



Learning Recovery & Extended Learning Plan

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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](#)



Learning Recovery & Extended Learning Plan

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)?

Considerations:

- **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.)
 - 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:**
 - 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

Students need to know:

- Expectations are that students have continuously grown in their skills based on the grade-level content standards with a focus on individual growth.

How do we plan to intervene for those students who have not learned it:

- The data points below will be used to identify students that will benefit from extended learning:

KES:

- Fall, Winter and Spring MAP results
 - Comparison from Winter 2020 to Winter 2021
- AIMS Web + comparisons from 20-21
- MTSS meeting notes to determine which students have been struggling will need continued support in the summer.
- Data collected from "extended learning concerns" document completed by teachers (includes data regarding math and ELA achievement and growth as well as SEL concerns to be addressed)
- i-Ready data for Students with Disabilities
- Foundations Unit Test Scores
- Title I Referrals through benchmarking
- K-3 On-Track and Not-On-Track/Students that qualify for RIMPs.
- **Remediation Plan**
 - See **Approaches to Address Academic Gap Filling** section below

KMS/KHS (6-12):

Students need to know:

- Expectations are that students have continuously grown in their skills based on the grade-level content standards with a focus on individual growth.

How do we plan to intervene for those students who have not learned it:



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	• The data points below will be used to identify students that will benefit from extended learning: • MTSS meeting notes to determine which students are struggling and in need of summer intervention ◦ Grade Level, Failing Classes, cross reference SEL survey results, failed courses, "in person or online students info • Implementation of quarterly benchmarking for local progress / high quality student data • i-Ready (6-8) testing results for SPED to see if they have made growth comparing 19-20 data to 20-21 data • 3 week grade check for 6-12 • Missing assignment and D/F report (parents, students, administration) • Per Graduating Class (ACT comparison) - preparing for remediation free scores • PSAT yearly student comparison and Academic Support Plan through Khan Academy • Multiple SEL survey results to determine SEL at-risk students that impact learning in the classroom ◦ Evaluated by KLSD Administration Team (Admin, Counselors, PBIS advisors, BLT) • Thrively Self Assessment data identifying learning strengths, habits and interests that positively impact learning. • <u>Remediation Plan</u> ◦ See <i>Approaches to Address Academic Gap Filling</i> section below <u>Avenues to extending learning for students that have met expectations:</u> • Summer Brain Boost to support learning and progressing for all students based on data gathered through the above data pieces. <u>Intervention Plan:</u> • Provide summer programming (Summer Brain Boost) for students identified as not mastering grade-level concepts and expectations, for students that have decreased in skills or have remained stagnant.	
Summer 2021	<u>KES (K-5):</u> • Brainboost K-5 for Reading, Writing, Math and Phonics (K-3) • SEL support from Guidance Counselors based on the survey results completed by parents and students. • Classroom teacher check-in throughout the summer (lunch bunch, morning meeting, etc. once per month) • Dreambox and Lexia activity - incentives to continue usage over the summer. • Summer Reading Activities offered through Kirtland Public Library • Xavier University virtual ELA learning opportunity <u>KMS/KHS (6-12):</u> • Brainboost - 6-8 for Reading, Writing and Math • Individual virtual academic and/or SEL supports • Summer Reading support / Kirtland Public Library • Summer School opportunities (6-8) • Credit Recovery opportunities (9-12)	



