

Learning Recovery & Learning Plan

District Name:	Schnee Learning Center
District Address:	2222 Issaquah St.; Cuyahoga Falls, OH 44221
District Contact:	Director Tony Pallija
District IRN:	147231

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 & 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 we extend other opportunities for those who have learned it? 	Budget	
Spring 2021	<p>Schnee Learning Center is small and has provided consistent ongoing instruction, with interventions, even during the pandemic. Our principal, special needs coordinator, intervention specialist, school counselor, school psychologist, community-based counselor, and solid instructional and support staff know our students' needs, both academic and social-emotional. All of these stakeholder groups (existing resources) who work with our students one-on-one, will be invited to make referrals.</p> <p>With the help of an ESC Consultant, Schnee Learning Center staff will also work to identify the academic gaps and needs of all students by gathering and analyzing data from a variety of sources, including: Data from Ohio End-of-Course Exams, as well as reading and math scores from Renaissance Learning STAR Assessments, Edmentum Plato online assessments, and direct instruction classroom formative and summative assessments, and grades. We will also use both face-to-face and online attendance records and student self-referrals, as well as parent/guardian referrals.</p> <p>Two-way communication between the school and parents/guardians will provide additional essential data. The Ohio Improvement Process (with the support of SST8 and Summit County ESC) will provide a framework for conducting these tasks. Planning within the district's CCIP and One Needs Assessment will reflect the identified academic gaps and needs. The school staff/stakeholders will also begin planning for additional academic interventions to occur throughout the 2021-2022 school year.</p> <p>Our first priority will be our seniors who did not meet graduation requirements in 2020 and/or 2021 and Seniors who either need extra instruction or class credits to graduate.</p>	\$10,000 from General Fund and existing grants.

Learning Recovery & Learning Plan

<p>Summer 2021</p>	<p>Our plan is to encourage all students to engage in the activities offered by our Schnee “Catchup and Move Ahead Summer School” (all free of charge) which will begin on June 1, 2021. This summer school program will employ licensed staff members who know not only the students, but know their identified academic and social-emotional needs.</p> <p>Schnee Catchup and Move Ahead Summer School” staff will include intervention specialists to support identified special needs students, a school counselor to address credits and graduation requirements (and student social-emotional needs), an English/ language arts instructor, a mathematics instructor, a computer classroom instructor, an ESEA-qualified Title 1 aide, a building assessment/testing/data coordinator, an attendance support staff member to assist with record keeping, a licensed mental health counselor to assist with student social-emotional needs, and the school principal. NEED: Funding to pay staff members for planning and instruction of the summer school session. Individual student academic and social-emotional needs will have been identified and an individual learning plan will be implemented for each student based upon individual gaps in learning and/or achievement. There will also be opportunities provided if students are ready to “move on,” and extend their learning by attaining additional high school credits.</p> <p>Schnee Learning Center Director and Board of Directors considered the advice of the Ohio Governor, the Ohio Department of Education, The Office of School Sponsorship (our sponsor), and national, state, and local health departments when we determined a return to our regular Monday through Friday face-to-face direct instruction learning model, beginning in mid-August of the 2021-2022 school year, with daily proven virus mitigation strategies employed. Barring new strains and/or additional outbreaks, we are ready!</p> <p>We will provide our students with over 170 days, 6- hour per day, of on-site instruction. The school calendar will provide our students with 1,020 school hours, more than the 920 hours required of Ohio community schools. The school day will again be staffed with certified instructional staff and also offer a teacher-supervised online computer-based instruction program, as needed, for electives and credit recovery.</p> <p>At Schnee Learning Center, we believe in continuity and consistency. We will continue to do what works for our students and discontinue what doesn't work for our students, based on data collected. We plan to continue with the assessments outlined above (see Spring 2021) into 2021-22, and most likely, in 2022-23. However, we will assess and revise our plan depending upon data collected, evidenced-based research, and stakeholder/community input. The collected data will inform the work of our weekly TBT or BLT meetings. SLC will implement and monitor the success of extended learning opportunities throughout the school year. Additional academic intervention (with a focus on literacy and math) will provide meaningful learning opportunities for students exhibiting academic gaps throughout the school year (examples may be: interventions embedded during the school day, after school tutoring, etc). These interventions may be administered via additional instructional staff, vendor-provided academic programs, through classroom differentiation/individualization, etc. Continued two-way communication between the school and parents/guardians will help monitor the growth of students exhibiting academic gaps and result in the informed development of meaningful student success and graduation plans.</p>	<p>\$20,000 estimated cost for summer school (total cost-- planning and implementation) funded with ESSER funds.</p>
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Learning Recovery & Learning Plan

2021 - 2022

Individual student academic and social-emotional needs will continue to be identified and an individual learning plan will be implemented for each student based upon individual gaps in learning and/or achievement. There will also be opportunities provided if students are ready to “move on,” and extend their learning by attaining additional high school credits.

