



# LEARNING RECOVERY AND EXTENDED LEARNING PLAN

District Name:	Deer Park Community City Schools
District Address:	8688 Donna Ln. Cincinnati, OH 45236
District Contact:	Dr. Stace Orso
District IRN:	043851

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](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)



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Identifying Academic Needs		
<b>Impacted Students:</b>	<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>	
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	Students will be identified through the use of data and recommendations, including: <ul style="list-style-type: none"> <li>• MAP scores</li> <li>• Past EOC assessment scores</li> <li>• ACT scores</li> <li>• TerraNova scores</li> <li>• Teacher recommendations</li> <li>• Student attendance during the 20-21 school year</li> <li>• Student grades during the 20-21 school year</li> <li>• Individual student IEP goals and benchmarks</li> <li>• Individual student WEP goals</li> </ul>	N/A
<b>Summer 2021</b>	Students will be identified through the use of data and recommendations, including: <ul style="list-style-type: none"> <li>• MAP scores</li> <li>• Past EOC assessment scores</li> <li>• ACT scores</li> <li>• TerraNova scores</li> <li>• Teacher recommendations</li> <li>• Student attendance during the 20-21 school year</li> <li>• Student grades during the 20-21 school year and students in need of credit recovery</li> <li>• Individual student IEP goals and benchmarks</li> <li>• Individual student WEP goals</li> </ul>	N/A
<b>2021 - 2022</b>	Students will be identified through the use of data and recommendations, including: <ul style="list-style-type: none"> <li>• MAP scores</li> <li>• EOC assessment scores</li> <li>• TerraNova scores</li> <li>• Teacher recommendations</li> </ul>	N/A



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	<ul style="list-style-type: none"> <li>• Student attendance during the 20-21 school year</li> <li>• Student grades during the 20-21 school year</li> <li>• Individual student IEP goals and benchmarks</li> <li>• Individual student WEP goals</li> </ul>	
<b>2022 - 2023</b>	<p>Students will be identified through the use of data and recommendations, including:</p> <ul style="list-style-type: none"> <li>• MAP scores</li> <li>• EOC assessment scores</li> <li>• TerraNova scores</li> <li>• Teacher recommendations</li> <li>• Student attendance during the 21-22 school year</li> <li>• Student grades during the 21-22 school year</li> <li>• Individual student IEP goals and benchmarks</li> <li>• Individual student WEP goals</li> </ul>	N/A



## 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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they’ve learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>• Deer Park Schools will implement a small-group after school academic recovery program for students in grades 1-10. Kindergarten is not included because they have not been impacted by a remote/hybrid schedule this year. They have been full-time face-to-face five days per week since August, 2020.</li> <li>• This will begin the week of 2/22/21 and will be held 1-2 days/week, after school.</li> <li>• Teachers from Deer Park Schools will serve as the teachers.</li> <li>• Students will be fed snacks after school, before the start of academic recovery in grades 1-6.</li> <li>• Math and ELA focus for targeted intervention and remediation. (This is not intended to be homework support).</li> </ul>	\$33,000



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<b>Summer 2021</b>	<ul style="list-style-type: none"><li>• Deer Park Schools will implement a summer camp program for students in grades 1-10.</li><li>• This will begin June 7 and run through July 22. The camp will be four days per week.</li><li>• This program will run 2 sessions per day at Amity Elementary and 1 session per day at the Jr/Sr High School.</li><li>• Math and ELA focus for targeted intervention and remediation.</li><li>• Deer Park High School will offer traditional summer school for credit recovery.</li></ul>	\$120,000
<b>2021 - 2022</b>	<ul style="list-style-type: none"><li>• Amity Elementary will run after-school enrichment programs.</li><li>• Deer Park Schools will implement a summer camp program for students in grades 1-10.</li><li>• The camp will be four days per week.</li><li>• This program will run 2 sessions per day at Amity Elementary and 1 session per day at the Jr/Sr High School.</li><li>• Math and ELA focus for targeted intervention and remediation.</li><li>• Deer Park High School will offer traditional summer school for credit recovery.</li></ul>	\$120,000
<b>2022 - 2023</b>	<ul style="list-style-type: none"><li>• Amity Elementary will run after-school enrichment programs.</li><li>• Deer Park Schools will implement a summer camp program for students in grades 1-10.</li><li>• The camp will be four days per week.</li><li>• This program will run 2 sessions per day at Amity Elementary and 1 session per day at the Jr/Sr High School.</li><li>• Math and ELA focus for targeted intervention and remediation.</li><li>• Deer Park High School will offer traditional summer school for credit recovery.</li></ul>	\$120,000



