Learning Recovery & Extended Learning Plan

District Name:	Buckeye Valley Local Schools
District Address:	679 Coover Rd, Delaware, OH 43015
District Contact:	Dr. Andrew Miller, Superintendent Dr. Kimberly Halley, Assistant Superintendent
District IRN:	046755

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

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

ODE's Planning for Extended Learning FAQ's

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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:	Budget

- **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	● Buckeye Valley Local Schools will return to 5 days a week of in-person learning ● During Spring 2021, BV teachers will utilize academic data from NWEA MAP and other curriculum assessment tools to assess student learning. Results will be compared to historical data from past years and used to identify critical learning needs ● Differentiated supports will be deployed and a robust Multi-Tiered System of Support will be executed	
Summer 2021	BV teachers will promote student participation during the summer months by designing engaging learning activities among peers. BV teachers will observe student learning during summer learning activities and document the summer successes and future needs.	
2021 - 2022	BV High School intends to expand their Peer support mentor program for Freshman during the 2021-22 school year. They will increase participation from 70 students to all ninth grade students (approx 170) and will incorporate a book study during the new "Baron Time" during the school day.	
2022 - 2023	To be determined--the strategies that proved to be successful at identifying academic and social emotional learning gaps during the 2021-22 year will be refined and utilized.	

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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:	Budget

- **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 District will strengthen its approach to MTSS (Multi-Tiered System of Support) and its assessment collection to better identify the areas of academic need and intervention.	
Summer 2021	● BV teachers will conduct virtual reading book clubs 4 weeks (each grade band, student choice of text) one hour per week on designated day/time as determined by the teacher. Teacher will select books. ● The District will distribute a mathematics calendar of activities by grade-level to support at-home learning during the summer months ● The District will utilize a community partnership with Delaware County YMCA to offer summer sessions on-site at BV elementary schools In addition, BVLS will make parents/families aware of learning experiences in our local community of Delaware County, such as the following: **AIR Camp** ● Inspiring students to new heights of scholarship, leadership and citizenship while they experience the thrill of flight and study the science, technology, engineering and math (STEM) of aviation and aeronautics. It's a week packed with fun, adventure, learning, and challenge. http://www.aircampusa.com **Arts Castle** ● Arts Castle offers a variety of multi-arts experiences such as classes, workshops, performances, exhibitions, and special events. Continue to check their website for current offerings. http://www.artscastle.org/	

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B-Wiser Science Camp: Buckeye Women in Science, Engineering and Research Institute
- B-Wiser Science Camp is open to girls who have completed grade 7. It is a week-long residential experience to promote the interest of young women in science and engineering at The College of Wooster. http://bwiser.spaces.wooster.edu/

Buckeye Valley Family YMCA
- The YMCA offers exciting opportunities for teens, ages 13—15, to experience summer fun and develop leadership skills through LIT summer programs. https://bvfymca.org/youth-development/day-camp

Buckeye Valley Local Schools
- Buckeye Valley has an extensive calendar for all the district's summer events, including summer sports clubs. https://www.buckeyevalley.k12.oh.us/Calendar/0#m=2&s=0&t=1:2:25:32:51:52:54:55:56&y=2021

Camp COSI
- Camps for all ages & opportunities for the whole family Offers a variety of science-related experiences, career discoveries and academies. https://cosi.org/

Camp OFLA
- Camp OFLA is an elementary foreign language camp for students in grades 3-8. Offers German, French, Japanese, Russian and Spanish. http://www.campofla.org/

Columbus Zoo Camps
- Are you ready for an unforgettable summer? During these non-residential day camps, your child will explore the Zoo and get an in-depth opportunity to learn about our natural world. Ages 3 – grade 10. Cost varies per camp. https://reservations.columbuszoo.org/Info.aspx?EventID=506

Math Plus Academy Summer Camps
- Camps for ages 4-14. Offering a variety of STEM-related, week-long camps including LEGO Robotics, Shark Tank, Chess, Computer Programming, Girls Only Camps and more. summercamps.mathplusacademy.com

YMCA Summer Day Camps
- At the YMCA, providing safe, high-quality, and enriching experiences for all youth has always been our top priority, and even in today's world, this promise remains true. Although we can't know for certain what the future holds, we are busy planning camps that are SAFE

	and full of life-changing experiences and unforgettable memories. Every day, we work side-by-side with our neighbors to make sure that every child has access to summer day camp programs. https://ymcacolumbus.org/camp/daycamp	
2021 - 2022	In fall 2021, the District will re-examine NWEA MAP and Reading Benchmark Assessment data in fall to determine student needs. If necessary, the District will develop and deploy additional learning opportunities to address academic gaps in reading and mathematics	
2022 - 2023	Strategies that proved to be successful at filling learning gaps as a result of the pandemic during the 2021-22 year will be refined and utilized.	

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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	In Spring 2021, BV teachers will conduct the Panorama student survey to gather data on students' SEL needs and perceptions about their school experience. The results from Spring 2021 Panorama student survey will be compared to the results from Fall 2020.	
Summer 2021	Partner with Syntero to promote SEL student programs (virtual or face-to-face) Offer summer virtual student book club as an opportunity to connect with peers	Teacher stipend as compensation to conduct
2021 - 2022	Host Welcome Back to School event at each BV school with Food Trucks Devote first two weeks of school purposefully building positive relationships between student-peers and student-teacher; create inclusive environment for all students Conduct Panorama student survey to gather data on students' SEL needs and perceptions about their school experience Continue to offer staff professional development about ways in which to incorporate social emotional learning.	
2022 - 2023	To be determined based on the successes and needs identified during the 2021-22 school year.	

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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	Conduct District SEL Team training for all BV building teacher leaders Offer professional development sessions for all BV teachers on addressing the SEL needs of students	
Summer 2021	Partner with Syntero to promote SEL student programs (virtual or face-to-face) Offer summer virtual student book club as an opportunity to connect with peers	Teacher stipend as compensation to conduct
2021-2022	Host Welcome Back to School event at each BV school with Food Trucks Devote first two weeks of school purposefully building positive relationships between student-peers and student-teacher; create inclusive environment for all students Conduct Panorama student survey to gather data on students' SEL needs and perceptions about their school experience Continue to offer staff professional development about ways in which to incorporate social emotional learning.	
2022-2023	To be determined based on the successes and needs identified during the 2021-22 school year.	