



Learning Recovery & Extended Learning Plan

District Name:	Columbia Local Schools
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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.

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](#)



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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	Columbia Local School District (CLSD) will identify students who have been most impacted by the pandemic through: • Failure of a course • Data from NWEA MAPS • Data from AIMSWEB+ • Data from teacher created assessments/projects • Attendance records These students will be the targeted population for our early Summer 2021 programs.
Summer 2021	CLSD will identify students who have been most impacted by the pandemic through: • Failure of a course • Data from NWEA MAPS • Data from AIMSWEB+ • Ohio State Assessments grades 3-12 These students will be the targeted population for our August 2021 Summer Program and for placement in our Fall 21 Title and Raider Recharge programs.
2021 - 2022	CLSD will identify students who have been most impacted by the pandemic through: • Failure of a course • Data from NWEA MAPS • Ohio State Assessments grades 3-12 • Data from our Summer Programs Vertical progression grade level meetings will be held at the end of the year to discuss student achievement and the educational needs for the 2022-2023 school year.



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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<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>
Spring 2021	To fill the learning needs identified by the District Leadership team, Columbia Local School District implemented a Raider Recharge program. Two staff members were hired to work with students on the day opposite of their in person learning day. Students would be tutored in areas where gaps were evident. Thru 3/5/2021, over 700 students have come in for extra help.
Summer 2021	To fill the learning needs identified by the District and Building Leadership teams, Columbia Local Schools will implement a variety of Summer programs to help students meet grade level standards, recover credits and close gaps. K-8 Summer Camp will run Monday-Thursday 9-11 during the month of June using STEM grade level kits from Stemfinity for a cross curricular approach to learning. K-4 Reading Buddy High school students will partner with our K-4 students to practice oral reading. Partnership with Columbia Local Library to enroll in the Summer Learning Program. Tutoring CLSD will provide a list to our parents of teachers willing to tutor. K-8 Jump Start will run for a week in August to help students strengthen necessary skills to begin the 2021-2022 with a head start. This will be Math and English Language Arts based. Grades 9-12 Credit Recovery students who are credit deficient will work through Apex Learning online courses.
2021 - 2022	To fill the learning needs identified by the District Leadership team, Columbia Local School District will continue the Raider Recharge program. A staff member will be hired at Copopa and CMS to help students during building Intervention time to help Tier I and Tier II students who exhibit gaps, but do not qualify for Title One Services. CHS will also implement an Intervention period where students who did not test proficient on the Spring 2020 End of Course Exams will receive extra help. Students will take NWEA MAPS tests K-12 to identify gaps and set growth targets. This will continue yearly from here on out. To identify early literacy gaps, CLSD will utilize a reading specialist from the ESC to coach our K-4 teachers on the Science of Reading.
2022 - 2023	We will evaluate our Raider Recharge program, Intervention periods and the support we received from the ESC reading specialist. We will continue these programs if we feel they were valuable and gaps were being filled with the interventions in place.



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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	<u>Tier 1</u> SEL activities take place across CLSD for all students. Preschool: Students are all screened with the Ages and Stages Questionnaires ASQ-3 that identify any social, emotional, and behavioral needs. Grades K-4: Counselor does whole group lessons with built in assessments that identify red flags. Grades 5-8: Students take an electronic needs assessment to assess and identify social emotional, career and academic needs. <u>Tier 2</u> Those identified through the Tier 1 assessments will work with the counselor individually or in small groups <u>Tier 3</u> Students identified with intensive needs will be referred out to our partner agencies. Teachers refer students to counselors for those who are struggling emotionally. Columbia Local School's Social Worker and Guidance Counselors created a needs assessment to identify students who are vulnerable. Topics include but are not limited to food insecurity, eviction, housing, rent supports, resources for utility supports, need for clothing, referrals to community mental health services, school adjustment, referrals to career services for parents parenting skills family conflict management/family counseling referrals, drug/alcohol addiction referrals.
Summer 2021	Contact with parents will be vital for students that are showing signs of needing to be cared for over the summer. Conversations will be had through the administration, guidance and social worker for students that are showing signs of distress at the end of the year.
2021 - 2022	<u>Tier 1</u> SEL activities take place across CLSD for all students. Preschool: Students are all screened with the Ages and Stages Questionnaires ASQ-3 that identify any social, emotional, and behavioral needs. Grades K-4: Counselor does whole group lessons with built in assessments that identify red flags. Grades 5-8: Students take an electronic needs assessment to assess and identify social emotional, career and academic needs. <u>Tier 2</u> Those identified through the Tier 1 assessments will work with the counselor individually or in small groups



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2022 - 2023	<u>Tier 1</u> SEL activities take place across CLSD for all students. Preschool: Students are all screened with the Ages and Stages Questionnaires ASQ-3 that identify any social, emotional and behavioral needs. Grades K-4: Counselor does whole group lessons with built in assessments that identify red flags. Grades 5-8: Students take an electronic needs assessment to assess and identify social emotional, career and academic needs. <u>Tier 2</u> Those identified through the Tier 1 assessments will work with the counselor individually or in small groups <u>Tier 3</u> Students identified with intensive needs will be referred out to our partner agencies. Teachers, also, refer students to counselors for those who are struggling emotionally. Columbia Local School's Social Worker and Guidance Counselors created a needs assessment to identify students who are vulnerable. Topics include but are not limited to food insecurity, eviction, housing, rent supports, resources for utility supports, need for clothing, referrals to community mental health services, school adjustment, referrals to career services for parents parenting skills family conflict management/family counseling referrals, drug/alcohol addiction referrals.



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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	Columbia Local School District addressed social and emotional needs through: • Individual student guidance based on teacher referrals • PreK-4 in class lessons • Grades 6 and 8 mental health education and prevention through a partnership with LifeAct. • PreK-12 school based counseling with a partnership with Applewood. • Grade 7 completed Signs of Suicide training with Applewood. • Evaluated various SEL curriculums for a K-8 aligned curriculum.
Summer 2021	Columbia Local School District will address social and emotional needs through: • The partnership with Applewood will continue over the summer. Applewood will continue to service previously identified students. • Work to align the Second Step curriculum.
2021-2022	Columbia Local School District will address social and emotional needs through: • Individual student guidance based on teacher referrals • K-8 social emotional learning curriculum, Second Step, will be adopted. Guidance counselors will give lessons. • PreK uses the Ohio Department of Education Early Learning Standards • Grades 6, 7 and 8 mental health education and prevention through a partnership with LifeAct. • PreK-12 school based counseling with a partnership with Applewood. • Grade 7 will complete Signs of Suicide training with Applewood.
2022-2023	Columbia Local School District will address social and emotional needs through: • Individual student guidance based on teacher referrals • K-8 social emotional learning curriculum, Second Step, will be adopted. Guidance Counselors will give lessons. • PreK uses the Ohio Department of Education Early Learning Standards • Grades 6, 7 and 8 mental health education and prevention through a partnership with LifeAct. • PreK-12 school based counseling with a partnership with Applewood. • Grade 7 will complete Signs of Suicide training with Applewood.



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Budget

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.)?

Spring 2021

- **Raider Recharge** 20/21 school year approx \$70000

Summer 2021

- **Summer Camp Curriculum** approx \$6000
- **APEX Credit Recovery** approx \$3750
- **Summer School Salaries** approx \$25,000

2021-2022

- **Raider Recharge** approx \$79,000 salary and benefits
- **Second Step SEL curriculum** approx \$10,000
- **NWEA MAPS assessment** approx \$10,000
- **NWEA MAPS PD** approx \$7000

2022-2023

- **To be determined based on the needs of our students at that time.**