



Learning Recovery & Extended Learning Plan

District Name:	Warren County Career Center
District Address:	3525 N. State Route 48, Lebanon, Ohio 45036
District Contact:	Rick Smith, Superintendent
District IRN:	200103

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:	<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>	
Considerations: <ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	WCCC Students will be identified through the use of data and recommendations, including: <ul style="list-style-type: none"> ● Assessment scores - webxam, etc. ● Past EOC assessment scores ● ACT scores ● Staff recommendations ● Student attendance during the 20-21 school year ● Student grades during the 20-21 school year ● Individual student IEP goals, benchmarks, and 504 needs 	N/A
Summer 2021	WCCC Students will be identified through the use of data and recommendations, including: <ul style="list-style-type: none"> ● Assessment scores - webxam, etc. ● Past EOC assessment scores ● ACT scores ● Staff recommendations ● Student attendance during the 20-21 school year ● Student grades during the 20-21 school year ● Individual student IEP goals and benchmarks 	N/A
2021 - 2022	WCCC Students will be identified through the use of data and recommendations, including: <ul style="list-style-type: none"> ● Assessment scores - webxam, etc. ● Past EOC assessment scores ● ACT scores ● Staff recommendations ● Student attendance during the 20-21 school year ● Student grades during the 20-21 school year ● Individual student IEP goals and benchmarks 	N/A



Learning Recovery & Extended Learning Plan

2022 - 2023	<p>WCCC Students will be identified through the use of data and recommendations, including:</p> <ul style="list-style-type: none"> ● Assessment scores - webxam, etc ● Past EOC assessment scores ● ACT scores ● Staff recommendations ● Student attendance during the 21-22 school year ● Student grades during the 21-22 school year ● Individual student IEP goals and benchmarks 	N/A
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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<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>	
Considerations: <ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	<p>Warren County Career Center (WCCC) will continue with an academic credit recovery program for students in grades 11-12 on our campus through Edmentum with no cost to students.</p> <p>WCCC has also hired a licensed academic tutor to work with students in Study Halls, our daily Mustang Period (used for remediation and study), and after school.</p> <ul style="list-style-type: none"> ● Math and ELA focus for targeted intervention and remediation. 	
Summer 2021	<p>WCCC will implement a summer camp program for WCCC students.</p> <ul style="list-style-type: none"> ● This will begin June 1 and run through July 1. The camp will be four days per week. ● This program will run one sessions per day at WCCC. ● Math and ELA focus for targeted intervention and remediation. 	



Learning Recovery & Extended Learning Plan

<p>2021 - 2022</p>	<p>Warren County Career Center (WCCC) will continue with an academic credit recovery program for students in grades 11-12 on our campus through Edmentum with no cost to students.</p> <p>WCCC has also hired a licensed academic tutor to work with students in our daily Mustang Period - used for remediation and study.</p> <ul style="list-style-type: none"> • Math and ELA focus for targeted intervention and remediation. <p>WCCC will implement a summer camp program for WCCC students.</p> <ul style="list-style-type: none"> • This will begin June 6 and run through July 21. The camp will be four days per week. • This program will run 2 sessions per day at WCCC. • Math and ELA focus for targeted intervention and remediation. • WCCC will offer traditional summer school for credit recovery. 	
<p>2022 - 2023</p>	<p>Warren County Career Center (WCCC) will continue with an academic credit recovery program for students in grades 11-12 on our campus through Edmentum with no cost to students.</p> <p>WCCC has also hired a licensed academic tutor to work with students in our daily Mustang Period - used for remediation and study.</p> <ul style="list-style-type: none"> • Math and ELA focus for targeted intervention and remediation. <p>WCCC will implement a summer camp program for WCCC students.</p> <ul style="list-style-type: none"> • This will begin June 5 and run through July 20. The camp will be four days per week. • This program will run 2 sessions per day at WCCC. • Math and ELA focus for targeted intervention and remediation. • WCCC will offer traditional summer school for credit recovery. 	

