



Learning Recovery & Extended Learning Plan

District Name:	Chesapeake Union Exempted Village Schools
District Address:	10183 County Road 1, Chesapeake, Ohio 45619
District Contact:	Jamie Shields
District IRN:	045294

On February 9, 2021, Governor DeWine 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.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

To submit an Extended Learning Plan, post the plan to the school or district website and then email that link (URL) to: ExtendedLearning@education.ohio.gov.

Identifying Academic Needs

Impacted Students:	<i>The Chesapeake Union Exempted Schools District will identify students most impacted by the pandemic, in terms of their learning progress, based on the following: student attendance and participation throughout the school year, completion of curriculum requirements as measured by complete and incomplete assignments, state and district wide testing (including formative assessments that inform instruction), vendor and classroom assessments, progress monitoring tools, reports from counselors, teachers, and parents. There will be a focus on the most vulnerable student populations, including, but not limited to, disengaged students, students at risk of failing and/or not graduating, students who may have social and emotional struggles.</i>
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Identifying Social & Emotional Needs

Impacted Students:	<i>The Chesapeake Union Exempted Schools District will identify students most impacted by the pandemic, in terms of their social and emotional needs, based on the following: student attendance and participation throughout the school year, reports from counselors, teachers, and parents, student and family surveys (Oh Yes, Youth Truth, District). There will be a focus on the most vulnerable student populations, including, but not limited to, disengaged students, students at risk of failing and/or not graduating, students who may have social and emotional struggles.</i>
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Considerations and Plan: INCLUDING RESOURCES, BUDGET, PARTNERSHIPS, ALIGNMENT		Budget
Spring 2021	<p>BUILDINGS determine what measures to use when identifying students with the most academic need, social/emotional need, and most vulnerable/at-risk.</p> <p>School Supplies / Resources- We have many, but may need others. These can include assessments, school supplies, positive behavior/attendance awards, technology, etc. Determine supplies needed.</p> <p>Assessments to be used at each Building / Age / Grade Level- We have many, but may need others</p> <p>Staffing for Summer School, After School (during the school year), Other Tutoring - Determine Staff and Approximate Cost</p> <p>Determine Transportation and Food / Cafeteria Needs</p> <p>Professional Development needs based on building team input.</p> <p>Set Schedules including academics and social emotional learning</p> <p>PARTNERSHIPS-</p> <ol style="list-style-type: none"> 1. Gallia-Vinton ESC and After School Programs 2. NECCO Family Counseling 3. Impact Prevention of Ohio <p>ALIGNMENT- All plans will align with the CCIP, Remote Learning Plan-during regular school year (Spring 2021), OIP 5-step Plans, SEL Plans</p> <p><i>What do students need to know? Curriculum content / standards at their grade level, how to socialize appropriately, respond appropriately to others, regulate their emotions. Students need to be ready for the next grade level and/or college and careers.</i></p> <p><i>How do we know if they've learned it? Assessments, progress monitoring measures, attendance, grades, interaction with adults and peers, counselor reports, behavior reports, engagement</i></p> <p><i>How do we intervene for those students who have not learned it? Explicit interventions (one on one or in small groups)</i></p> <p><i>How do we extend other opportunities for those who have learned it? Enrichment activities, opportunities to share what they have learned</i></p>	<p>\$0 Planning Stage</p>
Summer 2021	<p>BUILDINGS have determined a list of students to be invited/encouraged to attend Summer School</p> <p>School Supplies / Resources have been purchased- We have many, but may need others. These can include assessments, school supplies, positive behavior/attendance awards, technology, etc. Assessments to be used at each Building / Age / Grade Level have been agreed upon- Progress Monitoring to Show Growth</p> <p>Staffing and Schedules for Summer School, Other Tutoring, Transportation and Food Service are Set Up</p> <p>Professional Development needs based on building team input.</p> <ul style="list-style-type: none"> • Summer School Elementary and Middle schools-2 sessions - June 7-23 (3 Weeks) & July 12-30 (3 Weeks) Monday-Thursday 8-12:00 (Planning, Instruction, Lunch w/students) • Summer School High School- 1 Session July 1-24 (4 Weeks) 8:00-12:00 	<p>\$80,000 Resources and Supplies</p> <p>\$9,600 H.S. \$57,600 M.S. & Elementary 25 Teachers</p> <p>SEL- 30 hours 2 Teacher \$1,800</p> <p>\$14,784 Drivers and Cooks</p> <p>Total Budget Approximately: \$163,784</p>



