



Learning Recovery & Extended Learning Plan

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| District Name: | Garfield Heights City Schools |
| District Address: | 5640 Briarcliff Drive, Garfield Heights, Ohio 44125 |
| District Contact: | Christopher Hanke, Superintendent |
| District IRN: | 013136 |

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



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



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 in the Garfield Heights City Schools returned to in-person learning in March of 2021. Students are learning in a concurrent hybrid model, with two days of in-person learning and two days of concurrent learning. Approximately, ½ of students in grades K-12 have elected to remain in an online setting.

All students have been impacted by the pandemic. In order to determine who was most impacted in regards to learning progress, the Garfield Heights City School District will use MAP data, progress monitoring data, Reading Improvement and Monitoring Plans (RIMP), trend history of OST/EOC scores, ACT data, teacher observation notes, student marks, and student and parent survey data.

Students who are not attending, not engaging, or not participating are ones who need immediate attention. Leveraging Intervention Managers and social workers to work with these at-risk students will help us bridge their needs, while completing root cause analysis exercises will allow us opportunities for systemic change.

As indicated at DLT and BLT meetings, teachers will target essential standards, focusing on the content students need to know to be successful in subsequent years. Teachers will continue to collaborate, develop lessons that utilize high-yield strategies as outlined in the Branching Minds library, LETRS modules, Anita Archer training, and other district initiatives.

Funding as needed



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| Summer 2021 | In addition to the information stated above, teachers and district leaders will continue to utilize information from the 4th quarter. Since in-person learning has resumed for ½ of the students, teachers will have that opportunity for face-to-face conversation and relationship building. Additionally, with the hybrid model now in place, teachers will be better aligned with common assessments, and have a greater understanding of where students are with their peers. | Funding as needed |
| 2021 - 2022 | <p>A continued analysis of historical test data, value added data, student marks, and student attendance will occur. Again, students who are not attending, not engaging, or not participating will be offered targeted interventions and support. Continued partnerships with the ESC will allow for networking and idea-sharing to further identify students with deficiencies and enrichment for those who are succeeding. Continuous monitoring will occur.</p> <p>Allowing all stakeholder voices in the process will be important. Students engaging in goal-setting will allow us an additional level of insight. How do they feel they are progressing? Have they felt prepared for subsequent projects and grade levels? What could they do differently? Asking these questions will help us craft appropriate reinforcements. Likewise, asking for parent input on their students' progress will be instructive as we evolve.</p> | Funding as needed |
| 2022 - 2023 | <p>A continued analysis of historical test data, value added data, student marks, and student attendance will occur. Again, students who are not attending, not engaging, or not participating will be offered targeted interventions and support. Continued partnerships with the ESC will allow for networking and idea-sharing to further identify students with deficiencies and enrichment for those who are succeeding. Continuous monitoring will occur.</p> <p>Allowing all stakeholder voices in the process will be important. Students engaging in goal-setting will allow us an additional level of insight. How do they feel they are progressing? Have they felt prepared for subsequent projects and grade levels? What could they do differently? Asking these questions will help us craft appropriate reinforcements. Likewise, asking for parent input on their students' progress will be instructive as we evolve.</p> | Funding as needed |