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Approaches to Identify Social & Emotional Needs		
<b>Impacted Students:</b>	<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>	
<b>Considerations:</b>		<b>Budget</b>
<ul style="list-style-type: none"> <li>- <i>Resources</i> (Existing and Needed)</li> <li>- <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>Deer Park Schools surveyed students and staff about the current climate of the district. Through this survey, areas of concern bubbled to the top as it relates to student social-emotional needs.</li> <li>Students in grades 7-12 will participate in Terrace Metrics. Terrace Metrics is a social-emotional tool that provides the behavioral health status of individual students as well as the building as a whole.</li> <li>Deer Park Schools meet with their mental health partners (BestPoint) on a monthly basis. These meetings are intended to identify students who are in the highest social-emotional need category.</li> <li>Deer Park engages in the work of Hope Squads in grades 7-12. These students are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate.</li> <li>For grades K-4, Amity Elementary uses a program called Second Step which caters to social-emotional learning.</li> </ul>	N/A
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>Deer Park Schools meet with their mental health partners (BestPoint) on a monthly basis. These meetings are intended to identify students who are in the highest social-emotional need category.</li> </ul>	N/A
<b>2021 - 2022</b>	<ul style="list-style-type: none"> <li>Students in grades 7-12 will participate in Terrace Metrics. Terrace Metrics is a social-emotional tool that provides the behavioral health status of individual students as well as the building as a whole.</li> <li>Deer Park Schools meet with their mental health partners (BestPoint) on a monthly basis. These meetings are intended to identify students who are in the highest social-emotional need category.</li> <li>Deer Park engages in the work of Hope Squads in grades 7-12. These students are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate.</li> <li>For grades K-5, Amity Elementary uses a program called Second Step which caters to social-emotional learning.</li> </ul>	N/A
<b>2022 - 2023</b>	<ul style="list-style-type: none"> <li>Students in grades 7-12 will participate in Terrace Metrics. Terrace Metrics is a social-emotional tool that provides the behavioral health status of individual students as well as the building as a whole.</li> <li>Deer Park Schools meet with their mental health partners (BestPoint) on a monthly basis. These meetings are intended to identify students</li> </ul>	N/A



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	<p>who are in the highest social-emotional need category.</p> <ul style="list-style-type: none"><li>• Deer Park engages in the work of Hope Squads in grades 7-12. These students are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate.</li></ul>	
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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:		Budget
<ul style="list-style-type: none"> <li>- <i>Resources</i> (Existing and Needed)</li> <li>- <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>Deer Park Schools will take the feedback from the climate survey and determine appropriate next steps to support students in need.</li> <li>The results of the Terrace Metrics assessment will be immediately available to counselors, administrators and therapists. Students in need will have an opportunity to meet with a counselor or therapist in order to get connected with additional resources to provide support.</li> <li>Deer Park Schools will continue to meet monthly with their mental health partner (BestPoint) in order to determine how to best support students in need.</li> <li>Deer Park employs a full-time therapist through BestPoint, who works with students of the highest need. These students meet as a class with the therapist. The therapist also provides individual support to students in crisis. This is through a program called H3.</li> <li>In addition to H3, the district supports a full-time therapist through BestPoint at each building to meet with students for mental health needs.</li> <li>Deer Park engages in the work of Hope Squads in grades 7-12. These students are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate.</li> </ul>	<p style="text-align: right;">\$2,100</p> <p style="text-align: right;">\$70,000</p> <p style="text-align: right;">\$3,000</p>
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>Deer Park Schools will continue to meet monthly with their mental health partner (BestPoint) in order to determine how to best support students in need.</li> <li>In addition to H3, the district supports a full-time therapist through BestPoint at each building to meet with students for mental health needs.</li> </ul>	
<b>2021-2022</b>	<ul style="list-style-type: none"> <li>The results of the Terrace Metrics assessment will be immediately available to counselors, administrators and therapists. Students in need will have an opportunity to meet with a counselor or therapist in order to get connected with additional resources to provide support.</li> <li>Deer Park Schools will continue to meet monthly with their mental health partner (BestPoint) in order to determine how to best support students in need.</li> <li>Deer Park employs a full-time therapist through BestPoint, who works</li> </ul>	<p style="text-align: right;">\$2,100</p> <p style="text-align: right;">\$70,000</p>



