Learning Recovery & Extended Learning Plan

District Name:	Newark City Schools
District Address:	621 Mount Vernon Road, Administrative Service Center
District Contact:	Tara Boyer
District IRN:	044453

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.

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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

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:	**Budget**

- ***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	I. In school academic support A. TBTs in the buildings will meet to discuss their students and gather data to help support their Building Level Teams as they determine which students need intervention and what that intervention should entail. BLTs will meet to determine which students need to have interventions: B. BLTs will recommend students who are behind their peer or grade level reading expectations for Title interventions and/or Reading Recovery. BLTs will help support teachers as they determine interventions. After school tutoring will also support students who need academic support. C. Teacher and staff recommendations will help identify students who need social and emotional assistance or support with academics or both.	Budget Title budget Expanding

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	II. A Gap analysis was used at the elementary and secondary levels to help identify what learning standards were taught before and during remote learning to identify potential gaps. A. Elementary and secondary academic coaches met with ELA, social studies, math, and science coaches to determine gaps and to determine if power standards were missed. If they were how were teachers to address this with students in the current and/or following years. B. A gap analysis of computer technology also was instituted. The number of computers in each building that were available for a 1 to 1 initiative were determined and a plan to institute a 1 to 1 program for grades 6-12 and then elementary was created. The investigation of what type of computers would best fit student needs as well as district requirements are being determined. Once computer details are fleshed out then the purchase of computers necessary to implement this plan will begin. III. Secondary quarterly assessments and Elementary Benchmark assessments are given and these focus on important curriculum which help the teacher groups to analyze individual student progress in a variety of subject areas. A. The assessments help to form instruction. Coaches and BLTs analyze the data to help determine what curriculum to focus on. They also determine if professional development is required for particular content areas or instruction. B. Professional development is shaped around the needs of the students and integrated into the school year. IV. The 21st Century Grant will help students who need support because of the pandemic and missing onsite school. This is an after school program A. ASA Manager and Site Coordinator track student progress throughout the school year. Communication with "day teachers", grade tracking, and an excel spreadsheet that is completed for each student in all of the programs (elementary - high). This report is submitted to ODE at the midyear mark and end of year. With this monitoring and data gathering the ASA staff is able to target students that need the extra help. B. How does ASA determine what do students need to know? The main focus of the ASA staff is to help students progress, not only academically but emotionally and socially as well. ASA offers fun activities while learning. C. How do we know if they've learned it? By monitoring grades. D. How do we intervene for those students who have not learned it? By speaking with the "day teachers" and offering one on one tutoring during homework time, helping with missing assignments (elementary-high). E. How do extend other opportunities for those who have learned it? Students who don't have missing assignments and are doing well on their grades will have "free time" during the homework portion of the programs. They may participate in their choice of club programming, they may have their cell phones, play games, etc. during this time. F. What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches"? ASA provides one-on-one tutoring for students that are falling behind, track data/grades for each student and report in an excel spreadsheet to the state, fund intervention programs/tutoring with 21st CCLC funds. Transportation for the program is arranged as needed. G. What do students need to know? Parents of elementary/middle school students need to know that ASA staff work with each student to help them get back on track. High School students	Opportunities $56,733.10 21st Century Reading and math intervention programs (STRIDE) are purchased with 21st CCLC Funds.

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know they will receive individual attention/tutoring to get back on track. In our high school after school program there is a teacher whose only responsibility is Academic Assistance. The teacher tracks all students' grades in the high school after school program and works individually with the students that need the additional help. The teacher monitors grades, speaks with "day teachers" to find out what assignments are missing and helps the student complete their work. The teacher also offers tutoring when needed.

V. The high school has a program to help provide students' knowledge and experiences not found in traditional curriculum and to help them transition to high school and beyond:

	Focus of the Program:	Concepts/Topics Covered
9th	• Transition/Assimilation of students from middle grades to high school • Building relationships with a teacher during the course of the year • Discuss graduation requirements and earning credits	• Transition - getting comfortable with their new environment • Study Skills • Goal Setting/Grade Checks • Relationships • CATS Qualities • Careers • A Call to College - Start Your Story Curriculum
10th	• Transitioning to an Upper Classman • Building relationships with a teacher during the course of the year	• Share Drivers Education Info. • Soft Skills Training/Job Related Skill Sets • Healthy Relationships • CTEC information • CATS Qualities • Start exploring options for after school • A Call to College information shared
11th	• Preparing students to be college and career ready • Building relationships with a teacher during the course of the year	• Financial Literacy • ACT Prep. and information • CATS Qualities • Completing college applications • A Call to College information shared • Jobs Skills/Life Skills
12th	• Transition to leaving high school	• Focus Groups - Military, College, and Career Bound

