

Learning Recovery & Extended Learning Plan

District Name:	Mahoning Unlimited Classroom DBA Valley Virtual Remote Learning Academy
District Address:	7320 N. Palmyra Road, Canfield, OH 44406
District Contact:	Jack Zocolo, Superintendent
District IRN:	148999

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.

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

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

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 we extend other opportunities for those who have learned it? 		Budget
Spring 2021	<p>Mahoning Unlimited Classroom (Valley Virtual Remote Learning Academy) serves students in grades 6-12. Our students reside primarily in Mahoning, Trumbull, Columbiana and Portage Counties. We are a DOPR school serving students that had difficulties succeeding in traditional school. Nearly 40% of our students are economically disadvantaged and 27% are students with disabilities. The pandemic has negatively affected the academic and social-emotional progress of our students. While our students are primarily remote students, the loss of in person assistance availability in our lab setting has severely impacted many students' performances.</p> <p>At MUC (Valley Virtual) we are identifying academic needs of our students in the following ways:</p> <ol style="list-style-type: none"> 1. Renaissance STAR testing to evaluate reading and math proficiency for all students. These assessments will show areas of weakness and intervention needs. The 2nd round of testing will be administered in May to show growth and identify areas of intervention need. 2. Data from End of Course state tests are used to assess student eligibility for graduation and create plans for students to access Industry Recognized Credentials. 3. Attendance data and academic progress are examined to meet the individualized needs of students. 	No additional funds

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Summer 2021	<p>Purchase Lets Go Learn license for all students deemed appropriate to receive online resources for math and reading, Interactive lessons to help skill development. The Program generates useful data based on progress, which will assist in developing individualized plans to address student needs.</p> <p>Purchase esparklearning license for all students deemed appropriate to benefit from Online resources for math and reading, Interactive lessons to help skill development. The program generated levels of performance and other reports which will assist in developing individualized plans to address student needs.</p>	<p>\$5,000.00 annual</p> <p>\$5,000.00 annual</p>
2021 - 2022	<p>Add a full-time intervention specialist position to assist with academic support and engagement of students. An additional staff member will allow teachers to spend more individualized time with students on virtual sessions and specialized attention focused on attendance and academic achievement.</p> <p>Purchase Lets Go Learn license for all students deemed appropriate to receive online resources for math and reading, Interactive lessons to help skill development. The Program generates useful data based on progress, which will assist in developing individualized plans to address student needs.</p> <p>Purchase esparklearning license for all students deemed appropriate to benefit from Online resources for math and reading, Interactive lessons to help skill development. The program generated levels of performance and other reports which will assist in developing individualized plans to address student needs.</p>	<p>New Full-Time Intervention Specialist Position \$40,000.00 annual salary</p> <p>\$5,000.00 annual</p> <p>\$5,000.00 annual</p>
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Approaches to Address Academic Gap Filling		
Approaches & Removing/Overcoming Barriers	<p>What approaches will schools/districts use to fill learning needs identified above?</p> <p>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.)?</p>	
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	Continue partnership with Career Counselors through the Educational Service Center of Eastern Ohio to provide students with career development goals, Ohio Means Jobs, and Industry Recognized Credential development.	None
Summer 2021	Extended learning opportunities to continue during the summer at no cost to our students. Extend contracts of 2 licensed intervention specialists to assist with academic support and continued educational opportunities throughout the summer break for all students. This will allow students to stay engaged and continue progression through courses. This is especially important for DOPR students who have additional responsibilities to contribute to finances due the the pandemic. We will continue to provide our students with support via zoom sessions and in person.	Extension of 2 intervention specialist licenses (currently employed) \$10,000
	Continue partnership with Career Counselors through the Educational Service Center of Eastern Ohio to provide students with career development goals, Ohio Means Jobs, and Industry Recognized Credential development	None
	Secure HotSpot devices to make internet services available for all students in order to provide consistent access to education and access to support from staff.	\$75,000.00 (\$40/month - 12 months - x 150 students)