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	<p>with students of the highest need. These students meet as a class with the therapist. The therapist also provides individual support to students in crisis. This is through a program called H3.</p> <ul style="list-style-type: none"> <li>• In addition to H3, the district supports a full-time therapist through BestPoint at each building to meet with students for mental health needs.</li> <li>• Deer Park will be employing an additional service provider, through BestPoint, one day per week to provide wraparound services for students of high need.</li> <li>• Deer Park engages in the work of Hope Squads in grades 7-12. These students are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate.</li> <li>• Deer Park Schools works in conjunction with BeTheDifference to help provide students with a deeper connection and belonging through increased empathy and acceptance. This program is for students in grades 7-12.</li> </ul>	<p>\$15,000</p> <p>\$3,000</p> <p>\$5,000</p>
<b>2022-2023</b>	<ul style="list-style-type: none"> <li>• The results of the Terrace Metrics assessment will be immediately available to counselors, administrators and therapists. Students in need will have an opportunity to meet with a counselor or therapist in order to get connected with additional resources to provide support.</li> <li>• Deer Park Schools will continue to meet monthly with their mental health partner (BestPoint) in order to determine how to best support students in need.</li> <li>• Deer Park employs a full-time therapist through BestPoint, who works with students of the highest need. These students meet as a class with the therapist. The therapist also provides individual support to students in crisis. This is through a program called H3.</li> <li>• In addition to H3, the district supports a full-time therapist through BestPoint at each building to meet with students for mental health needs.</li> <li>• Deer Park will be employing an additional service provider, through BestPoint, one day per week to provide wraparound services for students of high need.</li> <li>• Deer Park engages in the work of Hope Squads in grades 7-12. These students are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate.</li> <li>• Deer Park Schools works in conjunction with BeTheDifference to help provide students with a deeper connection and belonging through increased empathy and acceptance. This program is for students in grades 7-12.</li> </ul>	<p>\$2,100</p> <p>\$70,000</p> <p>\$15,000</p> <p>\$3,000</p> <p>\$5,000</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.

## ACADEMIC PLANNING

<b>Determining Academic Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <ul style="list-style-type: none"> <li>• Performance on assessments (MAP, ACT)</li> <li>• Grades and credit recovery</li> <li>• District MTSS Process</li> <li>• Gap Analysis for ELA and Math completed by teachers</li> <li>• Prioritized Standards</li> <li>• Supports for IEP student needs</li> </ul>
<b>Filling Academic Gaps</b>	<p>How will <b>academic gaps</b> be <b>filled</b>?</p> <ul style="list-style-type: none"> <li>• Existing MTSS processes and supports</li> <li>• Partnerships (Hamilton County Educational Service Center, Forward Edge, Hamilton County Public Library)</li> <li>• Data-based decision-making (teacher data meetings)</li> <li>• Triage plans for Seniors/Credit Recovery Options for HS</li> <li>• Supports for student IEPs</li> <li>• Student Success Plans</li> <li>• Personalized learning opportunities</li> <li>• Clear instructional plans have been created with prioritized standards</li> <li>• Cross grade-level communication</li> </ul>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for pandemic learning?</p> <ul style="list-style-type: none"> <li>• Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement)</li> <li>• Develop and communicate a plan for promoting students vs. retention</li> <li>• Consider equity of practices, long-term consequences, social/emotional factors</li> </ul>



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<b>Resource Link(s):</b>	<a href="#">What Works Clearinghouse</a> Priority <a href="#">Math</a> , <a href="#">Reading</a> and <a href="#">Writing</a> Standards <a href="#">Determination of Student Educational Needs</a> <a href="#">Exceptional and At-Risk Youth</a> <a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a> <a href="#">Ohio Improvement Process</a>
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<b>SOCIAL &amp; EMOTIONAL NEEDS</b>	
<b>Determining Social Emotional Needs</b>	How will <b>social and emotional needs</b> be <b>determined</b> ? <ul style="list-style-type: none"> <li>● District MTSS Process</li> <li>● Terrace Metrics - SEL Screener for grades 7-12</li> <li>● Partnership with mental health partner, BestPoint</li> </ul>
<b>Addressing Social and Emotional Needs</b>	How will <b>social and emotional needs</b> be <b>addressed</b> ? <ul style="list-style-type: none"> <li>● MTSS processes</li> <li>● Triage plans</li> <li>● Hope Squads (grades 7-12)</li> <li>● Continued partnership with mental health provider, BestPoint</li> </ul>
<b>Resource Link(s):</b>	<a href="#">Panorama Equity Guide to Student Learning Loss</a> <a href="#">CASEL Online SEL Assessment Guide</a> <a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a> <a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject) <a href="#">Ohio's Whole Child Framework</a>



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## PROFESSIONAL LEARNING NEEDS

<b>Professional Learning</b>	What <b>professional development</b> activities will be needed/offered to your school district's teachers and partners to support learning recovery? <ul style="list-style-type: none"><li>• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.</li><li>• Teachers will participate in gap analysis to provide to the teachers in the next grade level.</li><li>• Deer Park Schools will continue to partner with Hamilton County Educational Service Center for Math and ELA coaching/professional learning.</li><li>• Deer Park Schools will consider the social and emotional needs of their teachers to help them address wellness needs for themselves and students recovering from added pandemic stressors?</li></ul>
<b>Resource Link(s):</b>	<a href="#">Professional Learning Supports</a> <a href="#">Mental Health Resources</a>