



Learning Recovery & Extended Learning Plan

District Name:	Madison Local Schools (Richland County)
District Address:	1379 Grace Street, Mansfield, Ohio 44905
District Contact:	Rob Peterson, Superintendent
District IRN:	049452

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 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](#)



Learning Recovery & Extended Learning Plan

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>	
Spring 2021	<i>Instructional needs will be determined through the use/implementation of the following:</i> <ul style="list-style-type: none"> ● Performance on universal screeners ● District benchmark tests ● Report cards & interim reports ● Graduation rates ● SCUTA data ● Student attendance data ● Teacher Based Team Recommendations 	ESSER and General Fund
Summer 2021	<i>Instructional needs will be determined through the use/implementation of the following:</i> <ul style="list-style-type: none"> ● Performance on universal screeners ● District benchmark tests ● Report cards & interim reports ● Graduation rates ● SCUTA data ● Student attendance data ● Teacher Based Team Recommendations 	ESSER and General Fund
2021 - 2022	<i>Instructional needs will be determined through the use/implementation of the following:</i> <ul style="list-style-type: none"> ● Performance on universal screeners ● District benchmark tests ● Report cards & interim reports ● Graduation rates ● SCUTA data ● Student attendance data ● Teacher Based Team Recommendations 	ESSER and Wellness Funds
2022 - 2023	<i>Instructional needs will be determined through the use/implementation of the following:</i> <ul style="list-style-type: none"> ● Performance on universal screeners ● District benchmark tests ● Report cards & interim reports ● Graduation rates ● SCUTA data ● Student attendance data ● Teacher Based Team Recommendations 	ESSER, Title and Wellness Funds



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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>	
Spring 2021	<p><i>The district will implement the following approach(es) to address academic gap filling:</i></p> <ul style="list-style-type: none"> ● <i>Emphasis on data-based decision making to address achievement gaps</i> ● <i>After-school intervention</i> ● <i>Small-group tutoring</i> ● <i>Personalized learning opportunities</i> ● <i>Grade/Content TBT collaboration</i> ● <i>Credit recovery options</i> 	ESSER Funds
Summer 2021	<p><i>The district will implement the following approach(es) to address academic gap filling:</i></p> <ul style="list-style-type: none"> ● <i>Credit recovery options (Edmentum Courseware)</i> ● <i>Summer Learning Opportunities (iReady personalized Learning Program)</i> ● <i>Specialized Instruction in Reading and Math in 1:1 and Small Group Setting</i> ● <i>Transportation provided for Summer Learning Opportunities</i> ● <i>No Cost for Summer School and Credit Recovery</i> 	ESSER Funds
2021 - 2022	<p><i>The district will implement the following approach(es) to address academic gap filling:</i></p> <ul style="list-style-type: none"> ● <i>Emphasis on data-based decision making to address achievement gaps</i> ● <i>After-school intervention</i> ● <i>Small-group tutoring</i> ● <i>iReady personalized learning for Reading and Math</i> ● <i>Grade/Content TBT collaboration</i> ● <i>Credit recovery options</i> ● <i>Increase SPED staffing</i> ● <i>Utilize District MTSS/RTI process</i> 	ESSER Funds
2022 - 2023	<p><i>The district will implement the following approach(es) to address academic gap filling:</i></p> <ul style="list-style-type: none"> ● <i>Emphasis on data-based decision making to address achievement gaps</i> ● <i>After-school intervention</i> ● <i>Small-group tutoring</i> ● <i>iReady personalized learning for Reading and Math</i> ● <i>Instructional plans with prioritized standards</i> ● <i>Grade/Content TBT collaboration</i> ● <i>Credit recovery options</i> ● <i>Utilize District MTSS/RTI process</i> 	Title Funds



