

Learning Recovery & Extended Learning Plan AND American Rescue Plan

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| District Name: | Constellation Schools: Eastside Arts Academy |
| District Address: | 6700 Lansing Ave., Cleveland, OH 44105 |
| District Contact: | Christine Garten, garten.christine@constellationschools.com |
| District IRN: | 012671 |

Learning Recovery & Extended Learning Plan:

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.”

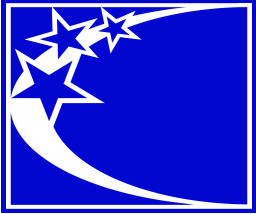
Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day 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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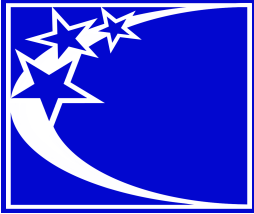
This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

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

Identifying Academic Needs

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| 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 | <ul style="list-style-type: none"> • NWEA Map Data analysis paying attention to Recovery and Goal Setting Data File • Team based review of student data (attendance, engagement, performance, response to interventions) • TBT will meet to complete a Vertical alignment using Ohio's priority standards to determine instruction for next year • Professional Development Survey to teachers identifying areas of need for the next school year • Complete Needs Assessment in CCIP • IEP Extended School Year services are determined by teams and offered to address recoupment of skills | TIIA and/or ESSER funds funds will be used for Professional Development |
| Summer 2021 | <ul style="list-style-type: none"> • Create a transitional plan for the fall using data to drive decisions using NWEA Map, teacher input, and evidenced based strategies listed in the Needs Assessment • Plan using data from spring Professional Development Survey • Partner with local ESC and sponsor for Professional Development needs • Extended School Year services for students with disabilities are offered | ESSER funds will be used to support the ESY program |

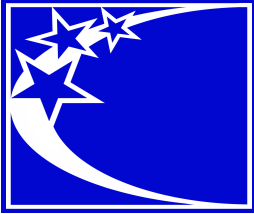


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| 2021 - 2022 | <ul style="list-style-type: none"> • BLT will work to implement strategies identified in the needs assessment • BLT will also look at fall, winter and spring NWEA Map data to determine student progress • TBT will meet regularly to discuss student progress and area of need • Students who are not showing progress will be considered for Title I services • Teachers will work with individual students to be sure that they are receiving instruction at their academic level • IEP Extended School Year services are determined by teams and offered to address recoupment of skills | |
| 2022 - 2023 | <ul style="list-style-type: none"> • Summer 2022 plan will be revisited and adjusted accordingly • OST data analysis to determine gaps in learning • IEP Extended School Year services are determined by teams and offered to address recoupment of skills | TI or ESSER funds will be used for ESY |

Approaches to Address Academic Gap Filling

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| 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> | |
| 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 we extend other opportunities for those who have learned it? | Budget | |
| Spring 2021 | <ul style="list-style-type: none"> • TBT will meet to complete a Vertical alignment using Ohio's priority standards to determine instruction for next year • Teachers will create classroom based assessments to assess learning gaps and provide instruction accordingly • Identified students will continue receiving supports through the Response to Intervention process • If students are not making progress with IEP goals, the IEP team determines student needs and amends the IEP to reflect the updated | |

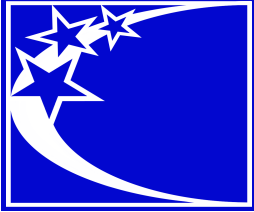


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| | needs | |
| Summer 2021 | <ul style="list-style-type: none"> • Summer school • IEP Extended School Year services are offered | Title I and/or ESSER funds will be used for ESY |
| 2021 - 2022 | <ul style="list-style-type: none"> • Increased number of student hours • After school tutoring • Title I program • Teachers will participate in data analysis professional development to determine areas of need and strength (data analysis will be on NWEA tests and OST tests once results have been released) • Teachers will be provided with professional development to engage disengaged students • Teachers will be provided with professional development to give strategies on how to address learning loss • If students are not making progress with IEP goals, the IEP team determines student needs and amends the IEP to reflect the updated needs | Title I and/or ESSER funds will be used for increased hours, tutoring, TI program |
| 2022 - 2023 | <ul style="list-style-type: none"> • Summer 2022 plan will be revisited and adjusted accordingly • OST data analysis to determine gaps in learning • If students are not making progress with IEP goals, the IEP team determines student needs and amends the IEP to reflect the updated needs | |