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	• Building relationships with a teacher during the course of the year	• Military acceptance information • College acceptance information • Career attainment skills & opportunities
Summer 2021	VI. June Programming A. Use Expanding Opportunities Grant to continue to work with students who need growth in literacy by tutoring in small groups or one-to-one B. The third week of June STEM Camp will be held C. Foreign Language Camp will occur the week of June 21. This is grades 4-6 and 8. The focus is on language learning and cultural activities through games, story-telling, songs, foods, and crafts. This adds enrichment for those in the younger grades. It also helps generate interest in the foreign languages. D. Newark Reads will serve a variety of grade levels in a half-day camp setting. The structure of the program will be the same during each offering but the overarching theme will vary as will the focus texts used. Students will engage in book discussions, read aloud, small-group work, writing, and word work to build on determined general skill deficit areas: reading comprehension at grade level, vocabulary acquisition, and writing. Both narrative and non-fiction text will be incorporated for study. The program will target students who would benefit from remediation/re-teaching, as well as those who would enjoy enrichment. VII. July Programming A. Newark Codes will help students to learn the language of computer coding. B. Newark Makes camp will allow students grades 8-12 to focus on product development and design process. Students will create a product that solves a problem or fulfills a need and pitch it to a panel of outside professionals at the end of the week. C. Count Me In will encompass a camp for grades 1-5 and one for 6-12. It will be a blend of game and project based learning with the emphasis on math standards that are weak. Students will have to use a variety of math skills and standards as they work on a project (for example, 3-5 may work on designing a tiny house, which includes area, perimeter, volume, multiplication, addition, etc.) D. Kindergarten Readiness Academy-Students who are pre-kindergarten or kindergarteners who need support as they have been retained attend a 5 week program that meets 3 days a week for 3 hours per day. There is a focus on STEM, literacy, and getting ready for kindergarten routines. This is also a program that focuses on building strong parent-school relationships.	

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2021 - 2022	To Be Developed	
2022 - 2023	To Be Developed	

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:
- ***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	I. In school academic support A. Academic tutoring will occur both for onsite and virtual students. The tutoring will focus on literacy gaps. This tutoring is part of the Title I	

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	program. II. Expanding Opportunities grant A. After and before school tutoring will occur funded by Expanding Opportunities grant. B. BLTs will meet to determine which students K-3 would benefit from after or before school tutoring in small groups to try to help bridge the gap created by the pandemic. Benchmarking will be used to help determine which students need intervention and to recommend students for after school tutoring, primarily literacy. Pre- and Post- assessment will help determine student progress III. How does ASA determine what do students need to know? The main focus of the ASA staff is to help students progress, not only academically but emotionally and socially as well. ASA offers fun activities while learning. A. How do we know if they've learned it? By monitoring grades. B. How do we intervene for those students who have not learned it? By speaking with the "day teachers" and offering one on one tutoring during homework time, helping with missing assignments (elementary-high). C. How do extend other opportunities for those who have learned it? Students who don't have missing assignments and are doing well on their grades will have "free time" during the homework portion of the programs. They may participate in their choice of club programming, they may have their cell phones, play games, etc. during this time. D. What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches"? ASA provides one-on-one tutoring for students that are falling behind, track data/grades for each student and report in an excel spreadsheet to the state, fund intervention programs/tutoring with 21st CCLC funds. Transportation for the program is arranged as needed. E. What do students need to know? Parents of elementary/middle school students need to know that ASA staff work with each student to help them get back on track. High School students know they will receive individual attention/tutoring to get back on track. In our high school after school program there is a teacher whose only responsibility is Academic Assistance. The teacher tracks all students' grades in the high school after school program and works individually with the students that need the additional help. The teacher monitors grades, speaks with "day teachers" to find out what assignments are missing and helps the student complete their work. She also offers tutoring when needed.	

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Summer 2021	TBD	
2021 - 2022	TBD	
2022 - 2023	TBD	

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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.)*		**Budget**
Spring 2021	The Social and Emotional Programming at Newark encompasses too many programs to enumerate. Some programming is external to the classroom, some is embedded in the classroom, and some is outside of the classroom day. Support of the student in their academic life and their overall well-being is the priority for the SEAS programming. A. We continue to promote a sense of belonging in our schools and provide an emotionally safe environment where students are comfortable reaching out for support and teachers and staff are attuned to when students need it. Continuing to align with community partners, students will have access to mental health screenings and services, when it is determined to be necessary. All students in grade K-12 will have learning opportunities and experiences to strengthen their social emotional skills in the areas of self-awareness, self-management, social awareness, relationship building, and responsible decision making. The foundation for trauma informed schools will continue to be laid by further developing a responsive and sensitive culture where equity, inclusion and a sense of belonging are fostered. This fall we will introduce training for teachers and staff in trauma informed care followed by other professional development opportunities supporting social emotional learning competencies and the use of specific curricula.	
Summer 2021	TBD	

