



## Learning Recovery & Extended Learning Plan

District Name:	VALLEY STEM + ME2 ACADEMY
District Address:	7300 N. Palmyra Road; Canfield, OH 44406
District Contact:	Dr. Mara Banfield, Superintendent
District IRN:	014943

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](mailto:ExtendedLearning@education.ohio.gov)

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



## Learning Recovery & Extended Learning Plan

### Overview of the District's Proactive Measures

Valley STEM employed a proactive approach to meeting student needs during the pandemic. The goal was to prevent as many students as possible from experiencing “learning lag” or gaps in the continuity of their high school education. As a result, this plan is heavily modified from the state’s optional template which is more centered on a reactionary approach.

#### Key Proactive Practices

- The district maintained a hybrid model of delivery for the first three quarters of the 2020-21 school year. Students will be in the building full time for quarter four. The district took proactive measures to lessen the potential impact of COVID 19 effects on student learning including but not limited to:
  - The addition of another full-time special education teacher at the start of the 2020-21 school year
  - Increased para professionals for small group intervention
  - The addition of Panorama – a data visualization and progress monitoring tool
  - Increased social emotional supports and mental health screening and counseling
  - Targeted intervention on the day’s student were present in the building
  - Enhanced targeted intervention and tutoring for struggling students on additional days in the building (their “home” day on the hybrid schedule).
  - The continued commitment to LLI screening and small group intervention throughout the pandemic
- *Budget* – the district leadership team consciously allocated funds towards the plans and initiatives listed above during annual CCIP and budget management planning sessions. The allocation of available funds and identifiable needs will be assessed through the Spring and early summer of 2021 for the 2021-22 school year. [CLICK HERE FOR DESCRIPTION OF FUND USAGE.](#)

### Identifying Academic Needs

<b>Impacted Students:</b>	<i>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)?</i>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>- The district will:           <ul style="list-style-type: none"> <li>- continue to use the Panorama progress monitoring tool, collaborative team meetings, local and classroom assessments, and state assessments to identify student learning gaps.</li> <li>- continue to use LLI best practice to identify student literacy levels and to provide intervention accordingly.</li> <li>- deliver local, content base assessments to determine potential learning gaps</li> <li>- deliver state assessments in required content areas</li> <li>- continue to conduct social/emotional needs assessments and student-level screenings</li> <li>- identify those students who need additional instruction, remediation, or credit recovery courses in our annual summer school program</li> <li>- identify those students who need additional academic and STEM content extended learning in our hands-on, content-rich STEM summer camp programs.</li> </ul> </li> <li>- <i>Budget</i> – the district leadership team consciously allocated funds towards the plans and initiatives listed above during annual CCIP and budget management planning sessions. The allocation of available funds and identifiable needs will be assessed through the Spring and early summer of 2021 for the 2021-22 school year.</li> </ul>
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>- The district will provide summer school programming for students who need additional instruction, remediation, or credit recovery courses</li> <li>- The district will provide hands-on, content-rich STEM summer camp programs available to all students and to those identified for extended learning in specific disciplines</li> <li>- The allocation of available funds and identifiable needs will be assessed through the</li> </ul>



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<p><b>Ongoing for the 2021-22 school year and beyond</b></p>	<p style="text-align: center;">Spring and early summer of 2021 for the 2021-22 school year.</p> <ul style="list-style-type: none"> <li>- The district will:             <ul style="list-style-type: none"> <li>- Partner with ESC consultants to determine student declines against their historical state assessment data and the scores from spring 2021 EOC testing</li> <li>- continue to use the Panorama progress monitoring tool, collaborative team meetings, local and classroom assessments, and state assessments to identify student learning gaps.</li> <li>- continue to us LLI best practice to identify student literacy levels and to provide intervention accordingly.</li> <li>- deliver local, content base assessments to determine potential learning gaps</li> <li>- deliver state assessments in required content areas</li> <li>- continue to conduct social/emotional needs assessments and student-level screenings</li> <li>- identify those students who need additional instruction, remediation, or credit recovery courses in our annual summer school program</li> <li>- identify those students who need additional academic and STEM content extended learning in our hands-on, content-rich STEM summer camp programs.</li> </ul> </li> <li>- The district will use data from these activities and others to inform the allocation of available funds to support student needs as identified</li> <li>- <i>Budget</i> – the district leadership team consciously allocated funds towards the plans and initiatives listed above during annual CCIP and budget management planning sessions. The allocation of available funds and identifiable needs will be assessed through the Spring and early summer of 2021 for the 2021-22 school year. <a href="#">The ARP ESSER Money will be used in the following ways (CLICK HERE).</a></li> </ul>
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## Learning Recovery & Extended Learning Plan

