



Learning Recovery & Extended Learning Plan

District Name:	Arcanum-Butler
District Address:	2011 Trojan Avenue, Arcanum OH 45304
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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.

Following the closure of all schools in the spring of the 2020 school year, Arcanum-Butler Schools quickly shifted to a remote learning plan. Elementary students were provided instruction through combined packets and virtual lessons. Middle and high school students, all of whom had individual use of Chromebooks, used either the Schoology or Edgenuity platforms to provide instruction. Based on work that was completed and turned in, the completion rate was near 90% for all K-12 students. Following the end of the school year, Arcanum-Butler teachers completed a “gap analysis” that identified curriculum topics that were not covered or were not covered in the detail that in-person instruction allows for. Those areas/topics were shared with staff members to use when planning for instruction for the 2020-2021 school year.

In the summer of 2020, the Arcanum-Butler School Board and its administration met and discussed plans for the upcoming school year. Based on the needs of our students, available county data on COVID-19 cases, recommendations from state and local authorities, and the community feedback, a return to in-person instruction became the focus of our plan. At the same time, the district wanted to respect the wish of parents who did not want to return to the building for a variety of reasons, and therefore we began planning for an alternative remote-learning option. Approximately 92% of our K-12 student population chose to return to in-person instruction at the beginning of the school year. The remaining students were signed up for remote instruction through the Edgenuity online platform, a platform for instruction already utilized in the Arcanum Virtual Academy, an alternative platform utilized in the district for several years. Following the first semester of school, an additional 3-4% of students who were remote learning the first semester, returned for in-person instruction for the second semester.

Because of Arcanum-Butler being able to safely provide in-person instruction to a large majority of the student population, academic “loss” has been minimal. While minimal, the district has been and will continue to address any at-risk students who are struggling academically, behaviorally and/or socially.



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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](#)



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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	<ul style="list-style-type: none"> • Utilize vendor and/or classroom assessments to identify at-risk students (STAR Reading & Math Assessment, regular teacher assessments). • Use the fall 3rd grade ELA test data for identifying at-risk students in English Language Arts. • Remote learners will be invited to participate in all vendor and state level assessments. Accommodations will be made (safety, date/times). • Use of Edgenuity progress monitoring will be used to identify at-risk students who are remote learning • Review attendance records and note students who may have lost instruction. • Teachers complete a gap analysis to identify potential topics not covered in full or not mastered. 	Funds have already been budgeted for use of purchased vendor assessments.
Summer 2021	<ul style="list-style-type: none"> • Spring and end-of-year regular assessments and class grades will be used to identify at-risk students. • Performance on state assessments may be used, if available, to identify at-risk students. • Use of Edgenuity progress monitoring will be used to identify at-risk students. 	Funds have already been budgeted for use of purchased vendor assessments.
2021 - 2022	<ul style="list-style-type: none"> • Teacher review gap analysis tool. • Utilize regular vendor and/or classroom assessments to identify at-risk students (STAR Reading & Math Assessment, regular teacher assessments). 	Funds will be budgeted for the use of regular vendor assessments, as



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	<ul style="list-style-type: none"> • Final grades will be used to identify students' level of needs from the previous school year. • Review attendance records and note students who may have lost instruction.. • Performance on state assessments may be used if available to identify at-risk students. • Student Success Building Level Teams will identify students at Tier 1, Tier 2 and Tier 3 levels. 	<p>well as additional resources needed.</p>
<p>2022 - 2023</p>	<ul style="list-style-type: none"> • Utilize regular vendor and/or classroom assessments to identify at-risk students (STAR Reading & Math Assessment, regular teacher assessments). Data from the fall 3rd grade ELA test provided data that was consistent with passing rates in recent years. K-3 students have been placed on RIMPS based on available data. • Final grades will be used to identify students' level of needs from the previous school year. • Performance data on state assessments may be used to identify at-risk students. • Student Success Building Level Teams will identify students at Tier 1, Tier 2 and Tier 3 levels. • MS students will continue to have available to them an after school tutoring program which will occur 3 days/ week. 	<p>Funds will be budgeted for the use of regular vendor assessments, as well as any additional resources needed..</p>

Approaches to Address Academic Gap Filling

<p>Approaches & Removing/ Overcoming Barriers</p>	<p><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></p>	
<p>Considerations:</p> <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? 	<p>Budget</p>	