Approaches to Identify Social & Emotional Needs

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| 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: | | Budget |
| | <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> | |
| Spring 2021 | <ul style="list-style-type: none"> • Needs assessment will be completed by students and teachers • Referrals for mental health support to Community Agencies | Student Wellness & Success funds as needed |
| Summer 2021 | <ul style="list-style-type: none"> • Mental Health Counselors from Community Agencies will continue to support students and families throughout the summer. | Student Wellness & Success funds as needed |
| 2021 - 2022 | <ul style="list-style-type: none"> • PBIS Team will review student behavioral data • Needs Assessment will be completed by students and teachers | |

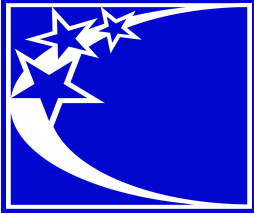


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| | <ul style="list-style-type: none"> Mental Health Counselors from Community Agencies will continue to support students and families through individualized services and supports. | |
| 2022 - 2023 | <ul style="list-style-type: none"> PBIS Team will review student behavioral data Needs Assessment will be completed by students and teachers Mental Health Counselors from Community Agencies will continue to support students and families through individualized services and supports. | |

Approaches to Address Social and Emotional Need

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| 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 | <ul style="list-style-type: none"> Professional Development survey sent to teachers to determine needed professional development in the area of SEL PBIS Program will be implemented building-wide School Counselors will implement the Comprehensive School Counseling Program, including Tier 1 classroom guidance, Tier 2 small group and Tier 3 individual counseling services as needed. Potential programs will be evaluated for use to support student mental health for students in grades K-12 | Student Wellness & Success funds as needed |
| Summer 2021 | <ul style="list-style-type: none"> Mental Health Counselors from Community Agencies will continue to support students and families throughout the summer. | Student Wellness & Success funds as needed |
| 2021-2022 | <ul style="list-style-type: none"> Building leaders and Principals will receive professional development to address social and emotional needs of students School Counselors will receive training to implement any potential programs/curriculum chosen by the district School Counselors will implement the Comprehensive School Counseling Program, including Tier 1 classroom guidance, Tier 2 small group and Tier 3 individual counseling services as needed. | Student Wellness & Success funds as needed |



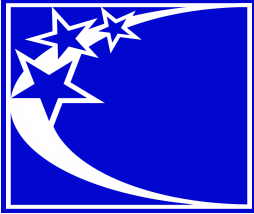
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| 2022-2023 | <ul style="list-style-type: none">• Building leaders and Principals will receive professional development to address social and emotional needs of students• School Counselors will receive training to implement any potential programs/curriculum chosen by the district• School Counselors will implement the Comprehensive School Counseling Program, including Tier 1 classroom guidance, Tier 2 small group and Tier 3 individual counseling services as needed. | TIIA funds |
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PLANNING SUPPORT DOCUMENT

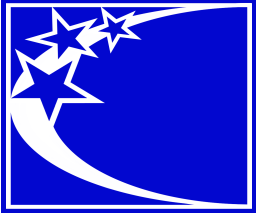
As stated by ODE, this is not a one-size-fits-all exercise. Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners. The template above has been designed to be as adaptable as possible 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 statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.) ● 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 opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.) ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been 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 know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other 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 environment. 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 providers, 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 parent/guardian may choose to 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 ● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. |

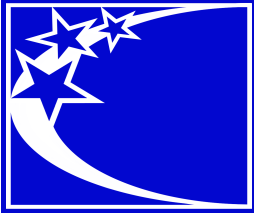


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| | <ul style="list-style-type: none"> • Who, When, How...Cohorts, Family PODs, Layout, and Delivery • How do we ensure at-risk students are taking advantage of the opportunities? • How can disengaged students be reengaged? • How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? • 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.)? |
| 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, grade-level advancement) • 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

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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? |
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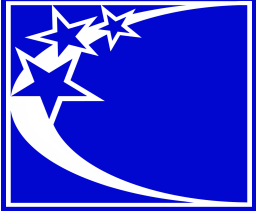


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| <p>Addressing Social and Emotional Needs</p> | <p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • MTSS processes • Alignment to existing Wellness Plans • Alignment 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.) |
| <p>Resource Link(s):</p> | <p>Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework</p> |

PROFESSIONAL LEARNING NEEDS

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| <p>Professional Learning</p> | <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) |
| <p>Resource Link(s):</p> | <p>Professional Learning Supports Mental Health Resources ESC Customized Support</p> |



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American Rescue Plan (additional requirements):

Per most recent CDC (Centers for Disease Control and Prevention) guidance

Physical Distancing

All students will be back learning in the brick and mortar school building.

Daily Symptom Assessment - School Employees

School employees will be asked to self-assess using a symptom checklist provided to them and will include temperature checks at home. Employees who feel sick cannot report to work, and must contact their supervisor immediately for guidance.