### COVID-19

### Important Information Regarding the 2021-2022 School Year



*The health and welfare of our students and staff is of utmost importance to us at the Mahoning County Career and Technical Center and Valley STEM. We have continued to work diligently throughout the summer to prepare for ALL students to return SAFELY on Monday, August 23, 2021. Here is some important information regarding COVID-19 and our policies and procedures:*

- We will continue promoting the many mitigating strategies that were effective last school year. These measures include hand sanitizers in all classrooms and throughout the building, heightened daily cleaning protocols, social distancing, additional washing stations, and a continued push for proper hygiene.
- The HVAC system has been updated and maintained to maximize safe air filtration and circulation. We will also increase the outside air to the building to exceed recommendations.
- All drinking fountains will be off, and we will only use the bottle fill stations that we have put in place.
- We will continue to utilize our temperature scanners at the entrances before everyone enters the building and encourage a daily self assessment (*if you have a temperature or feel sick, stay home*).
- Masks are **REQUIRED** on the school bus/transportation. This is a **STATE MANDATE**.
- Masks are **OPTIONAL** for staff and students while in the building; however, the CDC **STRONGLY RECOMMENDS** them. Please note: *Wearing a mask may eliminate the need to quarantine, and students would be able to stay in the normal in-classroom setting.* Industry recommendations may guide decision making in setting-specific cases.
- Physical distancing of 3-6 feet will be strongly encouraged in labs and classrooms, as well as other areas throughout the building.
- If students are in close contact (inside 3-feet) and are vaccinated, in most cases students may remain in the normal in-classroom setting as long as they have no symptoms. (See flow chart attached)
- We will continue to update our website daily with COVID cases.
- We **STRONGLY RECOMMEND** our staff and students be vaccinated. Being that we are a district that only has high school students, everyone has the ability to be vaccinated.
- If you have any questions or concerns, contact the Superintendent, John Zehentbauer directly at (330) 559-4791 anytime.



## Learning Recovery & Extended Learning Plan

### Common Questions:

***Q: What is the benefit for students and staff that wear a mask in school?***

A: Students and staff who wear a mask to school are less likely to be quarantined if they come in contact with a COVID-19 positive case in a classroom setting.

***Q: Why aren't face masks required for unvaccinated students at MCCTC and Valley STEM?***

A: We follow the Ohio Department of Health's (Governor Dewine) recommendations and at this time they are not requiring masks. Without this mandate, we believe this is a parental decision. We have also gathered data from families and staff while making this decision. MCCTC & Valley STEM are unique in that every student and staff member is of age to receive the vaccine and can do so before the start of the school year.

***Q: Why are face masks required on school buses?***

A: The Ohio Department of Health has ordered face masks to be worn on public transportation, including school buses, and regardless of vaccination status based on a federal order.

***Q: How is COVID-19 positive case determined?***

A: This requires either a medical diagnosis from a physician or a positive Polymerase Chain Reaction (PCR) test. Positive cases must be reported to the school nurse (330.729-4000 X1130) who will then contact the local health department.

***Q: Is there a state law that gives health departments legal authority to quarantine students and staff?***

A: Ohio Revised Code 3707.11 gives health departments authority to quarantine or isolate. COVID-19 is defined as a Class A, reportable disease for quarantine/isolation.

***Q: Will the school be able to social distance students?***

A: The CDC recommends 3 feet of distance between students and we believe 3 feet of distance (if not more) between students and staff can be achieved most of the time. We are unique in that our labs and other areas have a lot of surface area to ensure safety protocols are in place.

***Q: When should I keep my child home from school and when can they return to school?*** A: Any child exhibiting symptoms of illness should remain home until symptom-free for 24 hours. Further guidance can be provided by the nurse (330.729-4000 X1130).

***Q: What if my child exhibits signs of illness while at school?***

A: Any student exhibiting signs of illness will be sent to the school nurse and need to go home.

***Q: My vaccinated child was exposed to COVID-19 in school, does she/he have to quarantine.***

A: According to the Ohio Department of Health, fully vaccinated students do not have to be quarantined as long as they do not have symptoms.

***Q: If my child is absent from school, how do I get make-up work?***

A: Your child's teacher will provide make-up work and explain how to access it.

