



# Learning Recovery & Extended Learning Plan

District Name:	Austintown Local School District
District Address:	700 S. Raccoon Road, Youngstown, OH 44515
District Contact:	David Cappuzzello, Superintendent
District IRN:	048298
Board Adoption Date:	03/18/21

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)

<b>Identifying Academic Needs</b>	
<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>Spring 2021</b>	Austintown Local School's District Leadership Team reviewed 2020-21 fall and winter diagnostic scores, standards-based and traditional report card marks, attendance data, and individual classroom data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be invited to participate in spring intervention programs.
<b>Summer 2021</b>	Austintown Local School's Building Leadership Team will review 2020-21 fall, winter, and spring diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, and spring intervention program data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be invited to participate in one of the 2021 summer programs. Transportation will be provided.
<b>2021 - 2022</b>	Austintown Local School's District Leadership Team will review 2020-21 diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, spring intervention program data, and summer school data in addition to fall 2021 diagnostic data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be invited to participate in 2021-2022 co- and extracurricular gap closing and intervention programs. Transportation will be provided.
<b>2022 - 2023</b>	Austintown Local School's District Leadership Team will review 2020-2021 and 2021-22 diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, 2021-2022 intervention program data, and summer school data in addition to fall 2022 diagnostic data to identify which students have gaps in learning progress. These students will be invited to participate in 2022-23 co- and extracurricular intervention and enrichment programs. Transportation will be provided.

## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>Spring 2021</b>	<p>To fill the learning needs identified by the District Leadership Team, Austintown Local School will implement an after-school reading program in grades K-2, an after-school reading and math program in grades 3-5, and an after-school reading, math, science, and social studies program. Students in grades 9-12 who have the most learning loss because of the pandemic, and who are credit deficient, will participate in an accelerated program during the school day. Remote students in the e-Learning program will participate in additional face-to-face tutoring. The aforementioned programs align with the Austintown Local School District OIP, CCIP, RIP, and Remote Learning Plan.</p>
<b>Summer 2021</b>	<p>To fill the learning needs identified by the Building Leadership Teams, Austintown Local School will implement a variety of summer programs to help students meet grade level standards, recover credits, and close gaps. These programs will be listed on the district website and identified populations who had the most learning loss because of the pandemic will be invited to attend. The aforementioned programs align with the Austintown Local School District OIP, CCIP, and RIP.</p>
<b>2021 - 2022</b>	<p>To fill the learning needs identified by the District Leadership Team, Austintown Local School will implement a comprehensive Tier I reading curriculum in grades K-5 and a gap closing curriculum in grades K-12. Austintown Local Schools will also offer after-school programs in reading and math. The aforementioned programs align with the Austintown Local School District OIP, CCIP, and RIP.</p>
<b>2022 - 2023</b>	<p>Austintown Local School will continue to implement a comprehensive Tier I reading curriculum in grades K-5 and a gap closing curriculum in grades K-12. Austintown Local Schools will also continue to offer after-school programs in reading and math. The aforementioned programs align with the Austintown Local School District OIP, CCIP, and RIP.</p>

## 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>Spring 2021</b>	<p>Austintown Local Schools Administrative and Counselor Teams reviewed office referrals, counseling referrals, truancy reports, DLT survey results, and staff recommendations to identify which students have been most impacted by the pandemic in terms of their social/emotional needs. Programs will be specific and tailored to the students identified.</p> <p>The Austintown Local School District will partner with local ESCs, including The Mahoning County Educational Service Center, and area organizations such as The Mahoning Valley Regional Council of Governments, and The Department of Youth Services to offer social and emotional support to students. All programs will align with the Austintown Local School District OIP, CCIP and Wellness plans.</p>
<b>Summer 2021</b>	<p>Austintown Local Schools Administrative and Counselor Teams reviewed office referrals, counseling referrals, truancy reports, and staff recommendations to identify which students have been most impacted by the pandemic in terms of their social/emotional needs. Programs will be specific and tailored to the students identified.</p> <p>The Austintown Local School District will partner with local ESCs, including The Mahoning County Educational Service Center, and area organizations such as The Mahoning Valley Regional Council of Governments, and The Department of Youth Services to offer social and emotional support to students. All programs will align with the Austintown Local School District OIP, CCIP and Wellness plans.</p>
<b>2021 - 2022</b>	<p>Austintown Local Schools Administrative and Counselor Teams reviewed office referrals, counseling referrals, truancy reports, and staff recommendations to identify which students have been most impacted by the pandemic in terms of their social/emotional needs.</p> <p>The Austintown Local School District will partner with local ESCs, including The Mahoning County Educational Service Center, and area organizations such as The Mahoning Valley Regional Council of Governments, and The Department of Youth Services to offer social and emotional support to students. All programs will align with the Austintown Local School District OIP, CCIP and Wellness plans.</p>
<b>2022 - 2023</b>	<p>The Austintown Local School District will partner with local ESCs, including The Mahoning County Educational Service Center, and area organizations such as The Mahoning Valley Regional Council of Governments, and The Department of Youth Services to offer social and emotional support to students. All programs will align with the Austintown Local School District OIP, CCIP and Wellness plans.</p> <p>The Austintown Local School District will partner with local ESCs, including The Mahoning County Educational Service Center, and area organizations such as The Mahoning Valley Regional Council of Governments, and The Department of Youth Services to offer social and emotional support to students. All programs will align with the Austintown Local School District OIP, CCIP and Wellness plans.</p>

## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>
<b>Spring 2021</b>	To support the social and emotional needs identified by the District Leadership Team, Austintown Local School will hire attendance counselors to assist building administrators and guidance counselors in identifying students who were most impacted by the pandemic in terms of their social/emotional needs. These students will be invited to participate in programs such as the Botvin LifeSkills curriculum.
<b>Summer 2021</b>	To support the social and emotional needs identified by the District Leadership Team, Austintown Local School will hire medical assistant(s), school counselor(s) and physical education, health, and fitness staff to work with students as part of the summer programs.
<b>2021-2022</b>	To support the social and emotional needs identified by the District Leadership Team, Austintown Local School will implement the Botvin LifeSkills curriculum in grade 9.
<b>2022-2023</b>	To support the social and emotional needs identified by the District Leadership Team, Austintown Local School will implement the PAX curriculum in grades K-2.

## Budget

Description	Estimated Budget
Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth.	\$300,000
Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA.	\$600,000
Plan and implement summer learning and supplemental after school activities	\$350,000
Addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.	\$500,000
Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.	\$800,000
Mental Health Services	\$250,000