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Need: a part-time cleaner **\$20,000**

Need: A full-time temporary Coordinator of Secondary Education (purchased service from ESC) **\$62,000** to lead all academic initiatives: TBT, identify needs and align curriculum with all plans and grants, create and communicate a professional learning plan.

Need: Contract with ESC for an Academic and DATA Analysis Coach to consistently help our staff identify gaps, interpret all testing data, determine impacted/vulnerable populations, etc. **\$20,000**

Need: A part-time temporary Online Learning Facilitator/Educational Advocate -(purchased service from ESC) **\$30,000** to be the primary liaison between the online learning lab, the students, and their families.

Learning Recovery & Learning Plan

		<p>Need: Part-time Classroom Technology Coach-- To provide technology integration coaching and support and desktop assistance to teachers, staff, and students. \$30,000</p>
<p>2022 - 2023</p>	<p>Again, at Schnee Learning Center, we believe in continuity and consistency. We will continue to do what works for our students and discontinue what doesn't work for our students, based on data collected. We plan to continue with the assessments outlined above (see Spring 2021) into 2022-23. However, we will assess and revise our plan depending upon data collected, evidenced-based research, and stakeholder/community input. The collected data will inform the work of our weekly TBT or BLT meetings. SLC will implement and monitor the success of extended learning opportunities throughout the school year. Additional academic intervention (with a focus on literacy and math) will provide meaningful learning opportunities for students exhibiting academic gaps throughout the school year (examples may be: interventions embedded during the school day, after school tutoring, etc). These interventions may be administered via additional instructional staff, vendor-provided academic programs, through classroom differentiation/individualization, etc. Continued two-way communication between the school and parents/guardians will help monitor the growth of students exhibiting academic gaps and result in the informed development of meaningful student success and graduation plans.</p>	<p>Same budget needs as 2021-2022: Total of \$162,000 for the same purchased services.</p>

Learning Recovery & Learning Plan

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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>	
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>We will continue to partner with our regional partner, SST-8, the Summit County ESC (professional development and human resources/staffing services), our mental health partner, Child Guidance and Family Solutions of Akron (depending on available funding), Cuyahoga Falls City School District, our technology partner, and Innovation Foods, our nutritional partner. We will also continue to partner with Edmentum (online credit recovery and elective programming), and Newsela (online non-fiction reading and writing across-the-curriculum differentiated supplemental programming).</p> <p>This plan aligns with our CCIP and keeps consistency with our School Improvement Plan and School Quality Improvement Plan with the major emphasis on reading and writing across-the-curriculum and directly aligns with our Wellness and Success Plan, supporting the social-emotional wellness of our at-risk Dropout Recovery and Prevention High School students.</p>	<p>General Fund and existing grant funding \$40,000.</p>
Summer 2021	<p>Depending upon funding, our extended summer school will allow for both direct instruction assistance and computer-based classes available 24/7 with daily staff monitoring and assistance. The computer-based instruction will assist those students who do not have reliable transportation, as the Schnee Learning Center does not provide transportation, and local public transportation is not available. We hope to be able to provide free meals for our summer school students. Staff members will coordinate with our local Stark State College to provide mentoring, resumes, and college and career planning services.</p>	<p>General Fund and existing grant funding \$20,000.</p>
2021 - 2022	<p>Schnee Learning Center will implement and monitor the success of extended learning opportunities throughout the school year. Additional academic intervention (with a focus on literacy and math) will provide meaningful learning opportunities for students exhibiting academic gaps throughout the</p>	<p>Math and Literacy Interventionist-- Purpose: To support a</p>

Learning Recovery & Learning Plan

	<p>school year (examples may be: interventions embedded during the school day, after school tutoring, etc). These interventions may be administered via additional instructional staff, vendor provided academic programs, through classroom differentiation/individualization, etc. The district will use High Quality Student Data to monitor the success of the extended learning opportunities.</p>	<p>rigorous intervention program for students who have been identified as requiring interventions and to support universal screenings, data entry, and data teams. \$30,000</p>
<p>2022 - 2023</p>	<p>Schnee Learning Center will implement and monitor the success of extended learning opportunities throughout the school year. Additional academic intervention (with a focus on literacy and math) will provide meaningful learning opportunities for students exhibiting academic gaps throughout the school year (examples may be: interventions embedded during the school day, after school tutoring, etc). These interventions may be administered via additional instructional staff, vendor provided academic programs, through classroom differentiation/individualization, etc. The district will use High Quality Student Data to monitor the success of the extended learning opportunities. If interventions used in the previous school year prove ineffective, this plan will be revised based upon research regarding evidence-based highly effective intervention strategies.</p>	<p>Same needs and budget as 2021-2022. Need: \$30,000.</p>

