

Learning Recovery & Extended Learning Plan

District Name:	Autism Model School
District Address:	3020 Tremainsville Rd., Toledo, OH 43613
District Contact:	Mary Walters
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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>	
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>Individual learning needs will be assessed through the utilization of a variety of strategies that may include- but not be limited to the following:</p> <ul style="list-style-type: none"> • Administration of state-of-the-art standardized measures of academic achievement (independent of State-mandated assessments) to evaluate the level and range of current educational achievement • Administration of curriculum-based placement tests to ensure that students receive instruction in each academic subject that is tailored to their precise learning needs • Ongoing use and analysis of curriculum-based pre and post-test measures to assess and monitor student learning in each academic subject as they progress through course content <p>Autism Model School will partner with NWEA to examine the viability of updating the school's academic achievement assessments to improve the school's ability to rapidly identify student achievement in all academic areas, rapidly report achievement to parents/families, and quickly identify particular areas of academic need on an individual student level as well as a district-wide level. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency.</p>	Estimate \$3000 to update the school's current academic achievement assessments.
Summer 2021	Autism Model School will implement the Board-Approved School Calendar during the months of June, July, and August. This calendar ensures that all students who attend the school will have continual access to in-person instruction during the summer months at a similar level of intensity and duration as during the fall, winter, and spring. Ongoing assessment of	Estimate \$2000 for the provision of professional development activities related to

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	<p>academic needs will occur as outlined above throughout this time.</p> <p>Autism Model School will continue to provide intensive special education services and monitor student needs on an ongoing basis utilizing the strategies outlined above throughout the summer. Individual student needs will be identified and addressed within each student's Individualized Education Plan (IEP). It should be noted that 100% of the students who attend Autism Model School receive special education services outlined within an IEP. Additionally, each student will continue to have an Individualized Remote Learning Plan (developed in collaboration with each students parents/guardians) outlining the instructional supports that are needed to support the success of remote instruction during any/all instances in which it may be necessary for students to learn remotely.</p> <p>Professional development will be provided to teachers to support implementation and use of updated academic achievement assessments with the support of NWEA.</p>	the NWEA MAP Assessment.
2021 - 2022	<p>During the 2021-2022 school year, Autism Model School will re-administer evaluations and assessments as outlined above to continue to monitor and address student academic needs on a highly individualized basis.</p> <p>PD in new assessment will be provided as needed.</p> <p>Autism Model School will also implement a year-round instructional calendar that will include 34% more instructional hours than required for Community Schools in the Ohio Revised Code.</p>	\$1000 to provide PD refreshers related to the NWEA MAP Assessment.
2022 - 2023	<p>During the 2022-2023 school year, Autism Model School will re-administer evaluations and assessments as outlined above to continue to monitor and address student needs on a highly individualized basis.</p> <p>PD in new assessment will be provided as needed.</p> <p>Autism Model School will also implement a year-round instructional calendar that will include 34% more instructional hours than required for Community Schools in the Ohio Revised Code</p>	\$1000 to provide PD refreshers related to the NWEA MAP Assessment.

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Approaches to Address Academic Gap Filling

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.)?
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>Individual learning needs will be addressed on an ongoing basis utilizing a variety of strategies that may include- but not be limited to the following:</p> <ul style="list-style-type: none"> • Administration and analysis of standardized measures of academic achievement will be used to evaluate the level and range of current educational achievement within the school and monitor student progress within the curriculum. • Administration and analysis of curriculum-based placement tests will ensure that students receive instruction in each academic subject at an instructional level that is tailored to their precise learning needs. • Pre and post-test measures on curriculum-based assessments will be analyzed on an ongoing basis for each student in each academic subject. • Students who are progressing quickly will be regrouped to instructional groupings that are moving at a more rapid pace. • Students who require additional time/support will be regrouped to instructional groupings that will allow for additional time/support. • Autism Model School will continue to implement an academic curriculum that focuses on "teaching to mastery" vs. delivering instructional content based on a "time-based" schedule. This ensures that students won't be left behind without true mastery of content. <p>No additional changes to budget are anticipated.</p>

