

June 24, 2021

2021-22 Safe Return to In-Person Instruction and Continuity of Service Plans

The Dayton Regional STEM School plans to return to pre-pandemic practices during the 2021-22 school year. Should health concerns or new guidance from local and state officials arise, a preparedness team will review conditions and mitigation strategies and make necessary revisions. The preparedness team will include administrators, clinic staff, and other staff and community members and work closely in collaboration with the Montgomery County Health Department.

Our goals for the safe reopen for the 2021-22 school year include:

- In-person learning 5 days per week
- No virtual learning option
- Masks are encouraged if not vaccinated, but not required
- Visitors will be permitted into the building
- Return of pre-pandemic school programming, including after-school clubs and activities, in-person events, field trips, STEMMersion, etc.
- All students are eligible for free lunch at school through June 2022
- Other mitigation strategies will move to an enhanced pre-pandemic status, including but not limited to:
 - Physical distancing will be recommended in some settings, but not required
 - Facilities will return to normal layouts, capacities, and operations
 - Handwashing and sanitizing will be encouraged throughout the school day
 - Contact tracing will occur as required based on health department guidance
- Focused support for student academic needs
- Focused support for student/staff social, emotional, and mental health needs

A detailed plan will be provided to families prior to the start of the school year. This plan may be subject to change based on new discovery or changing guidance from officials.

Submitted by:

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Learning Recovery & Extended Learning Plan

District Name:	Dayton Regional STEM School
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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.

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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:	<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
Spring 2021	<p>The Dayton Regional STEM School will use the following to identify academic needs during Spring 2021.</p> <ul style="list-style-type: none"> • Teacher feedback/surveys • Course grades • MAP test results • Attendance data • DCAPS meeting notes • Grade level team meeting notes 	
Summer 2021	<p>The Dayton Regional STEM School will use the following to identify academic needs during Summer 2021.</p> <ul style="list-style-type: none"> • Teacher feedback/surveys • Course final grades • MAP test results • New student assessment data 	

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2021 - 2022	<p>The Dayton Regional STEM School will use the following to identify academic needs during the 2021-2022 school year.</p> <ul style="list-style-type: none"> • Teacher feedback/surveys • Course grades • MAP test results • Attendance data • DCAPS meeting notes • Grade level team meeting notes 	
2022 - 2023	<p>The Dayton Regional STEM School will use the following to identify academic needs during the 2022-2023 school year.</p> <ul style="list-style-type: none"> • Teacher feedback/surveys • Course grades • MAP test results • Attendance data • DCAPS meeting notes • Grade level team meeting notes 	



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: 	Budget

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	<ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they've learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	
Spring 2021	<p>The Dayton Regional STEM School will utilize the following strategies to address academic gaps during Spring 2021.</p> <ul style="list-style-type: none"> • Students identified with academic gaps will be given additional intervention services through Title I (if they qualify), or will be offered individualized tutoring during midday or after school • Teachers will provide differentiated instruction and will tutor students before or after school • Counselors will keep track of students that are falling behind academically and will collaborate with the teacher teams to develop an intervention plan to help students be successful • Bi-weekly grade level meetings will be used to discuss students that are struggling academically, paying particular attention to those that are in a virtual setting 	
Summer 2021	<p>The Dayton Regional STEM School will utilize the following strategies to address academic gaps during Summer 2021.</p> <ul style="list-style-type: none"> • Summer school will be offered onsite at the Dayton Regional STEM School in July of 2021 • The teachers will meet for three days over the summer to review testing and grade data in order to develop strategies to support students who may have academic gaps due to the pandemic • Teachers will make lists of needed resources and will pass these on to the administrative team 	
2021 - 2022	<p>The Dayton Regional STEM School will utilize the following strategies to address academic gaps during the 2021-2022 school year.</p> <ul style="list-style-type: none"> • Class placements will allow teachers to work with students that have similar academic gaps • Counselors and principals will meet frequently to assess the progress of students that had identified academic gaps • MAP testing will be utilized in the fall and spring to provide data on academic gaps and growth toward meeting grade level expectations • Bi-weekly grade level meetings will be used to discuss students that 	

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	are struggling academically	
2022 - 2023	<p>The Dayton Regional STEM School will utilize the following strategies to address academic gaps during the 2022-2023 school year.</p> <ul style="list-style-type: none"> • Class placements will allow teachers to work with students that have similar academic gaps • Counselors and principals will meet frequently to assess the progress of students that had identified academic gaps • MAP testing will be utilized in the fall and spring to provide data on academic gaps and growth toward meeting grade level expectations • Bi-weekly grade level meetings will be used to discuss students that are struggling academically 	

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Approaches to Identify Social & Emotional Needs

Impacted Students: *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)?*

Considerations:

- **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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)

Budget

Spring 2021

The Dayton Regional STEM School will use the following strategies to identify the students that have been most impacted in terms of their social/emotional needs during Spring 2021.