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<p>2021 - 2022</p>	<p>Extended learning opportunities to continue during the summer at no cost to our students. Extend contracts of 2 licensed intervention specialists to assist with academic support and continued educational opportunities throughout the summer break for all students. This will allow students to stay engaged and continue progression through courses. This is especially important for DOPR students who have additional responsibilities to contribute to finances due the the pandemic. We will continue to provide our students with support via zoom sessions and in person.</p> <p>Continue partnership with Career Counselors through the Educational Service Center of Eastern Ohio to provide students with career development goals, Ohio Means Jobs, and Industry Recognized Credential development.</p> <p>Expand career counselor services to include job shadowing, career based intervention, and access to industry recognized credentials in order to make our students job and career ready and provide the opportunity to earn high school credit for work experience.</p> <p>Secure HotSpot devices to make internet services available for all students in order to provide consistent access to education and access to support from staff.</p> <p>Access to incentive materials / rewards for students who meet attendance requirements and work completion rates. Our students respond well to gift card and food incentives, which is currently being paid for out of pocket by staff members. These incentives tie directly to the implementation of PBIS and our CCIP. We will be expanding the PBIS to include parent involvement in the 2021/22 school year.</p>	<p>Extension of 2 intervention specialist licenses (currently employed) \$10,000</p> <p>Currently grant funded</p> <p>\$5,000.00 additional contract (currently being funded through Grant)</p> <p>\$75,000.00 (\$40/month - 12 months - x 150 students)</p> <p>\$10,000.00 annual additional</p>
<p>2022 - 2023</p>	<p>Extended learning opportunities to continue during the summer at no cost to our students. Extend contracts of 2 licensed intervention specialists to assist with academic support and continued educational opportunities throughout the summer break for all students. This will allow students to stay engaged and continue progression through courses. This is especially important for DOPR students who have additional responsibilities to contribute to finances due the the pandemic. We will continue to provide our students with support via zoom sessions and in person.</p> <p>Continue partnership with Career Counselors through the Educational Service Center of Eastern Ohio to provide students with career development goals, Ohio Means Jobs, and Industry Recognized Credential development</p> <p>Expand career counselor services to include job shadowing, career based intervention, and access to industry recognized credentials in order to make our students job and career ready and provide the opportunity to earn high school credit for work experience.</p>	<p>Extension of 2 intervention specialist licenses (currently employed) \$10,000</p> <p>Currently grant funded</p> <p>\$5,000.00 additional contract (currently being funded through</p>

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Approaches to Identify Social & Emotional Needs

Impacted Students:	<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 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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)		Budget
Spring 2021	We will continue to provide support to students academically and emotionally through phone calls, texts, zoom calls, and in-person sessions. Staff members are providing material incentives for academic performance. Currently, school counselor duties are being shared by the coordinator / principal and students are referred to outside counseling agencies, Help Me Grow and OOD for assistance as needed.	No additional cost
Summer 2021	We will continue to provide support to students academically and emotionally through phone calls, texts, zoom calls, and in-person sessions. Staff members are providing material incentives for academic performance. Currently, school counselor duties are being shared by the coordinator / principal and students are referred to outside counseling agencies, Help Me Grow and OOD for assistance as needed.	No additional cost

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2021 - 2022	<p>Additional support of a full time school counselor to provide more intensive services to students in support of social emotional and career planning needs. This new position will include coordination with career counselor and outside services to ensure that students have access to job shadowing, ohio means jobs services and industry recognized credentialing.</p> <p>Contract with a licensed social worker / certified licensed clinician to assist with PTSD and social emotional support, as many students have experienced life altering situations that have impacted their ability to function in the school setting.</p> <p>Secure access to transportation for MUC / Valley Virtual students for access to field trips and exposure to job development skills.</p>	<p>\$45,000.00 annual salary (new position)</p> <p>\$50,0000 contract with outside agency - annual</p> <p>\$15,000 approximate</p>
2022 - 2023	<p>Additional support of a full time school counselor to provide more intensive services to students in support of social emotional and career planning needs. This new position will include coordination with career counselor and outside services to ensure that students have access to job shadowing, ohio means jobs services and industry recognized credentialing.</p> <p>Contract with a licensed social worker / certified licensed clinician to assist with PTSD and social emotional support, as many students have experienced life altering situations that have impacted their ability to function in the school setting.</p> <p>Secure access to transportation for MUC / Valley Virtual students for access to field trips and exposure to job development skills.</p>	<p>\$45,000.00 annual salary (new position)</p> <p>\$50,0000 contract with outside agency - annual</p> <p>\$15,000 approximate</p>

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COVID-19

Important Information Regarding the 2021-22 School Year

The health and welfare of our students and staff is of utmost importance to us at Valley Virtual. 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, and a continued push for proper hygiene.
- 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 entrance and encourage 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 REQUIRED for staff and students while in the building. Wearing a mask may eliminate the need to quarantine and keep students in school. Industry recommendations may guide decision making in setting-specific cases.
- Physical distancing of 3-6 feet will be strongly encouraged in the lab, 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 classroom/lab 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 students in grades 6-12, everyone has the ability to be vaccinated.
- If you have any questions or concerns, contact the Superintendent, Jack Zocolo directly at (330)533-8755.