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	<u>Avenues to extending learning for students that have met expectations:</u> • Summer Brain Boost to support learning and progressing for all students based on data gathered through the above data pieces. <u>Intervention Plan:</u> • Provide summer programming (Summer Brain Boost) for students identified as not mastering grade-level concepts and expectations, for students that have decreased in skills or have remained stagnant. • Overview and community communication SEL programming for summer awareness. • Potential individual summer teacher/student connection support meeting • KLSC stakeholders for partnership for summer support for individual families and/or students (Admin / Counselors for SEL support)	
2021 - 2022	<u>KES:</u> Provide Quality Core Instruction for all students that focuses on grade-level concepts/standards and/or enrichment lessons with continuous progress monitoring to determine student mastery as well as areas of needed re-teaching and/or reinforcement. <u>Students need to know:</u> • Teachers reviewing pacing guides that align with state standards • Enrichment opportunities provided by Gifted Intervention Specialist for students that have learned the concept. <u>How we know students have learned the above expectations:</u> • Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered three times per year (Fall, Winter and Spring). • The data points below will be used to identify students that will benefit from extended learning: • MTSS meeting notes to determine which students are struggling and in need of summer intervention ◦ Grade Level, Failing Classes, cross reference SEL survey results, failed courses, "in person or online students info • Implementation of quarterly benchmarking for local progress / high quality student data • i-Ready (6-8) testing results for SPED to see if they have made growth comparing 19-20 data to 20-21 data • 3 week grade check for 6-12 • Missing assignment and D/F report (parents, students, administration) • Per Graduating Class (ACT comparison) - preparing for remediation free scores ◦ Work with teachers on Algebra and Geometry scaffolding • PSAT yearly student comparison and Academic Support Plan through Khan Academy • Multiple SEL survey results to determine SEL at-risk students that impact learning in the classroom ◦ Evaluated by KLSD Administration Team (Admin, Counselors, PBIS advisors, BLT) • Thrively Self Assessment data identifying learning strengths, habits	



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	and interests that positively impact learning. <u>How do we plan to intervene for those students who have not learned it:</u> • Title I teacher support in reading and math for students have not learned the concepts • Through monthly grade-level MTSS meetings, teachers identify students that will benefit from intervention time, accommodations and support inside the general education classroom and/or in a small group setting. • Home to School Connection - meeting with parents to communicate learning gaps and develop a plan to support students during parts of the school day when they will not miss direct instruction. <u>Avenues to extending learning for students that have met expectations:</u> • Local assessment formative and summative data collected • Enrichment opportunities provided by a Gifted Intervention Specialist for students that have learned the concept. KMS/KHS (6-12): Provide Quality Core Instruction for all students that focuses on grade-level concepts/standards and/or enrichment lessons with continuous progress monitoring to determine student mastery as well as areas of needed re-teaching and/or reinforcement. <u>Students need to know:</u> • Teachers reviewing pacing guides that align with state standards <u>How we know students have learned the above expectations:</u> • Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered three times per year (Fall, Winter and Spring). <u>How do we plan to intervene for those students who have not learned it:</u> • Delayed Start Intervention and Support Help Sessions - Targeted students • WIN & MTSS supports within the school day for IEP and academically at-risk students • SEL at-risk student check-ins (w/counselors, administration) - determined by various SEL survey results and behavioral interactions (in-person or online) <u>Avenues to extending learning for students that have met expectations:</u> • Local assessment formative and summative data collected • Enrichment opportunities provided by a Gifted Intervention Specialist for students that have learned the concept.	
2022 - 2023	Continue with plans above and adjust as needed at all levels as progress monitoring, data collections, screeners as well as student, staff, and parent input is gathered.	



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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:

- **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.)
 - 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:**
 - 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

How we know students have learned the above expectations:

- Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered three times per year (Fall, Winter and Spring).

KES K-5:

Students need to know:

- Teachers reviewing pacing guides that align with state standards
- Enrichment opportunities provided by Gifted Intervention Specialist for students that have learned the concept.

How we know students have learned the above expectations:

- Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered three times per year (Fall, Winter and Spring).

How we plan to intervene for those students who have not learned it:

- Title I teacher support in reading and math for students have not learned the concepts
- Through monthly grade-level MTSS meetings, teachers identify students that will benefit from intervention time, accommodations and support inside the general education classroom and/or in a small group setting.
- Home to School Connection - meeting with parents to communicate learning gaps and develop a plan to support students during parts of the school day when they will not miss direct instruction.

Avenues to extending learning for students that have met expectations:

- Local assessment formative and summative data collected
- Enrichment opportunities provided by a Gifted Intervention Specialist for students that have learned the concept.