***Q: Are meals (breakfast/lunch) free during the 2021-2022 school year?***

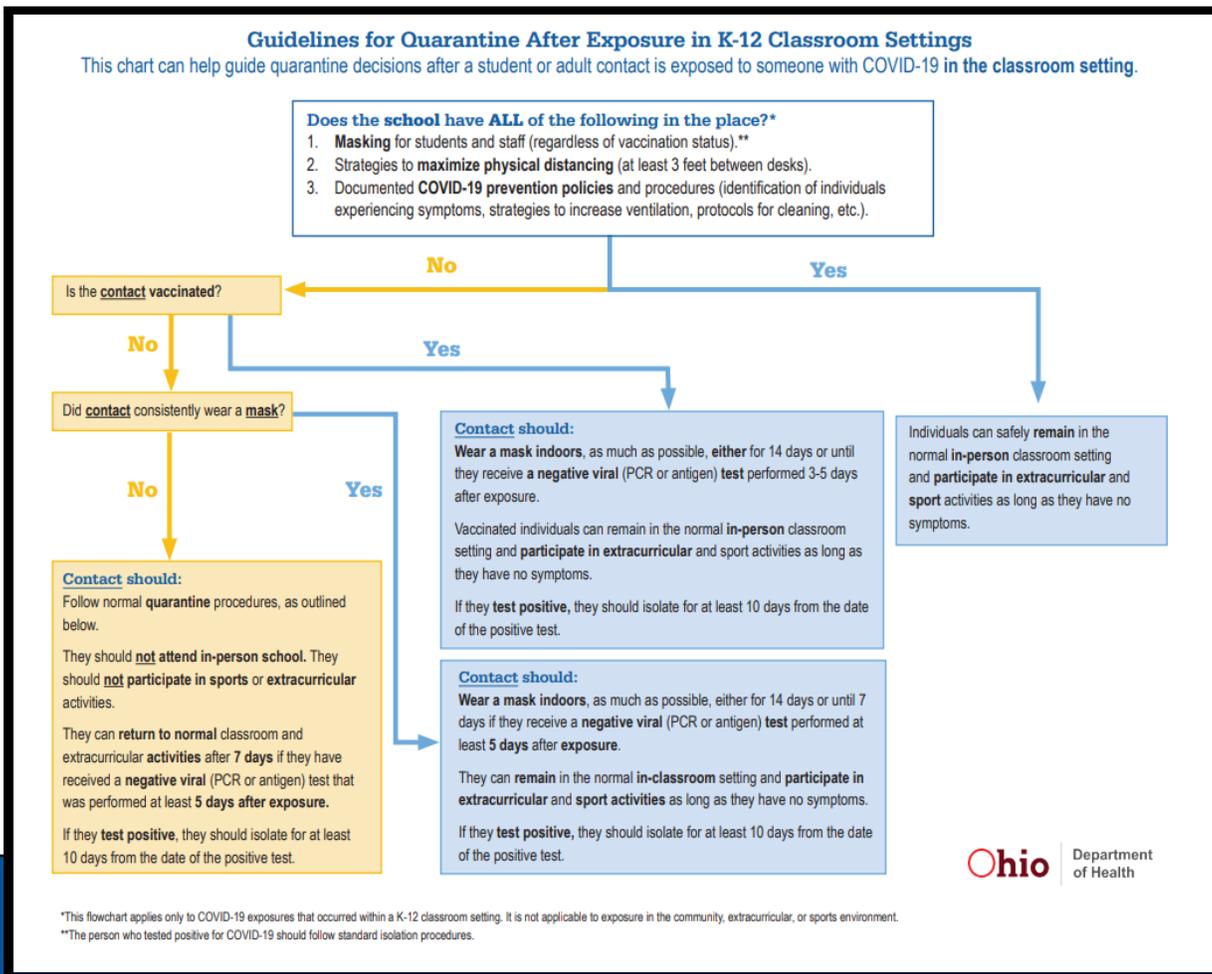


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A: Yes, meals continue to be free for the 2021-2022 school year as part of the U.S. Department of Agriculture (USDA).

**Q: If meals are free do I need to fill out a free and reduced lunch application?**

A: **Yes.** If you think you could qualify for free and reduced lunch status it is **IMPORTANT** that you still fill out the application to qualify for additional cost waivers, such as school fees.



