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| District Name: | Coshocton Opportunity School |
| District Address: | 1205 Cambridge Road |
| District Contact: | Roger Moore |
| District IRN: | 000598 |

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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.

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# **“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.”**

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# 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.

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# 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.

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# 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.

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# 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](#7cz98nfpbg1k) at the end of this template for guiding questions and resources.

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# **Questions, comments and concerns can be emailed to:** [**ExtendedLearning@education.ohio.gov**](mailto:ExtendedLearning@education.ohio.gov)

[ODE’s Planning for Extended Learning FAQ’s](http://education.ohio.gov/Topics/Reset-and-Restart/Planning-for-Extended-Learning)

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| **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** | We are a dropout prevention credit recovery school that educates at-risk students therefore all of our students have been impacted by the pandemic. **Our students have been in school-in person since August 10, 2020**. All of our students were provided Chromebooks that enables them to work remotely as well. Our staff is available daily via email for students working remotely. Our staff uses our curriculum pre and post tests to determine student learning needs and student improvement. We will also use the Star tests in reading and math to help identify student learning gaps and use our PLP lessons and one on one instruction/intervention to help improve student achievement. We are not experiencing a very big impact in student learning due to our students learning in person this entire school year.  When schools were closed in March 2020, our staff contacted students daily to guide them through assignments and check on their well- being. We continue to contact any students who are also working remotely and discuss the student’s progress with their parents. | $20,000 spent for Chromebooks from 4/20-8/20 |
| **Summer 2021** | Remote learning will be available to any student who wishes to continue to work during the summer with staff email availability for our students during work hours from June 1-August 1, 2021. | $3600 Verizon Hot Spots- Broadband Connectivity Grant |
| **2021 - 2022** | Remote learning will be available to any student who wishes to continue to work during the summer with staff email availability for our students during work hours from June 1-August 1, 2022. | Chromebooks available for each student-Purchased from 4/20-8/20, Hot Spots available upon need |
| **2022 - 2023** | Remote learning will be available to any student who wishes to continue to work during the summer with staff email availability for our students during work hours from June 1-August 1, 2023. | Chromebooks and Hot Spots available upon need |

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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.)* | | **Budget** |
| **Spring 2021** | We are a dropout prevention credit recovery school that educates at-risk students therefore all of our students have been impacted by the pandemic. **Our students have been in school-in person since August 10, 2020**. All of our students were provided with Chromebooks that enables them to work remotely as well. Our staff is available daily via email for students working remotely. Our staff uses our curriculum pre and post tests to determine student learning needs and student improvement. We will also use the Star tests in reading and math to help gauge student learning gaps and use our PLP lessons and one on one instruction/intervention to help improve student achievement. We are not experiencing a very big impact in student learning due to our students learning in person this entire school year.  When schools were closed in March 2020, our staff contacted students daily to guide them through assignments and check on their well- being. We continue to contact any students who are also working remotely and discuss the student’s progress with their parents. | We have budgeted $406, 200 for operational expenses for FY2021 |
| **Summer 2021** | Remote learning will be available to any student who wishes to continue to work during the summer with staff email availability for our students during work hours from June 1-August 1, 2023 | $31 per hour staff cost on an as needed basis |
| **2021 - 2022** | We are a dropout prevention credit recovery school that educates at-risk students therefore all of our students have been impacted by the pandemic. All of our students were provided with Chromebooks that enables them to work remotely as well. Our staff is available daily via email for students working remotely. Our staff uses our curriculum pre and post tests to determine student learning needs and student improvement. We will also use the Star tests in reading and math to help gauge student learning gaps and use our PLP lessons and one on one instruction/intervention to help improve student achievement. We are not experiencing a very big impact in student learning due to our students learning in person this entire school year.  When schools were closed in March 2020, our staff contacted students daily to guide them through assignments and check on their well- being. | Estimated $400,000 for operational costs for 2021-2022 school year |
| **2022 - 2023** | We are a dropout prevention credit recovery school that educates at-risk students therefore all of our students have been impacted by the pandemic. All of our students were provided with Chromebooks that enables them to work remotely as well. Our staff is available daily via email for students working remotely. Our staff uses our curriculum pre and post tests to determine student learning needs and student improvement. We will also use the Star tests in reading and math to help gauge student learning gaps and use our PLP lessons and one on one instruction/intervention to help improve student achievement. We will continue to contact parents of students and discuss their son or daughters progress. | Estimated $400,000 for operational costs for the 2020-2021 school year. |