Learning Recovery & Learning Plan

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"> - 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	<p>Schnee Learning Center will continue our work in identifying the social and emotional needs for all of our students (with a focus on our most vulnerable populations). Ohio's Whole Child Framework, district wellness policy, and student success and wellness planning will provide guidance for this process. SLC has an existing community partnership with Child Guidance and Family Solutions of Akron, a community-based mental health treatment provider to provide an on-site licensed mental health counselor, as well as remote needed mental health/therapy services to identify students both when school is in session and in the summer.</p> <p>The Schnee Learning Center received a grant from the County of Summit ADM Board to enhance our PBIS program during the 2020-2021 school year. Students and staff are very involved with the program that helps our at-risk students with social-emotional growth by providing rewards for positive behaviors, including academic progress. We partner with the Cuyahoga Falls Police Department to provide school safety training and services. The CFPD works very well with the SLC Director to develop positive relationships with our school, students, and our families. The CFPD and local courts and social service providers are also helpful in identifying students with intense social-emotional needs.</p> <p>Student Wellness and Success funds will continue to be used to purchase services from Akron Child Guidance to provide individual counseling in a one-on-one setting with a licensed mental health counselor in the building throughout Spring and Summer 2021 .</p> <p>Schnee Learning Center will continue to provide the services of a full-time school counselor and part-time school psychologist.</p>	\$20,000 from General Fund and existing grant funding.
Summer 2021	<p>Student Wellness and Success funds will continue to be used to purchase services from Akron Child Guidance to provide individual counseling in a one-on-one setting with a licensed mental health counselor in the building throughout Summer 2021 .</p>	
2021 - 2022	<p>If Student Wellness and Success funds, or other funding is available, Schnee Learning Center will continue to purchase services from Akron Child Guidance to provide individual counseling in a one-on-one setting with a licensed mental health counselor in the building throughout the 2021-2022 school year (including summer).</p> <p>Schnee Learning Center will continue to provide the services of a full-time school counselor and part-time school psychologist.</p>	

Learning Recovery & Learning Plan

2022 - 2023	Dependent upon funding, Schnee Learning Center will continue to purchase services from Akron Child Guidance to provide individual counseling in a one-on-one setting with a licensed mental health counselor in the building throughout the 2022-2023 school year (including summer). Schnee Learning Center will continue to provide the services of a full-time school counselor and part-time school psychologist.	
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Learning Recovery & Learning Plan

Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<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>	
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, CCIP-related plans, graduation plans, student success plans, etc.) 		Budget
Spring 2021	Desired/Achieved Outcomes of providing on-site mental health counselor through Student Wellness and Success funding: <ul style="list-style-type: none"> • Provided another tier of mental health-related services and support both at the Schnee Learning Center and remotely. • Provided a school-community collaboration that provides a continuum of mental health services for those students identified as having more intensive needs. • Enhanced the mental health of students, improve the school climate, and decrease student social isolation and marginalization. • Developed collaborations with physical health care providers, community mental health and substance treatment providers, and government agencies. 	
Summer 2021	Our full-time school counselor and part-time licensed mental health counselor will be available to our students during our summer school.	
2021-2022	If Student Wellness and Success funds, or other funding is available, Schnee Learning Center will continue to purchase services from Akron Child Guidance to provide individual counseling in a one-on-one setting with a licensed mental health counselor in the building throughout the 2021-2022 school year (including summer). We will also purchase the services of a social worker to assess the social and behavioral needs of our students, provide diagnostic information, and work, cooperatively with instructional personnel to identify appropriate S-E programming, communicate with families, and coordinate services with community resources.	Need: Temporary Purchased Services School Social Worker & Communications Coordinator and Licensed Mental Health Counselor \$60,000
2022-2023	If Student Wellness and Success funds, or other funding is available, Schnee Learning Center will continue to purchase services from Akron Child Guidance to provide individual counseling in a one-on-one setting with a licensed mental health counselor in the building throughout the 2022-2023	Need: Temporary Purchased Services School Social Worker &

Learning Recovery & Learning Plan

	school year (including summer).	Communications Coordinator and Licensed Mental Health Counselor \$60,000
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