District Name:	South Central Ohio Educational Service Center
District Address:	522 Glenwood Ave, New Boston, OH 45662
District Contact:	Sandy Mers, Superintendent
District IRN:	125658

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?*		

Spring 2021	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● Special Education Progress Reports ● Updated ETR testing (if available), IEP present levels of performance ● Student grades disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Pass/Fail data for all classes disaggregated by subgroups (SWD.ED, Gifted, ELL, etc.) ● High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Reading Improvement and Monitoring Plan (RIMP) results ● Performance on district assessments (STAR, iReady, DIBELS/Acadience, MAP, short cycle assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Performance on ODE developed Restart Readiness assessments (full-length benchmark and/or Checkpoint assessments) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Item analysis of district assessments and/or Restart Readiness assessments or Fall Third Grade OAA ● AP and/or College Credit Plus enrollment and grades ● Early Learning Assessment for preschoolers and their curriculum based assessment. ● Performance on ACT and/or SAT ● *Hagerty Assessments* ● *Fundations* ● *Wilson* ● *Terra nova* ● *Cogat* ● *IXL* ● *Study Island*	

Summer 2021	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● Item analysis of Ohio State Test results ● Performance on ACT and/or SAT disaggregation ● Early Learning Assessment for preschoolers and curriculum based assessments ● Brigance Inventory for preschoolers and/or kindergarten	
2021 - 2022	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● Special Education Progress Reports ● Updated ETR testing (if available), IEP present levels of performance ● Student grades disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Pass/Fail data for all classes disaggregated by subgroups (SWD.ED, Gifted, ELL, etc.) ● High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Performance on ODE ELA and Math Practice Tests and Restart Readiness assessments disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Performance on Kindergarten Readiness Assessment and Universal Screeners ● Reading Improvement and Monitoring Plan (RIMP) results ● Performance on district assessments (STAR, iReady, DIBELS/Acadience, MAP, short cycle assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Performance on ODE developed Restart Readiness assessments (full-length benchmark and/or Checkpoint assessments) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Item analysis of district assessments and/or Restart Readiness assessments ● Performance on Ohio State Tests ● Item analysis of Ohio State Test results ● Performance on ACT and/or SAT ● Early Learning Assessment for preschoolers and their curriculum based assessment. ● AP and/or College Credit Plus enrollment and grades ● Gifted identification assessment data (Superior Cognitive, Specific Academic, and Creative Thinking)	
2022 - 2023	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● Special Education Progress Reports ● Updated ETR testing (if available), IEP present levels of performance ● Student grades disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Pass/Fail data for all classes disaggregated by subgroups (SWD.ED, Gifted, ELL, etc.) ● High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) ● Performance on ODE ELA and Math Practice Tests and Restart Readiness assessments disaggregated by subgroups (SWD, ED,	

| | Gifted, ELL, etc.) Performance on Kindergarten Readiness Assessment and Universal Screeners Reading Improvement and Monitoring Plan (RIMP) results Performance on district assessments (STAR, iReady, DIBELS/Acadience, MAP, short cycle assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) Performance on ODE developed Restart Readiness assessments (full-length benchmark and/or Checkpoint assessments) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) Item analysis of district assessments and/or Restart Readiness assessments Performance on Ohio State Tests Item analysis of Ohio State Test results Performance on ACT and/or SAT Early Learning Assessment for preschoolers and their curriculum based assessment. AP and/or College Credit Plus enrollment and grades Gifted identification assessment data (Superior Cognitive, Specific Academic, and Creative Thinking) | |

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 extend other opportunities for those who have learned it?*
		Budget