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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** | We can identify students most impacted by the pandemic through teacher observations, self or family referral or identified through our Care Team process. We employ a licensed clinical counselor who is available for our students on-site. Self-referral, parental referral, agency referral, juvenile court referral, Care Team referral and staff referral are used to refer students to our LCC. Our counseling services are available to all of our students. We will ensure that our student’s success plans are moving forward.  We also partner with our county behavioral health clinic and Allwell Counseling agency for on-site counseling for students and families.  We have been limited in that process due to the pandemic issues. | LCC and Allwell $24000- Title IV-A/Student Support and Academic Achievement  Established a Family and Community Liaison Position and a Director of Student Services position to coordinate communication with students and their families and to provide a means of dealing with student and family wellness needs- Title 1 Non-Competitive $29,000 |
| **Summer 2021** | Our LCC is available to counsel our students throughout the summer.  We will follow our board approved remote learning plan that was developed in late spring 2020. | $31 per hour on an as needed basis |
| **2021 - 2022** | We will continue our current student success and wellness goals and guidelines and offer family and individual on-line counseling.  We have created a family and community liaison position create better communication between our staff, students and families.  We will also continue to discuss, adjust and review our students success plans to make sure they on track to graduate.  We will continue the use of our Care Team to help eliminate obstacles, stress or traumatic issues in our student’s lives that have a negative impact | Carryover funds from 2020-2021 Title IV-A |

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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** | We have a Care Team that usually meets in person weekly to discuss student progress and needs, we have been limited this year due to the pandemic. Our Care Team is made up of reps from our staff, our LCC, juvenile court, sheriff’s dept., Allwell Counseling agency and Family and Children’s First Council. We work to eliminate any obstacles that hinder student learning. Our Care Team is a tremendous asset to our program. We discuss student weekly progress, any family, legal, mental and physical well-being can be done to lesson any traumatic situations impacting our student’s daily lives. | $0 All Care Team members are volunteers |
| **Summer 2021** | Our partner agencies are available to help our students throughout the summer months. | Cost will depend on student needs and pandemic mandates |
| **2021-2022** | We have a Care Team that usually meets in person weekly to discuss student progress and needs, we have been limited this year due to the pandemic. Our Care Team is made up of reps from our staff, our LCC, juvenile court, sheriff’s dept., Allwell Counseling agency and Family and Children’s First Council. We work to eliminate any obstacles that hinder student learning. Our Care Team is a tremendous asset to our program. We discuss student weekly progress, any family, legal, mental and physical well-being can be done to lesson any traumatic situations impacting our student’s daily lives. | $0 |
| **2022-2023** | We have a Care Team that usually meets in person weekly to discuss student progress and needs, we have been limited this year due to the pandemic. Our Care Team is made up of reps from our staff, our LCC, juvenile court, sheriff’s dept., Allwell Counseling agency and Family and Children’s First Council. We work to eliminate any obstacles that hinder student learning. Our Care Team is a tremendous asset to our program. We discuss student weekly progress, any family, legal, mental and physical well-being can be done to lesson any traumatic situations impacting our student’s daily lives. | $0 |

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| **Determine Competency** |  |
| **Resource Link(s):** |  |

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| **SOCIAL & EMOTIONAL NEEDS** | |
| **Determining**  **Social Emotional Needs** |  |
| **Addressing Social and Emotional Needs** |  |
| **Resource Link(s):** | [Panorama Equity Guide to Student Learning Loss](https://go.panoramaed.com/learning-recovery-sel-toolkit?utm_term=%2Blearning%20%2Brecovery%20%2Bplan&utm_campaign=Distance+Learning&utm_source=adwords&utm_medium=ppc&hsa_acc=5445977957&hsa_cam=11696725568&hsa_grp=120517887544&hsa_ad=482013041503&hsa_src=g&hsa_tgt=kwd-1038528897501&hsa_kw=%2Blearning%20%2Brecovery%20%2Bplan&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gclid=Cj0KCQiApY6BBhCsARIsAOI_GjaSforC77XoY4q6ky-VWKKnyVgVOhoIZteO0gzhxtU1Jwp4YyGb7VYaAhnGEALw_wcB)  [CASEL Online SEL Assessment Guide](https://ocde.us/EducationalServices/LearningSupports/HealthyMinds/Pages/SEL-Assess.aspx)  [Ohio’s K-12 Social & Emotional Learning Standards](http://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning)  [INFOhio’s Educator Tools Curriculum Library](https://www.infohio.org/educator-tools) (filter for “Social Emotional Learning” under Subject)  [Ohio’s Whole Child Framework](http://education.ohio.gov/Topics/Student-Supports/Ohio-Supports-the-Whole-Child) |

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| **PROFESSIONAL LEARNING NEEDS** | |
| **Professional Learning** | What **professional development** activities will be needed/offered to your school district’s teachers and partners to support learning recovery?  Possible/Optional item(s) to consider:   * 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](http://reframingeducation.org/professional-learning/)  [Mental Health Resources](http://reframingeducation.org/mental-health/)  ESC Customized Support |