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<p>Spring 2021</p>	<ul style="list-style-type: none"> Continued use of Response to Intervention teams to identify at-risk students and provide interventions in scheduled times (flex, after-school clubs, etc...). Reteaching of topics identified from the gap analysis completed at the end of 2020-2021 school year. Provide flexible groupings for leveled instruction. High School students are provided opportunities for ACT prep. Students learning remotely will be monitored for academic progress with regular checks. Students at-risk of not completing work are contacted by the building principal. 	<p>Funds have already been budgeted for spring instruction and supports</p> <p>Students/families are provided with internet access as needed and paid for with federal funds received.</p>
<p>Summer 2021</p>	<ul style="list-style-type: none"> A Jumpstart program will be provided for incoming kindergarten students prior to the start of the 2021-22 school year. Summer learning options will be provided for identified at-risk students to extend the school year. Teacher review gap analysis tool. The District and Darke County ESC will continue to seek professional development opportunities which address gap filling. Students who are credit deficient will be provided the opportunity to catch up through online course work or credit recovery binders through Gateway. 	<p>Federal ESSER funds will be used to pay for supplies, curriculum, staffing and transportation.</p>
<p>2021 - 2022</p>	<ul style="list-style-type: none"> Teacher review gap analysis tool. Continued use of Response to Intervention teams to identify at-risk students and provide interventions in scheduled times (flex, after-school clubs, etc...). Reteaching of topics identified from the gap analysis completed at the end of 2020-2021 school year. Provide flexible groupings for leveled instruction. High School students are provided opportunities for ACT prep. MS students will continue to utilize an after school tutoring program which occurs 3 days/ week. The district and Darke County ESC will continue to seek professional development opportunities which address gap filling. Students who are credit deficient will be provided the opportunity to catch up through online course work or credit recovery binders through Gateway. Career Tech Center will offer HS students the following summer options: Career Camp, Robotics Camp, STEM Camp. 	<p>Federal ESSER funds will be used to pay for supplies, curriculum, staffing and transportation.</p>



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2022 - 2023

- Continued use of Response to Intervention teams to identify at-risk students and provide interventions in scheduled times (flex, after-school clubs, etc...).
- Reteaching of topics identified from the gap analysis completed at the end of 2020-2021 school year.
- Provide flexible groupings for leveled instruction.
- High School students are provided opportunities for ACT prep.
- The District and Darke County ESC will continue to seek professional development opportunities which address gap filling.
- Career Tech Center will offer HS students the following summer options: Career Camp, Robotics Camp, STEM Camp.

Federal ESSER funds will be used to pay for supplies, curriculum, staffing and transportation.



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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 student populations including but not limited to disengaged students)?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (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	<ul style="list-style-type: none"> • Teacher referrals will be used to identify students at-risk. • Prevention services and lessons are provided by district guidance counselors in partnership with a Student Success Liaison, hired to provide prevention curriculum and services. • Principals and remote learning liaisons monitor student progress and attendance. • Monitor student attendance for all K-12 students. • When students return from remote learning, principals and counselors meet with the student to identify any social and emotional needs. 	Student Wellness and Success Funds will be used for services with identified partners.
Summer 2021	<ul style="list-style-type: none"> • Continued social and emotional support through counseling and support specialists via Schoology and Google Classroom. 	Student Wellness and Success Funds will be used for services with identified partners.
2021 - 2022	<ul style="list-style-type: none"> • Teacher referrals will be used to identify students at-risk. • Implementation of Threat Assessment Training for staff members who will provide referrals as needed. • Prevention services and lessons are provided by district guidance counselors in partnership with a Student Success Liaison, hired to provide prevention curriculum and services. The district partners with the Darke County ESC and Recovery and Wellness Centers of Midwest Ohio to provide mental health services. 	Student Wellness and Success Funds will be used for services with identified partners.
2022 - 2023	<ul style="list-style-type: none"> • Teacher referrals will be used to identify students at-risk. • Implementation of Threat Assessment Teams to help identify students and provide the necessary support. • Prevention services and lessons are provided by district guidance counselors in partnership with a Student Success Liaison, hired to provide prevention curriculum and services. The district partners with 	Student Wellness and Success Funds will be used for services with identified partners.



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	<p>the Darke County ESC and Recovery and Wellness Centers of Midwest Ohio to provide mental health services.</p>	
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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<p><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></p>
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Spring 2021	<ul style="list-style-type: none"> • The district partners with the Darke County ESC and Recovery and Wellness Centers of Midwest Ohio to provide mental health services. • Mental health therapy is provided on an as needed basis with the Darke County ESC personnel. Students receive services based on teacher, counselor and/or principal recommendations. • The mental health therapist from Recovery and Wellness adjusted her schedule to allow for additional time to provide needed therapy sessions with students. 	<p>Student Wellness and Success Funds will be used for services with identified partners.</p>
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Summer 2021	<ul style="list-style-type: none"> • Continued social and emotional support through counseling and support specialists via Schoology and Google Classroom. • Threat Assessment Training for district teams. 	<p>Student Wellness and Success Funds will be used for services with identified partners.</p>
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2021-2022	<ul style="list-style-type: none"> • Implementation of Threat Assessment Training for staff members who will provide referrals as needed. • Prevention services and lessons are provided by district guidance counselors in partnership with a Student Success Liaison, hired to provide prevention curriculum and services. The district partners with the Darke County ESC and Recovery and Wellness Centers of Midwest Ohio to provide mental health services. 	<p>Student Wellness and Success Funds will be used for services with identified partners.</p>
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