Revised  
8/16/2021

## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<i>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.)?</i>
<b>Spring 2021</b>	<p><b>Proactive measures taken by the district:</b></p> <ul style="list-style-type: none"> <li>- The addition of another full-time special education teacher at the start of the 2020-21 school year</li> <li>- Increased para professionals for small group intervention</li> </ul>



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	<ul style="list-style-type: none"> <li>- The addition of Panorama – a data visualization and progress monitoring tool</li> <li>- Increased social emotional supports and mental health screening and counseling</li> <li>- Targeted intervention on the day’s student were present in the building</li> <li>- Enhanced targeted intervention and tutoring for struggling students on additional days in the building (their “home” day on the hybrid schedule).</li> <li>- The continued commitment to LLI screening and small group intervention throughout the pandemic</li> </ul> <p>Spring 2021</p> <ul style="list-style-type: none"> <li>- With students returning full time the staff will deliver local benchmarking assessments and provide intervention in each content area at the classroom for identified students</li> <li>- identify those students who need additional instruction, remediation, or credit recovery courses in our annual summer school program</li> <li>- identify those students who need additional academic and STEM content extended learning in our hands-on, content-rich STEM summer camp programs.</li> <li>- <i>Budget</i> – the district leadership team consciously allocated funds towards the plans and initiatives listed above during annual CCIP and budget management planning sessions. The allocation of available funds and identifiable needs will be assessed through the Spring and early summer of 2021 for the 2021-22 school year.</li> </ul>
<p><b>Summer 2021</b></p>	<ul style="list-style-type: none"> <li>- The district will provide summer school programming for students who need additional instruction, remediation, or credit recovery courses</li> <li>- The district will ensure there is equitable access to summer school programming and that all students who have the need for this program have the ability to participate</li> <li>- The district will provide hands-on, content-rich STEM summer camp programs available to all students and to those identified for extended learning in specific disciplines</li> <li>- The district will create learning gap intervention plans for those students determined to be in need of additional content area intervention in the fall of 2021</li> </ul>
<p><b>Ongoing for the 2021-22 school year and beyond</b></p>	<ul style="list-style-type: none"> <li>- The district will continue the approaches and strategies detailed above while continually evaluating the present needs of our students and adapting, amending, adding, enhancing, and innovating strategies based on these observed needs.</li> </ul>



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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<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>
<b>Spring 2021</b>	<p><b>Proactive and ongoing measures taken by the district:</b></p> <ul style="list-style-type: none"> <li>- The addition of a district wellness coordinator who is assisting with the identification and equitable service of students with social emotional needs and those dealing with the impacts of poverty</li> <li>- An academic intervention counselor who assembles team meetings and intervention plans for students in need</li> <li>- The district addition of Panorama – a data visualization and progress monitoring tool with built in social emotional screenings</li> <li>- Building-wide mental health screenings through our partnership with ALTA behavioral health</li> <li>- Intervention meetings with all students who are struggling academically</li> <li>- Weekly team meetings in which staff identified concerns are evaluated and assessed as a team</li> <li>- The district has created an electronic “Request to see a counselor form” that is monitored by our entire school counselor and administrative team</li> <li>- Administrator home visits for students who are truant or who are failing courses</li> <li>- Building-wide charitable deliveries to the homes of students of concern</li> </ul> <p>- <i>Budget</i> – the district leadership team consciously allocated funds towards the plans and initiatives listed above during annual CCIP and budget management planning sessions. The allocation of available funds and identifiable needs will be assessed through the Spring and early summer of 2021 for the 2021-22 school year.</p>
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## Learning Recovery & Extended Learning Plan

### Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/ Overcoming Barriers</b>	<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>
<b>Spring 2021</b>	<p><b><i>Proactive and ongoing measures taken by the district:</i></b></p> <ul style="list-style-type: none"> <li>- Through our partnership with ALTA Behavioral Health our students will continue to have access to:             <ul style="list-style-type: none"> <li>- Mental health counseling services</li> <li>- Small group counseling services</li> <li>- Suicide screening and intervention</li> <li>- Social emotional education opportunities</li> </ul> </li> <li>- Through our partnership with the JJC our students will continue to have access to:             <ul style="list-style-type: none"> <li>- Men of Honor Group Meetings</li> <li>- Girl’s Circle Group Meetings</li> </ul> </li> <li>- District staff will continue to provide:             <ul style="list-style-type: none"> <li>- Social emotional intervention plans</li> <li>- Targeted SEL opportunities</li> <li>- PBIS intervention</li> <li>- Team meetings for problem solving and crisis intervention</li> <li>- Team meetings and intervention plans for students in need</li> </ul> </li> <li>- <i>Budget</i> – the district leadership team consciously allocated funds towards the plans and initiatives listed above during annual CCIP and budget management planning sessions. The allocation of available funds and identifiable needs will be assessed through the Spring and early summer of 2021 for the 2021-22 school year.</li> </ul>
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