Daily Symptom Assessment - Students and Families

Families will assess their students' symptoms each day using a checklist provided to them prior to coming to school. Students who do not meet the checklist criteria cannot attend school and parents should call them off of school indicating that they do not meet the checklist criteria. Families must call the school in order for the student to receive an excused absence from school.

Student Health

Students are expected to have temperature taken at home prior to school. Students with a temperature of 100 degrees or higher should not come to school. Students who become ill at school will follow building guidelines.

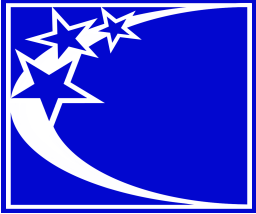
Masks

Please see the school's [Face Mask/Coverings policy](#) for more information and potential exemptions.

STAFF

Staff will be required to wear masks at all times unless they are alone in their classrooms. Staff must have a mask with them at all times. Staff may wear their own mask, or one will be provided.

Face shields will not be permitted in place of a mask. They may, however, be allowed under very special circumstances with permission from administration for use by certain staff members due to their requirement to serve students and only during limited times. They will be made available as an additional safety measure, wearing them with a mask, for employees who express an interest.



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STUDENTS

Students must bring their own masks/coverings. Face masks/coverings shall be school appropriate. Students will wear a face mask/covering unless they have provided medical documentation and have received written approval of the request from the Principal. Approval will be decided on an individual basis. In some circumstances the student may be asked to wear a face shield as an alternative.

Under no circumstance are students permitted to share, borrow or switch face masks/coverings with other students, including family members.

Students who receive transportation services from their home district must adhere to their district's policy and guidelines.

Students and/or staff who violate school policy shall be subject to disciplinary action in accordance with the applicable Student Code of Conduct/Student discipline code, staff handbook and in accordance with policies of the School.

Grade Level Classrooms

The school will try when possible to maintain 3-foot social distancing among students, staff and volunteers. Students will not face each other in seating arrangements. Student transitions will be limited while in school. The teachers will be transitioning from room to room when possible. Students will not be permitted to gather in common areas of the classroom for instruction. There will be no shared supplies among students.

Restrooms

Restrooms will be disinfected regularly during the school day. Students will be taken to the restrooms in classroom groups at designated times. Social distancing guidelines should be maintained while in the restroom. Staff and students will be required to follow hand washing guidelines. Proper handwashing guidelines are displayed in all restrooms. Emergency restroom needs will be accommodated by the school.

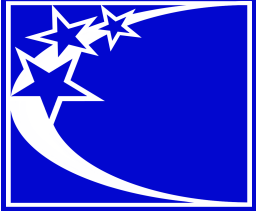
Hand Washing Guidelines

Hand washing guidelines are posted throughout the school and in all restrooms.

Hand washing will be encouraged throughout the school day. If washing hands is not possible, hand sanitizer may be used for the following:

- Arriving and leaving school
- Arriving and leaving home
- After close contacts with students and staff
- After using shared surfaces
- Before and after eating, preparing, and distributing food or beverages
- Before and after using restrooms
- After blowing nose, coughing, sneezing, and touching face

Hand Sanitizing dispensers are accessible throughout the facility in high traffic areas and in classrooms for point of use options.



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Sanitation

- All classroom surfaces are completely treated and sanitized daily using certified disinfectants.
- All frequently touched surfaces, such as door handles, faucets, etc. are sanitized regularly throughout the day.
- Disinfectant wipes have been provided to all classrooms to allow for as needed disinfection to hard surfaces.

Hallways/Stairwells

Stairwells will be designated as either “Up” or “Down” to avoid students or staff passing each other at close distance. Physical hall passes will not be distributed to students.

Lockers and Storage

Families will allow their child to bring only essential items to and from school. Lockers, cubbies and coat hooks will not be used. Student belongings will be left at their desk location.

Attendance

Parents are required to contact the school to report their student's absence. If a student shows symptoms from the COVID-19 checklist on any given day, students are to remain home. Parents should call the school and report their student's symptoms. Students who have suspected or confirmed COVID-19 cannot return to school until they meet CDC criteria for return to school.

Parents should email the COVID-19 Coordinator to report any suspected or confirmed cases of COVID-19. COVIDcoordinator@constellationschools.com

State and District Assessments

All students will be expected to participate in their assigned Ohio State Assessments, End of Course Exams, and NWEA Assessments in the Fall, Winter and Spring. Ohio guidelines require that all students take required Ohio State Assessments and End-of-Course exams in person at the school.

Notice: *The LEA and Governing Board will review this plan no less frequently than every six months for the duration of the ARP ESSER grant period and revise the plan as appropriate.*