

OHIO EXTENDED LEARNING PLAN

PRIMARY COMPONENTS OF A PLAN

1. **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)?
2. **Needs:** How will schools and districts identify the needs of those students?
3. **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
4. **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.)
5. **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?
6. **Alignment:** How can this plan reinforce and align to other district or school plans, including plans for Student Wellness and Success Funds, improvement plans or graduation plans?

DEADLINE: April 1, 2021

DIRECTIONS: Post the plan to the school or district website and then email that link (URL) to: ExtendedLearning@education.ohio.gov.

RESOURCES: [Ohio Department of Education FAQs](#)

School District: Revere Local School

District _____

District Contact: (Name) _Kathy Nolan_____ (Title)_Director of Curriculum and Instruction

(Email) knolan@revereschools.org

(Phone) _330-523-3102

IMPACTED STUDENTS: Not meant to be limited to particular subgroup (i.e. special education, credit recovery)

(K-5) student with spring data to indicate significant learning loss ie., special education, regular education, ELL, and others

(6-8) students not successfully completing online learning coursework, special education, bricks and mortar students who have demonstrated significant learning loss

(9-12) students not successfully completing online learning coursework, special education, bricks and mortar students who have demonstrated significant learning loss

NEEDS: Can be based on current data, with plans for gathering additional information for planning; Also consider social-emotional needs

Academic

Grade reports, fall, mid-year, year end test data, formative assessment data, end of year state testing as it becomes available

SEL

Of this population and beyond, survey data from guidance departments at all levels, guidance referrals, parent referrals.

K-5 parent/teacher check ins and referrals, guidance data /referrals

RESOURCES AND BUDGET: Consider one-time ESSER Funds for Short-Term Activities; Could use Student Wellness Funds

Teacher stipends, program costs, testing costs, software, resources, supplies, salaries. Funding for the summer program will come exclusively from ESSER II funds and have been budgeted.

(Include the budget for summer here)

APPROACHES: Can be built on existing approaches but should be expanded or modified to meet current need as a result of pandemic

The focus of the approach for K-5 will be literacy and numeracy slide based on data collected from the district's spring testing results, grades, attendance, and teacher/parent recommendations. Both teachers will use summer versions of both of the current curriculum adapted to meet a short time frame and provide gap closing as the students move into the new school year.

Grades 6-12 will be strictly credit recovery and online learning for those who did not complete the modules of online learning throughout the school year or fell significantly behind while in bricks and mortar school program.

SEL support will be ongoing throughout the summer and provided by Revere Counseling Staff members.

PARTNERSHIPS: Include internal stakeholders and external resources to increase success

Online learning partnerships through the Educational Service Center of North East Ohio
Community support services for guidance and other SEL programs through various agencies in Summit County.



ALIGNMENT: Consider alignment to Student Wellness Plans or strategies used during FY21 for meeting the needs of vulnerable students

The SEL component of this program will be a continuation of the services provided throughout the school year utilizing curriculum students are familiar and comfortable with. Guidance at all levels will provide services throughout the entire summer.