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Summer 2021	<p>Autism Model School will implement the Board-Approved School Calendar during the months of June, July, and August to ensure continuity of instruction and an opportunity for students to continue learning throughout the summer. This calendar ensures that all students who attend Autism Model School will have access to in-person instruction throughout the summer months.</p> <p>Autism Model School will continue to provide intensive special education services and monitor student needs on an ongoing basis utilizing the data collection strategies outlined above. Individual student needs will be identified and addressed within each student's Individualized Education Plan (IEP). It should be noted that 100% of the students who attend Autism Model School receive special education services outlined within an IEP. Additionally, each student will continue to have an Individualized Remote Learning Plan outlining the instructional supports to be implemented during any/all instances in which a student receives instruction remotely.</p>	No additional changes to school budget are anticipated.
2021 - 2022	<p>During the 2021-2022 school year, Autism Model School will deliver academic instruction utilizing all of the strategies outlined above while continuously monitoring and addressing student needs on a rigorous and highly individualized basis.</p> <p>Autism Model School will continue to implement a year-round instructional calendar that will include 34% more instructional hours than required for Community Schools in the Ohio Revised Code.</p>	No additional changes to school budget are anticipated.
2022 - 2023	<p>During the 2021-2022 school year, Autism Model School will deliver academic instruction utilizing all of the strategies outlined above while continuously monitoring and addressing student needs on a rigorous and highly individualized basis.</p> <p>Autism Model School will continue to implement a year-round instructional calendar that will include 34% more instructional hours than required for Community Schools in the Ohio Revised Code.</p>	No additional changes to school budget are anticipated.

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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>
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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
Spring 2021	<ul style="list-style-type: none"> • Autism Model School teachers and support staff will utilize various direct-observation assessments/checklists and interview forms to assess individual student social/emotional needs. Intervention specialists will meet regularly with parents as well as students with a focus on the social/emotional learning needs of each child. • Ongoing data collection will occur with a focus on assessing various needs related to communication skills, independence with daily living skills, and career readiness/vocational skills that may impact or support the development of social/emotional health. • Autism Model School will partner with FTF Behavioral Consulting out of Massachusetts in the Spring of 2021 to provide extensive professional development to intervention specialists and administrative support staff. Training will focus on implementation of the Practical Functional Assessment and Skills-Based Treatment model for assessing and teaching skills aligned with Ohio's Social/Emotional Learning standards to students who are most profoundly affected by autism. • Autism Model School will partner with the Educational Service Center of Lake Erie West for additional professional development in understanding Ohio's Social/Emotional learning Standards.
Summer 2021	<ul style="list-style-type: none"> • Autism Model School will implement the Board-Approved School Calendar during the months of June, July, and August to ensure continuity of instruction for all students and an opportunity for ongoing assessment of social/emotional learning needs throughout the summer months. • Autism Model School teachers and support staff will implement elements of the Practical Functional Assessment and Skill-Based Treatment model in support of the assessment and development of social/emotional skills. • Ongoing evaluation of communication skills, independence with daily

Between \$3,000-\$4,000 allocated to professional development with FTF Behavioral Consulting.

No changes to the Autism Model School budget are anticipated.

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	<p>living skills, and career readiness/vocational skills that may impact or support the development of social/emotional health will continue throughout the summer.</p> <ul style="list-style-type: none"> Autism Model School will partner with the Crisis Prevention Institute to ensure that all staff participate in professional development focused on crisis intervention and social/emotional support strategies. 	
2021 - 2022	<ul style="list-style-type: none"> During the 2021-2022 school year, Autism Model School will continue its implementation of a year-round instructional calendar that includes 34% more instructional hours than required for Community Schools in the Ohio Revised Code. The longest period of time that students will be without instruction will be 3 weeks in the month of August while Autism Model School staff engage in a variety of professional development activities to prepare for the fall. Autism Model School will conduct an ongoing evaluation of professional development needs to ensure that teachers, administration, and support staff have the skills needed to support social/emotional learning needs of all students. All strategies outlined in Spring/Summer of 2021 will continue. 	No additional changes to school budget are anticipated.
2022 - 2023	<ul style="list-style-type: none"> During the 2022-2023 school year, Autism Model School will continue its implementation of a year-round instructional calendar that includes 34% more instructional hours than required for Community Schools in the Ohio Revised Code. The longest period of time that students will be without instruction will be 3 weeks in the month of August while all school employees engage in a variety of professional development activities to prepare for the fall. Autism Model School will conduct an ongoing evaluation of professional development needs to ensure that teachers, administration, and support staff have the skills needed to conduct an ongoing evaluation of social/emotional learning needs. All strategies outlined in 2021-2022 will continue. 	No additional changes to school budget are anticipated.

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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: <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.) 	Budget
Spring 2021	<div> <div> <ul style="list-style-type: none"> • Autism Model School's grant-funded afterschool program, in partnership with SuperSchades Foundation, will continue for eligible students in grades 9-12 to support enrichment and social/emotional growth for up to 3 hours each day after school. • Intervention specialists will meet regularly with parents, as well as students, focusing on the social/emotional learning needs of each child. • Autism Model School will continue to implement a system of Positive Behavioral Supports with explicit focus on handling conflict, maintaining a positive attitude, using appropriate language, being responsible, and being respectful of all. • Autism Model School staff will implement strategies learned in the professional development opportunities completed in partnership with the Crisis Prevention Institute. • Upon completion of PD activities, and as indicated via ongoing assessments, Autism Model School Teachers will begin implementation of the Practical Functional Assessment and Skills-Based Treatment model as a Tier 3 intervention to support social/emotional health. </div> <div>No budget changes needed.</div> </div>
Summer 2021	<div> <div> <ul style="list-style-type: none"> • Autism Model School will implement the Board-Approved School Calendar during the months of June, July, and August to ensure continuity of instruction for all students and an opportunity for ongoing assessment and instruction related to social/emotional learning needs throughout the summer months. • Autism Model School's grant-funded afterschool program, in partnership with SuperSchades Foundation, will continue for eligible students in grades 9-12 to support enrichment and social/emotional </div> <div>No budget changes needed.</div> </div>

