families (Wellness funding)

Therapeutic support during summer programming (Wellness funding)

Purchase of tier 2 SEL/Trauma informed curriculum

2021-2022

Additional .5 social worker

Partnership with ESC of Western Reserve & Ravenwood

Second Step (K-8) Tier 1 SEL instruction (Wellness Funding)

School Community Forum (Wellness Funds)

Connections classroom, Youth Led Prevention, Restorative Circles, Second Step Modeling (Wellness Funds)

County Social Worker



Learning Recovery & Extended Learning Plan

	Ravenwood - TBS (therapeutic behavior supports K-12) (Wellness funds) Care Team weekly meetings
2022-2023	Continued partnerships (i.e ESC of Western Reserve, Ravenwood)