Approaches to Address Academic Gap Filling

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| Approaches & Removing/Overcoming Barriers | <p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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></p> |
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| Considerations: | | Budget |
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| <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? | | |
| Spring 2021 | <p>Students in the Garfield Heights City Schools returned to in-person learning in March of 2021. Students are learning in a concurrent hybrid model, with two days of in-person learning and two days of concurrent learning. Approximately, ½ of students in grades K-12 have elected to remain in an online setting.</p> <p>As indicated at DLT and BLT meetings, teachers will target essential standards, focusing on the content students need to know to be successful in subsequent years. Teachers will continue to collaborate, develop lessons that utilize high-yield strategies as outlined in the Branching Minds library, LETRS modules, Anita Archer training, and other district initiatives.</p> <p>Differentiated learning groups will be key in the gap filling process. Map data allows teachers to group similar students, and the Learning Continuum built into the program suggests what students have mastered and what they are "ready to learn" next. Teachers can offer highly customizable plans for each group.</p> | Funding as needed |
| Summer 2021 | <p>Students wishing to participate in extended learning this summer may do so in grades K-8. The district will offer several, two-week sessions to meet the needs of enrollees. Sessions will include intense support in both ELA and math and serve as a "bridge" into the next school year, focusing on mastery of critical content standards.</p> <p>Students in grade 9-12 will have the opportunity at credit recovery in all content-areas. Utilizing our traditional online platform,(VLA) students are assigned courses for credit recovery and work at their own pace to complete assigned units. Graders provide guidance and feedback, encouraging completion prior to set deadlines.</p> | <p>Funding for summer school teaching staffing.</p> <p>Funding for summer school custodians, food service employees, and bus drivers.</p> <p>Funding for additional programming as necessary.</p> |
| 2021 - 2022 | <p>A continued analysis of historical test data, value added data, student marks, and student attendance will occur. Additionally, teachers and district leaders will have summer bridge data with which to work. These components will help us identify critical areas of need and establish a baseline for providing targeted interventions.</p> | <p>Funding as needed to provide additional programming.</p> <p>Funding as needed</p> |



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| | <p>Literacy coaches will be very important in our planning and implementation. Each of our five literacy coaches has been trained by Anita Archer in her Effective and Efficient model of Explicit Instruction. Research suggests that students lacking background information need direct, systematic, explicit instruction to obtain new knowledge. Our literacy coaches will continue to work with the teachers to ensure we are giving our students the information they need to be successful, while employing a gradual release method of “I do, you do, we do” to maximize understanding.</p> <p>Building schedules will be adjusted to reflect a “Map Mix Up” period. Building time into the schedule for weekly remediation, differentiation, and enrichment will permit greater opportunities to fill the gap.</p> <p>To assess progress and plan for future years, a continuous cycle of monitoring will flow from TBT - BLT - DLT and back down each month.</p> | <p>for additional staffing.</p> <p>Funding as needed for additional staff PD.</p> |
| 2022 - 2023 | <p>Continuous monitoring throughout the 2021-2022 school year will allow us to determine a future course of action.</p> | <p>Funding as needed for staffing, programming, and professional development.</p> |



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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: <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 | <p>Students in the Garfield Heights City Schools returned to in-person learning in March of 2021. Students are learning in a concurrent hybrid model, with two days of in-person learning and two days of concurrent learning. Approximately, ½ of students in grades K-12 have elected to remain in an online setting.</p> <p>All students have been impacted by the pandemic. In order to determine who was most impacted in regards to their social & emotional needs, the Garfield Heights City School District will use PBIS, PAX data, teacher observation notes, student behavior and IAT referrals, and student and parent survey data.</p> <p>Students who are not attending, not engaging, or not participating are ones who need immediate attention. Leveraging Intervention Managers and social workers to work with these at-risk students will help us bridge their needs, while completing root cause analysis exercises will allow us opportunities for systemic change.</p> <p>Teachers will continue to foster relationships with their students and build classroom communities. All buildings will continue to use their PBIS framework for support. Elementary buildings will revisit their PAX vision boards, potentially revising their past visions to be in line with a hybrid schedule. The Middle and High school buildings will discuss and update classroom norms and roles as they pertain to a hybrid model. By incorporating student voices, we will gain a greater understanding of their needs.</p> | Funding as needed |
| Summer 2021 | Identification will be based on referrals and observations from Spring 2021, interactions with students during school, and/or student/family referrals to school personnel, while referencing data from graduation plans, PBIS, and PAX programming. | Funding as needed |
| 2021 - 2022 | Committed to meeting the needs of our students, the Garfield Heights City Schools will use a variety of identification methods, including, but not limited | Funding as needed |