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	<p>growth for up to 3 hours each day after school.</p> <ul style="list-style-type: none"> • All strategies outlined for Spring of 2021 will continue throughout the summer. 	
2021-2022	<ul style="list-style-type: none"> • During the 2021-2022 school year, Autism Model School will continue its implementation of a year-round instructional calendar that includes 34% more instructional hours than required for Community Schools in the Ohio Revised Code. The longest period of time that students will be without instruction will be 3 weeks in the month of August while Autism Model School staff engage in a variety of professional development activities to prepare for the fall. • Autism Model School's grant-funded afterschool program, in partnership with SuperShades Foundation, will continue for eligible students in grades 9-12 to support enrichment and social/emotional growth for up to 3 hours each day after school. • All strategies outlined for Spring and Summer of 2021 will continue. • Updates/refreshers to PD activities will be provided as needed. 	No additional changes to school budget are anticipated.
2022-2023	<ul style="list-style-type: none"> • During the 2022-2023 school year, Autism Model School will continue its implementation of a year-round instructional calendar that includes 34% more instructional hours than required for Community Schools in the Ohio Revised Code. The longest period of time that students will be without instruction will be 3 weeks in the month of August while Autism Model School staff engage in a variety of professional development activities to prepare for the fall. • Autism Model School's grant-funded afterschool program, in partnership with SuperShades Foundation, will continue for eligible students in grades 9-12 to support enrichment and social/emotional growth for up to 3 hours each day after school. • All strategies outlined for 2021-2022 school year will continue. • Updates/refreshers to PD activities will be provided as needed. • Autism Model School will explore possible deployment of e-learning software developed through a School Improvement Grant for use in family homes to support independence and build self-confidence in various daily living and work-related activities. 	No additional changes to school budget are anticipated.

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PLANNING SUPPORT DOCUMENT

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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, ACTs, etc.); (Districts will not have statewide tests after the end of the school year and may need to use other tools to identify gaps.) • How will districts determine impacted/vulnerable students? • How will districts/schools combat barriers to learning? • What opportunities were missed due to the pandemic? Can any of these opportunities be made up over the summer or next school year? (Districts are encouraged to address this question through an equity lens for students with Disabilities, English Language Learners, etc.) • Access to key opportunities (e.g., advanced courses, higher education, interventions, etc.) may be limited during the pandemic. • Attainment (e.g., high school diploma, college enrollment, etc.) • What essential elements of determining instructional needs are already in place? • District MTSS Process and Universal Screening • Use of/Alignment with the OIP/BLT/TBT • What do students need to know? How do we assess it? How do we intervene for those students who are struggling? How do we extend other opportunities for those who have learned it? • Gap Analysis for ELA, Math, Science, and Social Studies • Prioritize Literacy and Math • Prioritized Standards • Supports for IEPs/Compensatory Services (WEP) adjustments, etc. • Rising Kindergarteners (These students have spent a portion of their life in a pandemic environment and may have challenges they have as they enter Kindergarten in Fall)
<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, afterschool organizations, pre-school providers, etc.) • MTSS processes • Effective district-wide/school-wide leadership to address achievement gaps • Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? • Will measurable objectives be required? Can there be supplemental offerings that the parent/guardian can ensure their student participate in and benefit from? • What happens with students who do become seniors? • Triage plans for Seniors/Credit Recovery Courses • Supports for IEPs/Compensatory Services

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	<p>(WEP) adjustments, etc.</p> <ul style="list-style-type: none"> • Student Success Plans • Personalized learning opportunities • Clear instructional plans have been created • Clear instructional plans have been communicated to teachers and other stakeholders • Cross grade-level communication • Coordination with relevant partners to support learning recovery - ESCs, tutors, etc. • Who, When, How... Cohorts, Family PODs • How do we ensure at-risk students are taking advantage of opportunities? • How can disengaged students be reengaged? • How can ESC Family and Community Partners support this work with vulnerable student population? • What steps will be taken to remove/overcome barriers associated with the "Gap Filling Approach" (e.g., tutoring, no data to track/identify specific student concerns to support approaches, etc.)?
Determine Competency	<p>What method(s) will be used to determine pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining student competency (grading and assessments, grade-level adjustments) • Develop and communicate a plan for promoting student engagement • Consider equity of practices, long-term communication, 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 Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process</p>

SOCIAL & EMOTIONAL NEEDS

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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?
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