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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 the classroom setting.

Q: How is a 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 principal (330-533-8755, x. 1181) 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 the 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 that 3 feet of distance (if not more) can be achieved.

Q: When should I keep my child home from school (lab) and when can they return?

A: Any child exhibiting symptoms of illness should remain home and not attend the lab until symptom free for 24 hours.

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

A: Any child exhibiting symptoms of illness will be sent home immediately.

Q: My vaccinated child was exposed to COVID-19. Does he / she 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.

WHAT TO DO IF YOU HAVE COVID-19

Regardless of Symptoms or Vaccination Status



- Stay home for the next five days regardless of symptoms or vaccination status.



- Stay away from other people as much as possible (including those in your own household).



- If you can't stay away from other people, wear a three-layer (or better) mask.



- Do you have a fever or other symptoms that haven't started to get better on day six?



YES



- Stay home until your fever is gone and other symptoms are better.
- Wear a mask for the next five days.



NO



- Resume activities with a mask.
- Wear a mask for the next five days.

If you are having symptoms of COVID-19 and waiting for your test results, stay home until you get your results.

WHAT TO DO IF YOU WERE EXPOSED TO SOMEONE WHO HAS COVID-19**

And Your COVID-19 Vaccines Are Up to Date

- If you received a booster dose of any COVID-19 vaccine.

or

- If you completed the primary series* of Pfizer or Moderna vaccine less than five months ago.

or

- If you completed the primary series* of Johnson & Johnson vaccine less than two months ago.



For
10
days

- Wear a mask around others for 10 days after your last exposure.
- Test on day five.
- If you develop symptoms or test positive, stay home.

If you tested positive for COVID-19 in the 90 days before your exposure.

- Wear a mask around others for 10 days.
- If you develop symptoms, get tested and stay home.

WHAT TO DO IF YOU WERE EXPOSED TO SOMEONE WHO HAS COVID-19**

And You are Unvaccinated or Your Vaccines **Are Not** Up to Date

- If you are unvaccinated or only received one dose of Pfizer or Moderna.

or

- If you completed the primary series* of Pfizer or Moderna vaccine more than five months ago.

or

- If you completed the primary series* of Johnson & Johnson vaccine more than two months ago and no booster.



For
5
days

- Stay home for five days after your last exposure, then wear a mask around others for the next five days.
- Test on day five.
- If you develop symptoms or test positive, stay home.

*A primary series consists of one dose of Johnson & Johnson vaccine; or two doses of Moderna or Pfizer vaccine; or three doses of Moderna or Pfizer vaccine if you received an additional dose because you are immunocompromised.

Thank you to Clark County Combined Health District for sharing its graphic with the Ohio Department of Health.

Mahoning Unlimited Classroom
DBA: Valley Virtual Remote Learning
Academy – (IRN: 148999)

American Recovery Plan –
Elementary and Secondary School
Emergency Relief Funds
(ARP ESSER Funds)

ARP ESSER Funds - Allocation

- The Mahoning Unlimited Classroom has been awarded the following ARP ESSER Funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools.
- ARP ESSER Funds: **\$348,667.03**

ARP ESSER Funds - Requirements

- Reserve no less than 20% of the total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions.
- Ensure that such interventions respond to students' academic, social, and emotional needs; and
- Address the disproportionate impact of COVID-19 on student subgroups, which include each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and youth in foster care.

ARP ESSER Funds – Local Use of Funds

Plan and Budget

- Addressing learning loss and supporting the implementation of evidence-based interventions: **(\$70,000 budget = approximately 20% of total allocation)**
 - Extended time for teacher & support staff monitoring
 - Purchased service prevention efforts
 - Instructional Purchased Services
 - Social emotional education opportunities
 - Tracking student attendance and improving student engagement in distance education.
 - Identifying student engagement for the success of the Virtual Learning Academy.
 - Acknowledging the need for regular student participation for success as an online school.

ARP ESSER Funds – Local Use of Funds Plan and Budget (Continued)

– Educational Technology **(\$20,000)**

- Additional Purchases of the following:
 - Learning Management System (VLA)
 - Student Chromebooks
 - Chromebook Access/Licensure

– Supplies to Clean and Sanitize Facility **(\$5,000)**

- Health and Hygiene Supplies as needed

ARP ESSER Funds – Local Use of Funds Plan and Budget (Continued)

- Other activities necessary to maintain the operations and continuity of services of the Academy and continuing to employ existing staff
(\$253,667.03)