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	<u>KMS/KHS (6-12):</u> <u>Students need to know:</u> • Teachers reviewing pacing guides that align with state standards <u>How we know students have learned the above expectations:</u> • Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered. • MTSS meeting notes to determine which students are struggling and in need of summer intervention ◦ Grade Level, Failing Classes, cross reference SEL survey results, failed courses, in person or online students info • iReady (6-8) testing results for SPED to see if they have made growth comparing 19-20 data to 20-21 data • 3 week grade check for 6-12 students • Teacher referral for supporting instruction • Missing assignment and D/F report (parents, students, administration) • PSAT yearly student comparison and Academic Support Plan through Khan Academy • Review of Student Success Plan related to College and Career Ready Pathway academic plan <u>How we plan to intervene for those students who have not learned it:</u> • Gold Day Intervention and Support Help Sessions - Targeted students (In person / virtual) • Individual academic conferencing with counselor/administrator • WIN & MTSS supports within the school day for IEP and academically at-risk students • SEL at-risk student check-ins (w/counselors, administration) - determined by various SEL survey results and behavioral interactions (in-person or online) • Group academic alert conference with stakeholders (admin/counselors/teacher/parent/student) <u>Avenues to extending learning for students that have met expectations:</u> • Local assessment formative and summative data collected • Potential enrichment opportunities provided by Gifted Intervention Specialist for students that have learned the concept.	
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Summer 2021	<u>KES (K-5):</u> • Brainboost K-5 for Reading, Writing, Math and Phonics (K-3) • SEL support from Guidance Counselors based on the survey results completed by parents and students. • Classroom teacher check-in throughout the summer (lunch bunch, morning meeting, etc. once per month) • Dreambox and Lexia activity - incentives to continue usage over the summer. • Summer Reading Activities offered through Kirtland Public Library • Xavier University virtual ELA learning opportunity <u>Avenues to extending learning for students that have met expectations:</u> • Summer Brain Boost to support learning and progressing for all students based on data gathered through the above data pieces. <u>Intervention Plan:</u> • Provide summer programming (Summer Brain Boost) for students identified as not mastering grade-level concepts and expectations, for students that have decreased in skills or have remained stagnant. <u>KMS/KHS (6-12):</u> • Brainboost - 6-8 for Reading, Writing and Math • Individual virtual academic and/or SEL supports • Summer Reading support / Library • Credit Recovery • Summer School opportunities • Summer Academic Camps and Enrichment activities <u>Avenues to extending learning for students that have met expectations:</u> • Summer Brain Boost to support learning and progressing for all students based on data gathered through the above data pieces. <u>Intervention Plan:</u> • Provide summer programming (Summer Brain Boost) for students identified as not mastering grade-level concepts and expectations, for students that have decreased in skills or have remained stagnant • Potential credit recovery opportunities • Potential summer school opportunities • Overview and community communication SEL programming for summer awareness. • Potential individual summer teacher/student connection support meeting • KLSC stakeholders for partnership for summer support for individual families and/or students (Admin / Counselors for SEL support)	
2021 - 2022	<u>KES:</u> • Provide Quality Core Instruction for all students that focuses on grade-level concepts/standards and/or enrichment lessons with continuous progress monitoring to determine student mastery as well as areas of needed re-teaching and/or reinforcement. <u>Students need to know:</u> • Teachers reviewing pacing guides that align with state standards • Enrichment opportunities provided by a Gifted Intervention Specialist for students that have learned the concept. <u>How we know students have learned the above expectations:</u> • Students that have not learned the grade-level concepts are identified	



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through the multiple assessments that are administered per year (Quarterly Assessments or Unit Tests).

- Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered.
- MTSS meeting notes to determine which students are struggling and in need of summer intervention
 - Grade Level, Failing Classes, cross reference SEL survey results, failed courses, in person or online students info
- 3 week grade check for 6-12 students
- Teacher referral for supporting instruction
- Missing assignment and D/F report (parents, students, administration)
- PSAT yearly student comparison and Academic Support Plan through Khan Academy
- Review of Student Success Plan related to College and Career Ready Pathway academic plan

How we intervene for those students who have not learned it?

- Title I teacher support in reading and math for students have not learned the concepts
- Through monthly grade-level MTSS meetings, teachers identify students that will benefit from intervention time, accommodations and support inside the general education classroom and/or in a small group setting.
- Home to School Connection - meeting with parents to communicate learning gaps and develop a plan to support students during parts of the school day when they will not miss direct instruction.

Avenues to extending learning for students that have met expectations:

- Local assessment formative and summative data collected
- Enrichment opportunities provided by a Gifted Intervention Specialist for students that have learned the concept.

KMS/KHS (6-12):

Provide Quality Core Instruction for all students that focuses on grade-level concepts/standards and/or enrichment lessons with continuous progress monitoring to determine student mastery as well as areas of needed re-teaching and/or reinforcement.

Students need to know:

- Teachers reviewing pacing guides that align with state standards

How we know students have learned the above expectations:

- Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered per year (Quarterly Assessments or Unit Tests).
- Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered per year (Quarterly Assessments or Unit Tests).
- Students that have not learned the grade-level concepts are identified through the multiple assessments that are administered.
- MTSS meeting notes to determine which students are struggling and in need of summer intervention
 - Grade Level, Failing Classes, cross reference SEL survey results, failed courses, in person or online students info
- 3 week grade check for 6-12 students



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	• Teacher referral for supporting instruction • Missing assignment and D/F report (parents, students, administration) • PSAT yearly student comparison and Academic Support Plan through Khan Academy • Review of Student Success Plan related to College and Career Ready Pathway academic plan <u>How we intervene for those students who have not learned it?</u> • Home base supports for students as needed • WIN & MTSS supports within the school day for IEP and academically at-risk students • SEL at-risk student check-ins (w/counselors, administration) - determined by various SEL survey results and behavioral interactions (in-person or online) <u>Avenues to extending learning for students that have met expectations:</u> • Local assessment formative and summative data collected • Enrichment opportunities provided by a Gifted Intervention Specialist for students that have learned the concept.	
2022 - 2023	Continue with plans above and adjust as needed at all levels as progress monitoring, data collections, screeners as well as student, staff, and parent input is gathered.	



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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)?

Considerations:

- **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

KES:

- Parent and Student surveys as well as teacher, counselor and Crossroads' Health recommendations for extended support
- SEL concerns determined by data gathered from the SEL survey. Small group and individual teacher/student and/or guidance counselor/student support regarding specific concerns.
- Recommendations from guidance counselors
- Securely monitoring software

KMS/KHS (6-12):

- Parent and Student surveys as well as teacher, counselor and Crossroads' Health recommendations for extended support
- Review ongoing at risk list for SEL needs for summer support, potential crossroads counseling, or Kirtland Counselor checking
- End of year individual parent support meetings (SEL concerns or progress updates)
- 6-8 academic Brain Boost recommendations
- Review standardized test data, grade check progress data, teacher and counselor recommendation feedback for individual academic and SEL support programming
- Overview and community communication SEL programming for summer awareness.
- Potential individual summer teacher/student connection support meeting
- KLSC stakeholders for partnership for summer support for individual families and/or students (Admin / Counselors for SEL support)
- Securely Monitoring software
- **Partnerships**
 - Summer Support / Counselors - Teachers - Administration
 - Crossroads Counselors
 - Trauma Informed Care training for all staff by Crossroads
 - Brain Boost teachers
 - Life Act
 - Mental Health 101 advisor
 - College and Career Partnership List (extensive)
 - Willoughby Chamber of Commerce
 - ESC Business Advisory Council