Spring 2021	● Extended Learning Hours in partnership with the SCOESC	
Summer 2021	● Extended Learning Hours in partnership with the SCOESC ● ESY services provided by SCOESC for SWD as determined by the IEP team ● Digital Academy (Credit Recovery) in Partnership with FES and SCOESC	
2021 - 2022	● Extended Learning Hours in partnership with the SCOESC ● Digital Academy in Partnership with SCOESC ● Licensed ODE Preschool Program, SCOESC Child Development Center Program ● ESY services provided by SCOESC for SWD as determined by the IEP team	
2022 - 2023	● Extended Learning Hours in partnership with the SCOESC ● Digital Academy in Partnership with SCOESC ● Licensed ODE Preschool Program, SCOESC Child Development Center Program ● ESY services provided by SCOESC for SWD as determined by the IEP team	

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	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● OHYES! ● ASQ-SE(Ages and Stages Questionnaire- Social Emotional) ● ACE ● BOTVIN Assessments (embedded in curriculum) ● Shawnee Family Help ● Heart Math - program with finger sensors, teaches calm down strategies (7-12 grades). Each counselor will have the equipment as well. ● Foster Care Placement Data ● Chronic Absenteeism Data ● Juvenile Court Referrals ● Sheriff Wellness Checks ● CPS Referrals ● Lighthouse Youth Service Referrals ● Drastic Drops in GPA (EMIS Report compare last year to this year) ● Public School Works Modules	
Summer 2021	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● The SCOESC will offer training in Prevention 101 ● The SCOESC will offer training in Botvin Life Skills	
2021 - 2022	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● OHYES! ● ASQ-SE(Ages and Stages Questionnaire- Social Emotional) ● ACE ● BOTVIN Assessments (embedded in curriculum) ● Shawnee Family Help ● Heart Math - program with finger sensors, teaches calm down strategies (7-12 grades). Each counselor will have the equipment as well. ● Foster Care Placement Data ● Chronic Absenteeism Data ● Juvenile Court Referrals	

	- Sheriff Wellness Checks - CPS Referrals - Lighthouse Youth Service Referrals - Drastic Drops in GPA (EMIS Report compare last year to this year) - Public School Works Modules	
2022 - 2023	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: - OHYES! - ASQ-SE(Ages and Stages Questionnaire- Social Emotional) - ACE - BOTVIN Assessments (embedded in curriculum) - Shawnee Family Help - Heart Math - program with finger sensors, teaches calm down strategies (7-12 grades). Each counselor will have the equipment as well. - Foster Care Placement Data - Chronic Absenteeism Data - Juvenile Court Referrals - Sheriff Wellness Checks - CPS Referrals - Lighthouse Youth Service Referrals - Drastic Drops in GPA (EMIS Report compare last year to this year) - Public School Works Modules	

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.)*		
Spring 2021	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● Prevention 101 ● BOTVIN Life Skills Training for staff to implement ● Crisis Prevention Intervention training for de-escalation with SCOESC ● Building Better Bonds website for training and resources for staff. ● PBIS training for staff implementation ● SEL Class for K-6 ● Handle with Care	
Summer 2021	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● BOTVIN Life Skills Training for staff to implement ● Crisis Prevention Intervention training for de-escalation with SCOESC ● Building Better Bonds website for training and resources for staff. ● PBIS training for staff implementation ● Add a course during Extended Learning Summer Camp with Shawnee Mental or SOMC (another partner)	
2021-2022	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● Prevention 101 ● BOTVIN Life Skills Training for staff to implement ● Crisis Prevention Intervention training for de-escalation with SCOESC ● Building Better Bonds website for training and resources for staff. ● PBIS training for staff implementation ● Heart Math - program with finger sensors, teaches calm down strategies (7-12 grades). Each counselor will have the equipment as well.	
2022-2023	The SCOESC Curriculum Supervisors and Special Education Supervisors will assist districts in the following: ● Prevention 101 ● BOTVIN Life Skills Training for staff to implement ● Crisis Prevention Intervention training for de-escalation with SCOESC ● Building Better Bonds website for training and resources for staff. ● PBIS training for staff implementation ● Heart Math - program with finger sensors, teaches calm down strategies (7-12 grades). Each counselor will have the equipment as well.	