- Interviews and survey through SBIRT
- Counselor and teacher observations
- Parent feedback
- Principal feedback

Summer 2021

The Dayton Regional STEM School will use the following strategies to identify the students that have been most impacted in terms of their social/emotional needs during Summer 2021.

- Counselor and teacher reflections
- Parent feedback
- Principal reflections
- Family surveys

2021 - 2022

The Dayton Regional STEM School will use the following strategies to identify the students that have been most impacted in terms of their social/emotional needs during the 2021-2022 school year.

- The plans will include measures to be taken to address social emotional learning gaps, particularly for those that have been learning in an online environment since March of 2020
- Counselor and teacher reflections
- Parent feedback
- Principal reflections

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	<ul style="list-style-type: none"> • Family surveys • Student surveys 	
<p>2022 - 2023</p>	<p>The Dayton Regional STEM School will use the following strategies to identify the students that have been most impacted in terms of their social/emotional needs during the 2022-2023 school year.</p> <ul style="list-style-type: none"> • Counselor and teacher reflections • Parent feedback • Principal reflections • Family surveys • Student surveys 	

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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>
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Considerations:

Budget

- **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.)

Spring 2021

The Dayton Regional STEM School will use the following approaches to address the SEL needs of our students in Spring 2021.

- We will partner with ADAMHS, Samaritan Behavioral Health, South Community and the Montgomery County ESC to provide supportive mental health services to our students and families
- We will hold weekly meetings to discuss mental health issues
- We will survey our student body to screen for mental health challenges
- We will provide professional development to our staff on SEL strategies

Summer 2021

The Dayton Regional STEM School will use the following approaches to address the SEL needs of our students in Summer 2021.

- The DRSS teachers will meet for three days to discuss SEL issues and how they will be addressed in the classroom
- The administrative team will meet with local partners to make plans to support the SEL needs of the students during the 2021-2022 school year

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<p>2021-2022</p>	<p>The Dayton Regional STEM School will use the following approaches to address the SEL needs of our students during the 2021-2022 school year.</p> <ul style="list-style-type: none"> • We will hire an additional middle school counselor • We will partner with ADAMHS, Samaritan Behavioral Health, South Community and the Montgomery County ESC to provide supportive mental health services to our students and families • We will hold weekly meetings to discuss mental health issues • We will survey our student body to screen for mental health challenges • We will survey our parents to screen for mental health challenges • The counselors will conduct a needs assessment to identify target areas for services • We will provide PD on Trauma Informed classrooms 	
<p>2022-2023</p>	<p>The Dayton Regional STEM School will use the following approaches to address the SEL needs of our students during the 2022-2023 school year.</p> <ul style="list-style-type: none"> • We will partner with ADAMHS, Samaritan Behavioral Health, South Community and the Montgomery County ESC to provide supportive mental health services to our students and families • We will hold weekly meetings to discuss mental health issues • We will survey our student body to screen for mental health challenges • We will survey our parents to screen for mental health challenges • The counselors will conduct a needs assessment to identify target areas for services • We will provide PD on SEL topics 	

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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

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<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, intervention programs) 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 programs, 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 ● 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

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	<ul style="list-style-type: none"> • 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 t
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 Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process</p>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<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?
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Addressing Social and Emotional Needs	<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.)
Resource Link(s):	<p>Panorama Equity Guide to Student Learning Loss</p> <p>CASEL Online SEL Assessment Guide</p> <p>Ohio's K-12 Social & Emotional Learning Standards</p> <p>INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject)</p> <p>Ohio's Whole Child Framework</p>

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PROFESSIONAL LEARNING NEEDS	
Professional Learning	<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)
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support