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	○ CVC Mental Health Summit Crisis Team ○ CVC Middle and High PLC cohort ○ Thrively SEL / Mental Health and PBIS completion of module support participation ● Continued support and school-based counseling for students identified by parents, teachers, guidance counselors and administrators as needing therapeutic support (parents must sign a release for students to participate in school-based counseling provided by Crossroads' Health).	
Summer 2021	All Schools: ● Integration of Social-Emotional Learning throughout the Summer Brain Boost that provides opportunities for students to participate in Social-Emotional lessons and activities that are provided by the Kirtland School District, Crossroads' Health, local stakeholders and community partnerships. KES: ● August Parent and Student SEL Screener feedback to identify growth and to determine which students will benefit from additional social-emotional learning support through the school year. KMS/KHS (6-12): ● August Parent and Student SEL Screener feedback to identify growth and to determine which students will benefit from additional social-emotional learning support through the school year. ● Overview and community communication SEL programming for summer awareness. ● Potential individual summer teacher/student connection support meeting ● KLSC stakeholders for partnership for summer support for individual families and/or students (Admin / Counselors for SEL support)	
2021 - 2022	All Schools: ● Continue our work with Crossroads' Health on Trauma Informed Districts and on Suicide Prevention. ● School-based counseling services provided in a 1:1 setting with a therapist from Crossroads' Health. ● Identifying additional students that would benefit from Crossroads' Health counseling based off of Parent and Student Survey Responses gathered in August 2021 as well as recommendations from the Guidance Counselors, teachers and administration.	
2022 - 2023	Continue with plans above and adjust as needed at all levels as progress monitoring, data collections, screeners as well as student, staff, and parent input is gathered.	



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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.)?

Considerations:

- **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

KES:

- Spring Parent and Student SEL Screener feedback.
- SEL concerns addressed through check-ins and activities facilitated by guidance counselors, administration and teachers as determined by the data gathered from the SEL survey. Check-ins include (lunch bunch, social stories groups, targeted intervention check-ins, etc.
- Implementation of Trauma Informed Care and Suicide Prevention training
- Continued support and school-based counseling for students identified by parents, teachers, guidance counselors and administrators as needing therapeutic support (parents must sign a release for students to participate in school-based counseling provided by Crossroads' Health).

KMS/KHS (6-12):

- Transportation needs for Brain Boost Camp - overcome transportation barrier
- 21-22 Counseling support programming
- KMS MTSS full time supports
- MTSS meeting notes to determine which students are struggling and in need of summer intervention
 - Grade Level, Failing Classes, cross reference SEL survey results, failed courses, "in person or online students info
- Multiple SEL survey results to determine SEL at-risk students
 - Evaluated by KLSD Administration Team (Admin, Counselors, PBIS advisors, BLT)
- Review ongoing at risk list for SEL needs for summer support, potential crossroads counseling, or Kirtland Counselor check ins
- End of year individual parent support meetings (SEL concerns or progress updates)
- Review standardized test data, grade check progress data, teacher and counselor recommendation feedback for individual academic and SEL support programming
- Overview and community communication SEL programming for summer awareness.



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	• Potential individual summer teacher/student connection support meeting • KLSC stakeholders for partnership for summer support for individual families and/or students (Admin / Counselors for SEL support) • Utilizing TIC training by staff to support SEL needs of students	
Summer 2021	All Schools: • Continue our work with Crossroads' Health on Trauma Informed Districts and on Suicide Prevention. • School-based counseling services provided in a 1:1 setting with a therapist from Crossroads' Health. • Summer Brainboost social activities that focus on small group social-emotional counseling, activities and programs in partnership with community programs and county-wide programs.	
2021-2022	All Schools: • Continue our work with Crossroads' Health on Trauma Informed Districts and on Suicide Prevention. • School-based counseling services provided in a 1:1 setting with a therapist from Crossroads' Health. • Identifying additional students that would benefit from Crossroads' Health counseling based off of Parent and Student Survey Responses gathered in August 2021.	
2022-2023	Continue with plans above and adjust as needed at all levels as progress monitoring, data collections, screeners as well as student, staff, and parent input is gathered.	