

District Name:	Highland Local Schools
District Address:	6506 ST RT 229, Marengo, Ohio 43334
District Contacts:	Nate Huffman, Superintendent Amber Clay-Mowry, Director of Academics Shawn Winkelfoos, Elementary Principal Matt Bradley, Middle School Principal Chad Carpenter, High School Principal
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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.

<p><b>Spring 2021 through 2022-2023 School Year</b></p>	<p>Highland Local Schools will utilize special programs funds, general operating funds, and federal funds (including COVID-19 relief funds) to pay for extended learning initiatives. Meeting the academic, social and emotional needs of all students will continue to be a priority. Funds will be used to identify and fill instructional gaps, address the needs of students, and ensure safe and healthy learning environments.</p> <p>The district will pursue collaborative opportunities and creative partnerships when applicable to promote sound financial management. This process will coincide with our annual needs assessment.</p> <p>Public input is encouraged and occurred formally at designated Board of Education Meetings; however, public comment is welcome at any time by contacting Superintendent, Nate Huffman or through public participation at regularly scheduled Board of Education Meetings.</p>
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## Identifying Academic Needs & Approaches to Address Academic Gap Filling

<p><b>Spring 2021</b></p>	<p>Academic needs of all students will be reviewed by analyzing data from sources such as Ohio State Tests, NWEA MAP, and overall academic progress.</p>
<p><b>Summer 2021</b></p>	<p>Highland Local will host extended learning opportunities in both June and August as recovery and “jumpstart” efforts. All students will be welcomed to attend. The extended school program will have both morning and afternoon sessions to increase availability and support higher enrollment numbers. Curriculum needs will be based on data from Spring of 2021. Specific attention will be also be placed on credit deficits or the lack of graduation requirements. Teacher &amp; other school stakeholder input will also be used to identify students in need of interventions, credits, academic, social and emotional supports. Support materials, resources, and access to existing technology supplements will also be provided to promote parent engagement throughout the summer.</p> <p>A review of existing processes and supports will help identify and prepare for any High Quality Professional Development (HQPDP) needed</p>
<p><b>2021 - 2022</b></p>	<p>Highland Local will continue to monitor student progress to identify gaps and needs across the district. Academic gaps and needs of all students will be reviewed by analyzing data from our routine data sources (Ohio State Tests, diagnostic assessments, NWEA, etc). Success Plans and regular meetings will continue for grades 5-12. Two-way communication between the school(s) and parents/caregivers will continue to provide additional data that will help inform the district of current needs.</p> <p>These learning opportunities and interventions may take the form of differentiation and individualized instruction within the classroom, administered via vendor provided academic programs, and/or by instructional staff and/or supports. Teachers will continue to collect and monitor student progress as they review student proficiency of Ohio’s Learning Standards at each grade level in each subject area.</p> <p>Planning within the district’s One Needs Assessment and CCIP will analyze academic and social emotional needs and drive financial decisions</p>

## Approaches to Identify Social & Emotional Needs

<p><b>Spring 2021</b></p>	<p>Highland Local schools will continue to identify social and emotional needs of all students. Ohio's Whole Child Framework, student success plans, as well as established Positive Behavioral Interventions and Supports (PBIS) districtwide will supply guidance for this process. Highland Local will continue to utilize established relationships with community partners to support planning and implementation of a systems-wide approach to supporting SEL (i.e. Family and Children First Council, Syntero, Mid Ohio ESC). A review of the district MTSS, PBIS, and student success and graduation plans will provide the district with student social and emotional needs as well as data an input from our counselors and social workers within each building. Additionally, the district school resource officer (SRO) works as a community liaison and provides the district with a community partner that helps build positive relationships with students and families. The SRO can offer insight and information on potential student needs.</p>
<p><b>Summer 2021</b></p>	<p>The Ohio Whole Child Framework, success and graduation plans, and PBIS will be reviewed to determine if the district will need to strengthen, renew, and/or develop needed community partnerships or provide HQPD for staff. HQPD will be provided, if needed, to support staff in identifying and assisting social and emotional needs of all students. Two-way communication will continue between the district and parents/caregivers to identify social and emotional student needs.</p>
<p><b>2021 - 2022</b></p>	<p>Highland Local will continue to the implement an improvement cycle of using various sources of data to identify social and emotional needs of all students, evaluating the success of implementation measures, and revisiting plans when necessary. Ohio's Whole Child Framework, student success plans, as well as established Positive Behavioral Interventions and Supports (PBIS) districtwide will supply guidance for this process. The availability of a Mental Health counselor and an established partnership with Syntero within the district are beneficial in supporting and identifying student social and emotional needs. The district will also continue to support students with on site social workers, guidance counselors, and a school resource officer.</p>