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2021 - 2022	A. We will be implementing a series of programming and curricula to address the social and emotional needs of all students as well as specific issues faced by some. We will have a consistent district wide SEL curriculum being taught to all students through the use of Second Step in the elementary and middle school buildings for all students K- 8 during the school day. Families will be provided with educational outreach opportunities related to what their students are learning during the school day to reinforce these valuable skills and prevention measures. Students and adults will increase their social emotional skills in the areas of self- awareness, self-management, social awareness, relationship building, and responsible decision making. B. Middle school and high school students will be educated and understand the dangers of vaping, the deceitfulness of vaping marketing strategies, the impact of peer pressure and possess skills to effectively decline offers to participate in vaping. Staff and students will be trained in the program Catch my Breath to accomplish this. The increased awareness will decrease school suspensions and all disciplinary measures resulting in vaping use. The reduction in vaping will increase overall physical health and mental well-being of students. The need for suicide awareness, education, and prevention at the high school level will be addressed through the implementation of the program Sources of Strength. Peer leaders will help fellow students to enhance protective factors associated with reducing suicide at the high school. Adults and students will promote and focus on connectivity, school bonding, peer-adult partnerships, and help seeking behaviors. C. Adults will be equipped with training and tools to teach specific skills that strengthen our students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students will be better able to meet behavioral expectations and benefit more from learning. Adults will be encouraged to make their own social emotional wellness a priority and be given support and tools to do so. We will create and sustain a positive school climate that will increase the social, emotional and academic success of all students who will each experience trauma sensitive responses rather than reactions and a deep sense of community and belonging. Programming we will be implementing this year: Kickboard Trauma Responsive Foundations Training Second Step Middle School Catch My Breath Vaping Prevention Middle and High Schools Sources of Strength Suicide Prevention High School DBT in Schools High School	

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2022 - 2023	TBD	

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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.)* - ***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	A. Partnerships will be utilized to support student and staff social and emotional needs. B. Partnerships include the following groups: Community Mental Health and Addiction service provider, Educational Service Center, County Board of Health or General Health District, Public hospital agency, A county Department of Job and Family Services, A county board of Developmental Disabilities, A non-profit organization with experience serving students, Family Children First Council and Other, Local support groups such as Big Brothers Big Sisters, NYAP (National Youth Advocacy Program), Licking County Housing Initiative, etc. C. Strategies of the partnership groups include a variety of goals. These can include the following: Create a welcoming school climate for parents and families.: Provide families information related to child development and creating supportive learning environments; Establish effective school-to-home and home-to-school communication; Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community; Engage families in school planning, leadership and meaningful volunteer opportunities; and Connect students and families to community resources that strengthen and support students' learning and well-being. D. School planning teams consist of the following: Policy development processes and reviews ensure that policies are culturally competent, supportive and inclusive of all members of the school community: Data are used to inform the process of developing, reviewing and updating policies related to mental health and substance use/misuse; Policies related to mental	

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	health and substance use/misuse are reviewed on an annual basis; and Policies and procedures are in place to ensure students and staff have support following a crisis event. E. The following services are provided to meet the social, emotional, and behavioral health needs of students: Plans and protocols for students experiencing a mental health crisis are in place: Referrals are conducted for youth who score high for risk behaviors on screenings: Support groups targeted to the social, emotional and behavioral health needs of students are provided; Some small group or one-on-one support for students impacted by trauma is provided; and Education in small groups or one-on-one for students who need to build social emotional skills (decision making skills, relationship skills or self-awareness) is provided.	
Summer 2021	TBD	
2021-2022	A. Partnerships will be utilized to support student and staff social and emotional needs. B. Partnerships include the following groups: Community Mental Health and Addiction service provider, Educational Service Center, County Board of Health or General Health District, Public hospital agency, A county Department of Job and Family Services, A county board of Developmental Disabilities, A non-profit organization with experience serving students, Family Children First Council and Other, Local support groups such as Big Brothers Big Sisters, NYAP (National Youth Advocacy Program), Licking County Housing Initiative, etc.	
2022-2023	TBD	

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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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Determining Academic Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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?)
Filling Academic Gaps	How will **academic gaps** be **filled**? Possible/Optional item(s) to consider: ● 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.

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	• 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.)?
Determine Competency	What method(s) will be used to **determine competency** for pandemic learning? Possible/Optional item(s) to consider: • 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
Resource Link(s):	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

SOCIAL & EMOTIONAL NEEDS

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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