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| | <p>to:</p> <ul style="list-style-type: none">• PBIS programming• MTSS programming• PAX data• Ripple Effects outcomes• Collaborative Classroom outcomes• Graduation plan development• At-risk plan implementation• Naviance inventories• Referral processes (IAT, Branching Minds inventories, outside agency, etc...)• School counselor interactions• Student Services interactions• Teacher observation notes | |
| 2022 - 2023 | <p>Committed to meeting the needs of our students, the Garfield Heights City Schools will use a variety of identification methods, including, but not limited to:</p> <ul style="list-style-type: none">• PBIS programming• MTSS programming• PAX data• Ripple Effects outcomes• Collaborative Classroom outcomes• Graduation plan development• At-risk plan implementation• Naviance inventories• Referral processes (IAT, Branching Minds inventories, outside agency, etc...)• School counselor interactions• Student Services interactions• Teacher observation notes | Funding as needed |



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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 | <p>Students in the Garfield Heights City Schools returned to in-person learning in March of 2021. Students are learning in a concurrent hybrid model, with two days of in-person learning and two days of concurrent learning. Approximately, ½ of students in grades K-12 have elected to remain in an online setting.</p> <p>All students have been impacted by the pandemic. In order to determine who was most impacted in regards to their social & emotional needs, the Garfield Heights City School District will use PBIS, PAX data, teacher observation notes, student behavior and IAT referrals, and student and parent survey data.</p> <p>Teachers will continue to foster relationships with their students and build classroom communities. All buildings will continue to use their PBIS framework for support. Elementary buildings will revisit their PAX vision boards, potentially revising their past visions to be in line with a hybrid schedule. The Middle and High school buildings will discuss and update classroom norms and roles as they pertain to a hybrid model. By incorporating student voices, we will gain a greater understanding of their needs.</p> <p>Intervention managers, guidance counselors, and social workers will meet with students to assess their situation and address their needs. Partnerships will continue with current outside agencies including, Applewood Center, Ohio Guidestone, and the Diversity Center.</p> |
| Summer 2021 | <p>The focus for our summer bridge program is two-fold: intense support in both ELA and math and addressing the social & emotional needs of our students. Opportunities for play and unstructured interaction among peers will be crucial to the success of summer school. Additional opportunities for camp activities and PBL will also be considered.</p> <p>Students in the Garfield Heights City Schools have a great deal of access to wrap-around services. These services will not only continue, but also grow, as our partnerships expand. Data from these partners will allow us to determine</p> <p>Funding for summer school teaching staffing.</p> <p>Funding for summer school custodians, food service employees, and bus drivers.</p> |



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| | the need for future programming and professional development. | Funding for additional programming as necessary. |
| 2021-2022 | <p>Professional development will continue with our current initiatives and resources: PBIS, PAX, and Ripple Effects. Training will take place for both teachers and administrators in an effort to continue implementing with fidelity.</p> <p>The Garfield Heights Middle School will implement Collaborative Classroom in grades 6-8. This program will afford us an opportunity to reconnect and rebuild our middle grades learning environment.</p> <p>Students in the Garfield Heights City Schools have a great deal of access to wrap-around services. These services will not only continue, but also grow, as our partnerships expand. Data from these partners will allow us to determine the need for future programming and professional development.</p> <p>In addressing the needs of the whole child, we will continue to promote social-emotional learning, including competencies such as self-awareness, self-management, social awareness, collaboration, empathy, relationship skills and responsible decision-making.</p> | <p>Funding as needed to provide additional programming.</p> <p>Funding as needed for additional staffing.</p> <p>Funding as needed for additional staff</p> |
| 2022-2023 | Further extension of the previous years' plans aligning with the State of Ohio's Whole Child Framework. | Funding as necessary to address staffing, programming, and professional development. |



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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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| Determining Academic Needs | <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?) |
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| Filling Academic Gaps | <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. • 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> |



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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

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| 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 |