

Learning Recovery & Extended Learning Plan

District Name:	Wayne Trace Local Schools
District Address:	4915 US 127 Haviland, Ohio 45851
District Contact:	Benjamin A. Winans, Superintendent
District IRN:	049031

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.”

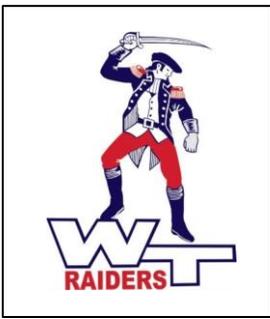
Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day 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.



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Identifying Academic Needs

Impacted Students:

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)?

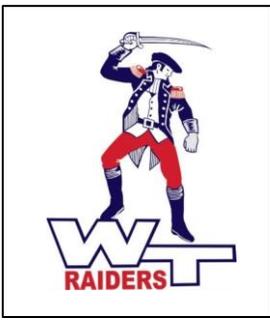
Wayne Trace Local will use multiple data points to identify academic needs. We conducted in-person education for the 2020-2021 school year, and will examine diagnostic screener and benchmark data, grades/teacher observations, multi-tiered systems of support (incorporating attendance, social emotional, and behavioral concerns) and Ohio state testing results where available. Based on this cross-section of data points, identification of academic gaps will be prioritized with a plan then created to address them.

Approaches to Address Academic Gap Filling

Wayne Trace Local Schools may utilize the following extended learning opportunities: summer programs, before/after school intervention, tutoring, increased staffing and remote learning options. Summer programs will focus on online learning/credit recovery for current 7th thru 12th grade students. The 21st Century program will conduct their summer camp for elementary level students. English learners programming through the Putnam County ESC program.

Approaches & Removing/Overcoming Barriers

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.)?



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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)?

Wayne Trace Local Schools will continue to utilize a multi-tiered system to identify students who have been most impacted by the pandemic. This will include but not be limited to staff observations of students, school based data (grades, behavior, attendance), counselor referrals, and partnerships with local outside agencies who can assist in identification of social and emotional needs.

Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers

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.)?

Wayne Trace Local Schools will look to provide several different approaches to address social and emotional needs identified in our students. Steps will include but not be limited to: staff interventions, school counselor interventions, local supporting agency interventions and referrals as needed. Our staff will work very closely with our parents and community to meet the social and emotional needs of our students.