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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>	
Spring 2021	<p><i>Social and emotional needs of our students will be determined as follows:</i></p> <ul style="list-style-type: none"> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Examine data provided by school counselors to make data-driven decisions about SEL needs of our students</i> ● <i>SCUTA data</i> ● <i>Teacher recommendation</i> ● <i>PBIS data</i> ● <i>Attendance Data</i> ● <i>Report cards and interim reports</i> 	Wellness Funds
Summer 2021	<p><i>Social and emotional needs of our students will be determined as follows:</i></p> <ul style="list-style-type: none"> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Examine data provided by school counselors to make data-driven decisions about SEL needs of our students</i> ● <i>SCUTA data</i> ● <i>Teacher recommendation</i> ● <i>PBIS data</i> ● <i>Attendance Data</i> ● <i>Report cards and interim reports</i> 	Wellness Funds
2021 - 2022	<p><i>Social and emotional needs of our students will be determined as follows:</i></p> <ul style="list-style-type: none"> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Examine data provided by school counselors to make data-driven decisions about SEL needs of our students</i> ● <i>SCUTA data</i> ● <i>Teacher recommendation</i> ● <i>PBIS data</i> ● <i>Attendance Data</i> ● <i>Report cards and interim reports</i> 	Wellness Funds
2022 - 2023	<p><i>Social and emotional needs of our students will be determined as follows:</i></p> <ul style="list-style-type: none"> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Examine data provided by school counselors to make data-driven decisions about SEL needs of our students</i> ● <i>SCUTA data</i> ● <i>Teacher recommendation</i> ● <i>PBIS data</i> ● <i>Attendance Data</i> ● <i>Report cards and interim reports</i> 	Wellness Funds



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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>	
Spring 2021	<i>Social and emotional needs of our students will be addressed as follows:</i> <ul style="list-style-type: none"> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Utilize school-based social workers and school counselors to help identify social and emotional needs</i> ● <i>Professional development in area of trauma-informed instruction</i> ● <i>Professional development in area of co-teaching and inclusive teaching</i> 	Wellness and School Safety Funds
Summer 2021	<i>Social and emotional needs of our students will be addressed as follows:</i> <ul style="list-style-type: none"> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Utilize school-based social workers and school counselors to help identify social and emotional needs</i> ● <i>Professional development in area of trauma-informed instruction</i> ● <i>Professional development in area of co-teaching and inclusive teaching</i> 	Wellness and School Safety Funds
2021-2022	<i>Social and emotional needs of our students will be addressed as follows:</i> <ul style="list-style-type: none"> ● <i>District MTSS/RTI process</i> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Utilize school-based social workers and school counselors to help identify and address social and emotional needs both individually and in small groups</i> ● <i>Implement small-group sessions</i> ● <i>Utilize SEL lessons with students during Morning Meeting and in classroom presentations by guidance and/or school-based social workers</i> ● <i>Professional development for staff in area of trauma-informed instruction</i> 	Wellness and School Safety Funds
2022-2023	<i>Social and emotional needs of our students will be addressed as follows:</i> <ul style="list-style-type: none"> ● <i>District MTSS/RTI process</i> ● <i>Integrate, coordinate, and align services and resources with Silver Linings, Catalyst and Family Life Counseling</i> ● <i>Utilize school-based social workers and school counselors to help identify and address social and emotional needs both individually and in small groups</i> ● <i>Implement small-group sessions</i> ● <i>Utilize SEL lessons with students during Morning Meeting and in classroom presentations by guidance and/or school-based social workers</i> ● <i>Professional development for staff in area of trauma-informed instruction</i> 	Wellness and School Safety Funds



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Madison Local Schools Summer Learning Opportunities Summer 2021

Madison Elementary Summer Camp	<i>Current Students in Grades K-4: Summer Camp- Focus on Reading and Mathematics. Will be held at Madison South Elementary School from 9-12 for 12 days (June 1-4, 7-10, 14-17). Transportation and Snacks will be provided.</i>
Madison Middle School Summer School	<i>Current Students in Grades 5-8: Summer School-Focus on Reading and Mathematics. Will be held at Madison Middle School from 9-12 for 9 days (June 1-4, 7-11). Transportation and snacks will be provided.</i>
Madison High School Credit Recovery	<i>Current Students in Grades 9-12: Summer School- Focus on Credit Recovery, Session 1: June 7th-18th, Session 2: July 12th-23rd, 8-12:30. *No Charge to Families* Registration is due by May 28th to the Guidance Department.</i>