



Learning Recovery & Extended Learning Plan

District Name:	Belmont-Harrison Vocational School District
District Address:	68090 Hammond Road, Saint Clairsville, OH 43950
District Contact:	Richard Schoene, Superintendent
District IRN:	050856

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:		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.) <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? 		
Spring 2021	<p>The Belmont-Harrison Vocational School District will review graduation plans for all students focusing on credits, End-of-Course scores, WebXam scores and Industry-Recognized Credentials. Current grades in academic and career-technical courses will be reviewed to determine if students are on-track to receive full credit for the current courses. Input from teachers regarding necessary standards to be successful in the next course will be used to identify students not on track to master those skills. Attendance will be reviewed by the principal. IEP goals are assessed frequently and progress is reported quarterly.</p>	\$0
Summer 2021	<p>The Belmont-Harrison Vocational School District will review graduation plans for all students focusing on credits, End-of-Course scores, WebXam scores and Industry-Recognized Credentials. Students needing to complete laboratory hours toward program requirements or need to take their Industry-Recognized Credentials for their career field pathway will have the opportunity to do so. Students who are credit deficient in any academic area will be scheduled for credit recovery using the district's online platform.</p>	\$0



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2021 - 2022	<p>The Belmont-Harrison Vocational School District will review graduation plans for all students focusing on credits, End-of-Course scores, WebXam scores and Industry-Recognized Credentials. Current grades in academic and career-technical courses will be reviewed to determine if students are on-track to receive full credit for the current courses. Input from teachers regarding necessary standards to be successful in the next course will be used to identify students not on track to master those skills. Attendance will be reviewed by the principal. IEP goals are assessed frequently and progress is reported quarterly.</p>	\$0
2022 - 2023	<p>The Belmont-Harrison Vocational School District will review graduation plans for all students focusing on credits, End-of-Course scores, WebXam scores and Industry-Recognized Credentials. Current grades in academic and career-technical courses will be reviewed to determine if students are on-track to receive full credit for the current courses. Input from teachers regarding necessary standards to be successful in the next course will be used to identify students not on track to master those skills. Attendance will be reviewed by the principal. IEP goals are assessed frequently and progress is reported quarterly.</p>	\$0

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><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></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, 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	Students who are credit deficient, currently failing classes or in need of remediation will be provided before and after school learning opportunities as well as supplementing instructional time during the regular school day to assist them in earning the corresponding credit. Seniors who have not scored proficient on their WebXams may retake the WebXam(s). Career-technical teachers will work with students to ensure they are prepared and able to take the appropriate Industry-Recognized Credential for their program.	\$3500
Summer 2021	During the first few weeks of June 2021, students who still require hours or need further instruction prior to testing for their Industry-Recognized Credentialing test will attend. Students who are credit deficient will be assigned the necessary required courses using the district's online credit recovery option. The credit recovery option will be done remotely and monitored by the school counselor.	\$55,000
2021 - 2022	Students will work with the school counselor and testing coordinator to identify credits and pathways for graduation. Students who are credit deficient, currently failing classes or simply needing remediation will be provided before and after school learning opportunities as well as supplementing instructional time during the regular school day to assist them in earning the corresponding credit. Seniors who have not scored proficient on their WebXams may retake the WebXam(s). Career-technical teachers will work with students to ensure they are prepared and able to take the appropriate Industry-Recognized Credential for their program. Intervention support will be provided to students who have not met competency requirements on the Algebra I and/or English Language Arts II end-of-course exams.	\$64, 300
2022 - 2023	Students will work with the school counselor and testing coordinator to identify credits and pathways for graduation. Students who are credit deficient, currently failing classes or in need of remediation will be provided before and after school learning opportunities as well as supplementing instructional time during the regular school day to assist them in earning the corresponding credit. Seniors who have not scored proficient on their WebXams may retake the WebXam(s). Career-technical teachers will work with students to ensure they are prepared and able to take the appropriate Industry-Recognized Credential for their program. Intervention support will be provided to students who have not met competency requirements on the Algebra I and/or English Language Arts II end-of-course exams.	\$64, 300



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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: <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> 		Budget
Spring 2021	The Belmont-Harrison Vocational School District will utilize its staff to identify issues and work with students on issues as well as referring them to our guidance department as needed. Our School Counselors and Guidance Associate will assess their social/emotional needs and provide support. In partnership with Southeast Healthcare Services, our School-Based Therapist will also provide support. Students will also take part in a district-wide Impact Survey to get feedback about the impact that the COVID-19 pandemic has had on their social and emotional well-beings.	\$0
Summer 2021	The Belmont-Harrison Vocational School District's Guidance Department will have records from the 2020-2021 SY of those students who were socially and/or emotionally impacted by the COVID-19 pandemic.	\$5000
2021 - 2022	The Belmont-Harrison Vocational School District will utilize its staff to identify issues and work with students on issues as well as referring them to our guidance department as needed. Our School Counselors and Guidance Associate will assess their social/emotional needs and provide support. In partnership with Southeast Healthcare Services, our School-Based Therapist will also provide support. Students will also take part in a district-wide Impact Survey to get feedback about the impact that the COVID-19 pandemic has had on their social and emotional well-beings.	\$0



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2022 - 2023	<p>The Belmont-Harrison Vocational School District will utilize its staff to identify issues and work with students on issues as well as referring them to our guidance department as needed. Our School Counselors and Guidance Associate will assess their social/emotional needs and provide support. In partnership with Southeast Healthcare Services, our School-Based Therapist will also provide support. Students will also take part in a district-wide Impact Survey to get feedback about the impact that the COVID-19 pandemic has had on their social and emotional well-beings.</p>	<p>\$0</p>
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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: <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.) 	Budget	
Spring 2021	<p>The Belmont-Harrison Vocational School District will identify those students who have been socially and emotionally impacted by the COVID-19 pandemic through the survey data. Those students identified by the survey data and those through staff referrals will be provided individual and small group counseling sessions. In addition to the counseling session, small group activities will be conducted to identify ways students can handle feelings and emotions inside and outside the classroom.</p>	<p>\$0</p>
Summer 2021	<p>The Belmont-Harrison Vocational School District's Guidance Department will be available to assist students dealing with social and/or emotional needs via Google Meets as was done during the initial school shutdown at the end of the 2019-2020 SY. Our School Counselors will also have office hours during June 2021 and August 2021 when they would be available to meet with students. Ongoing support from our Southeast Health Care Services School-Based Therapist will also be available to those students identified as impacted by the pandemic.</p>	<p>\$5000</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.





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ACADEMIC PLANNING

<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, internships, etc.) 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, 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



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	<ul style="list-style-type: none"> 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 including but not limited to disengaged students? What steps will be taken to remove/overcome barriers that may be associated with the "Gap" (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



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<p>Determining Social Emotional Needs</p>	<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?
<p>Addressing Social and Emotional Needs</p>	<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.)
<p>Resource Link(s):</p>	<p>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</p>



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PROFESSIONAL LEARNING NEEDS

<p>Professional Learning</p>	<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)
<p>Resource Link(s):</p>	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>