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2021 - 2022	<p>BUILDINGS have determined a list of students to be invited/encouraged to attend BEFORE AND AFTER SCHOOL PROGRAMS AND TUTORING</p> <p>School Supplies / Resources have been purchased- We have many, but may need others. These can include assessments, school supplies, positive behavior/attendance awards, technology, etc.</p> <p>Assessments to be used at each Building / Age / Grade Level have been agreed upon- Progress Monitoring to Show Growth</p> <p>Staffing and Schedules for Before and After School, Other Tutoring, Transportation and Food Service are Set Up</p> <p>Professional Development needs based on building team input.</p> <p>SUMMER SCHOOL WILL BE DETERMINED FOR the SUMMER OF 2022</p>	TBD
2022 - 2023	<p>BUILDINGS have determined a list of students to be invited/encouraged to attend BEFORE AND AFTER SCHOOL PROGRAMS AND TUTORING</p> <p>School Supplies / Resources have been purchased- We have many, but may need others. These can include assessments, school supplies, positive behavior/attendance awards, technology, etc.</p> <p>Assessments to be used at each Building / Age / Grade Level have been agreed upon- Progress Monitoring to Show Growth</p> <p>Staffing and Schedules for Before and After School, Other Tutoring, Transportation and Food Service are Set Up</p> <p>Professional Development needs based on building team input.</p> <p>SUMMER SCHOOL WILL BE DETERMINED FOR the SUMMER OF 2023</p>	TBD

Approaches to Address Academic Gap Filling

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>
	<ul style="list-style-type: none"> • Building Leadership, Parents, Staff, and Students work together to determine need and create a list of students to invite to participate in extended learning opportunities. Pre-Assessments given as a Gap Analysis and progress monitoring throughout to determine growth and further need. Plans will align with other district plans. DATA-BASED Decision Making. Transportation and Food will be provided. Rewards and motivational activities will take place to encourage participation. • SWD, at-risk students, students who are not engaged, students who did not pass one or more subjects during the school year, students who failed to meet grade level or benchmark standards on end of year assessments will be prioritized. • Summer School Elementary and Middle schools-2 sessions - June 7-23 (3 Weeks) & July 12-30 (3 Weeks) Monday-Thursday 8-12:00 (Planning, Instruction, Lunch w/students) • Summer School High School- 1 Session July 1-24 (4 Weeks) 8:00-12:00 • Explicit Instruction (classroom, small group, one on one), Specially Designed Instruction & One on One Tutoring • Access to On-Line Curriculum & Credit Recovery • Partnerships utilized for PD for teachers, supports and enrichment activities for youth, emphasize engagement and motivation. • During the School Year - After School Programming, One-on-One Tutoring



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Resource Link(s):	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
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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>
	<ul style="list-style-type: none"> • Summer Activities • Work with local partners to provide student and family counseling and supports • Provide resource information to families who may have difficulty paying bills, buying food, who may be experience homelessness, who may have students in foster care • NECCO • Impact Prevention • Counseling (in-person or zoom) / social emotional • Transportation • Food Service / Cafeteria • After school activities throughout the school year • Possible Family Liaison or Social Worker • Schools teams to help with wellness and student success plans • PBIS / Attendance rewards, motivation type activities • Enrichment activities, CC+, Advanced offerings

Resource Link(s):	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 Professional Learning Supports Mental Health Resources ESC Customized Support
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