Approaches to Identify Social & Emotional Needs

<p>Impacted Students:</p>	<p><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></p>	
<p>Considerations:</p> <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	<p>Budget</p>	
<p>Spring 2021</p>	<p>WCCC surveyed students and staff about the current climate of the district. Through this survey, areas of concern bubbled to the top as it relates to student social-emotional needs.</p> <ul style="list-style-type: none"> • Students will participate in PBIS. PBIS is a social-emotional tool that provides the behavioral health status of individual students as well as the 	



Learning Recovery & Extended Learning Plan

	<p>building as a whole.</p> <ul style="list-style-type: none"> • WCCC has a mental health partner (Beech Acres) on campus that meets with administration and our student service counselors on a regular basis. These meetings are intended to identify students who are in the highest social-emotional need category. • WCCC engages in the work of PBIS and Blue Dot. These Blue Dot staff are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate. 	
Summer 2021	<p>WCCC will meet with their mental health partners (Beech Acres) on a monthly basis. These meetings are intended to identify students who are in the highest social-emotional need category.</p>	
2021 - 2022	<p>WCCC will survey students and staff about the current climate of the district. Through this survey, areas of concern will bubble to the top as it relates to student social-emotional needs.</p> <ul style="list-style-type: none"> • Students will participate in PBIS. PBIS is a social-emotional tool that provides the behavioral health status of individual students as well as the building as a whole. • WCCC has a mental health partner (Beech Acres) on campus that administrators meet with on a regular basis. These meetings are intended to identify students who are in the highest social-emotional need category. • WCCC engages in the work of PBIS and Blue Dot. These Blue Dot staff are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate. 	
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Approaches to Address Social and Emotional Need

Approaches & Removing/	<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</i>
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Learning Recovery & Extended Learning Plan

Overcoming Barriers	<i>social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> 		Budget
Spring 2021	<p>WCCC will take the feedback from the climate survey and determine appropriate next steps to support students in need.</p> <ul style="list-style-type: none"> ● The results of the assessment will be immediately available to counselors, administrators and therapists (Beech Acres). Students in need will have an opportunity to meet with a counselor, our resource coordinator, or therapist in order to get connected with additional resources to provide support. ● WCCC admin will meet regularly with their mental health partner (Beech Acres) in order to determine how to best support students in need. ● WCCC employs a full-time therapist through Beech Acres, who works with students of the highest need. The therapist also provides individual support to students in crisis. ● In addition to Beech Acres, the district supports a full-time resource coordinator through our county ESC to meet with students for mental health needs. ● WCCC engages in the work of PBIS. Staff are QPR trained and are able to assess student needs and provide access to mental health and crisis support when appropriate. 	
Summer 2021	<p>WCCC will meet with their mental health partners (Beech Acres) on a monthly basis. These meetings are intended to identify students who are in the highest social-emotional need category.</p>	
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Learning Recovery & Extended Learning Plan

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PLANNING SUPPORT DOCUMENT

As stated by ODE, this is not a one-size-fits-all exercise. 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. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

ACADEMIC PLANNING



Learning Recovery & Extended Learning Plan

Determining Academic Needs	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> • Performance on assessments (EOC, webxam, ACT) • Grades and credit recovery • Gap Analysis for ELA and Math completed by teachers • Prioritized Standards • Supports for IEP student needs
Filling Academic Gaps	<p>How will academic gaps be filled?</p> <ul style="list-style-type: none"> • Partnerships (Warren County Educational Service Center, Forward Edge, Premier Health, WCCC Associate Schools) • Data-based decision-making (teacher data meetings) • Triage plans for Seniors/Credit Recovery Options • Supports for students with disabilities • Student Success Plans • Personalized learning opportunities • Clear instructional plans have been created with prioritized standards
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>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</p>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <ul style="list-style-type: none"> • District MTSS Process - Multi-Tiered System of Supports • PBIS/Blue Dot • Partnership with mental health partner, Beech Acres
Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <ul style="list-style-type: none"> • District MTSS Process - Multi-Tiered System of Supports • PBIS/Blue Dot • Partnership with mental health partner, Beech Acres



Learning Recovery & Extended Learning Plan

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
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Learning Recovery & Extended Learning Plan

PROFESSIONAL LEARNING NEEDS	
Professional Learning	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <ul style="list-style-type: none">• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.• Teachers will participate in gap analysis to provide to the teachers in all classes.• WCCC will continue to partner with Warren County Educational Service Center for Math and ELA coaching/professional learning.• WCCC will consider the social and emotional needs of their teachers to help them address wellness needs for themselves and students recovering from added pandemic stressors.
Resource Link(s):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>