

District Name:	Jackson County Board of Developmental Disabilities
District Address:	822 Sellers Drive Jackson, Ohio 45640
District Contact:	Don Jenkins, Principal
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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.

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](#)



Identifying Academic 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 learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i></p> <p>Our school, Hope Haven School, is a school for students with disabilities. We serve a total of four surrounding school districts. Jackson City Schools, Oak Hill Union Local Schools, Wellston City Schools and Vinton County Schools.</p> <p>Through careful safety measures taken by our Superintendent, Mr. Nick Elliott, our school has been able to remain open when others have not been so fortunate. As a result, going through this process will be helpful to us, but we feel there has not been a significant loss in learning opportunities for our students. For that, we feel very fortunate.</p>	
<p>Considerations:</p> <ul style="list-style-type: none"> - 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.</i>) <ul style="list-style-type: none"> - <i>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)</i> - Core Questions to Consider: <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they've learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	<p>Budget</p>	
<p>Spring 2021</p>	<p>Our staff will continue to monitor both academic needs of our students as well as making sure we continue the helpful safety practices that have been in place all school year long. The safety practices include masks worn by all staff members and some students where appropriate, social distancing in all areas of our school, frequent hand washing, all staff members receiving the opportunity to be vaccinated and a reduction in the amount of outside traffic being allowed in our school.</p> <p>Academically, we continue to closely follow each student's individualized education plans assuring their best chance for success.</p> <p>We have partnered with the <i>Jackson County Health Department</i> to both review our original plan for starting school last August as well as offering vaccinations to our employees.</p>	<p>No additional funds are needed to carry out our daily routine to help students.</p> <p>We have received some funds to help with the supplies and equipment needed to keep our school clean. We will continue to need those funds in the future.</p>
<p>Summer 2021</p>	<p>This summer we will continue to plan ahead to our opening in August to assure our students will return to a clean and safe learning environment.</p> <p>We will also remain a resource for parents who may need help over the summer months for their children regarding academic needs and other personal needs such as meals for the families.</p> <p>Our teachers will utilize our private Facebook pages to keep parents and students aware of both educational and personal needs that may be of interest to families involving other community resources. This has been a useful tool to maintain communication with our families.</p>	<p>Funds for PPE and cleaning supplies will be needed.</p>

2021 - 2022	<p>As our students and staff return to school in August, we will have planned ahead to make our building clean, safe and ready to welcome our students. Not knowing at this time what our status will be regarding COVID-19, we will plan for the worst-case scenarios and welcome any conditions that are an improvement over our current condition.</p> <p>We will keep our distance learning plan in place to meet the diverse needs of our students and their families.</p>	
2022 - 2023	<p>For the 2022-2023 school year, we will use all the data and information we have learned since March of 2020 to help plan our school year to meet our students' needs. Sometimes looking backwards is great opportunity to see where we have been, to use what has worked and to acknowledge what did not go as planned. It makes sense to keep and improve on our distance learning plan to keep that option available to our students when needed.</p>	



Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<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>
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

<p>Spring 2021</p>	<p>Now maybe more than ever, using the OIP can help us stay focused on the most critical areas of student achievement. Once again, each student's IEP will guide us to assure what our academic and daily living skills goals should be for each student. Our teachers will do formative assessments to measure the immediate needs of our students and adjust teaching as needed.</p> <p>Whether we find that students have gaps in their leaning or have met their goals, we will structure their learning opportunities to meet them where they are on their goals.</p> <p>We always look for ways to extend student learning opportunities. When goals have been reached, we will convene the lep team together to adjust the goals and objectives in order to create new and more appropriate tasks.</p>	<p>Existing money provided will be sufficient since these activities are what we do on a daily basis.</p>
<p>Summer 2021</p>	<p>Learning packets will be made available to students over the summer. It is our hope that students and their parents will set aside time each week to practice and extend the skills each student has acquired during the school year.</p>	<p>It is estimated that it will require approximately \$1,000 to implement our summer learning packets project.</p>
<p>2021 - 2022</p>	<p>The beginning of the 2021-2022 school year will find our staff working on the goals and objectives in each individual education plan for each student. We will be looking for ways to better serve each student with good planning and sharing of teaching methods to meet each student's learning style.</p> <p>A vital part of each new school year is to involve parents and any community partners that can help give each student the best of opportunities.</p>	
<p>2022 - 2023</p>	<p>The 2022-2023 school year will give us a chance to learn from our past. To strengthen the methods of teaching that have been successful and strive to find new ways to meet student needs.</p>	

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	<p>Our school and staff work each day to measure the social and emotional needs of our students. As the year draws near the end of the 2020-2021 school year, we must assess what each student's needs are as we move toward summer break.</p> <p>Social interaction will be reduced from seeing several classmates and teachers each day to their social circles being limited to only family in most cases. These social deficits quickly become emotional needs if not planned for.</p> <p>Clearly, all students are different and react in different ways to their social surroundings. Their emotional state can be influenced by offering parents a list of activities in their own town or surrounding areas. Doing things together as a family is a great way to foster good emotional health for all involved.</p>	
Summer 2021	<p>We will make available to each family a list of community activities that are cost free or activities with a small fee that will help our students encounter social settings that will be enjoyable and worthwhile.</p> <p>Often, transportation can be a barrier for our families. Being creative in ways to solve the transportation issues will make it much more likely families will be able to enjoy community outings.</p>	<p>Additional funds will be needed to help families attend functions in the community and the transportation required to get to the events. An estimated cost to provide these activities would be \$2,000.</p>

2021 - 2022	<p>As students report back to school for the upcoming school year, we will have the opportunity to assess the social and emotional needs of each student. We can learn what activities they enjoyed over the summer with their friends and families. This will help us plan for ways in which we can make new opportunities available to our students.</p> <p>An effort will be made to continue to involve students and their families in activities both in the community and here at school as well.</p>	
2022 - 2023	<p>The 2022-2023 school year will hopefully be a better year in regard to the reopening of activities, field trips and other opportunities instead of the stifling of activities COVID-19 has caused us to miss.</p> <p>This will be a major boost to the social and emotional needs of our students. Even though we are with our students everyday and we are measuring their social and emotional needs, we need to continue to find new and innovative ways to improve their lives in these areas.</p>	

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:	Budget	
	<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.) 	
Spring 2021	<p>The information listed in the previous category of identifying the social and emotional needs of our students address ways to protect our students’ needs in those two areas.</p> <p>It is during the Spring of 2021 that we will be making plans to put together the opportunities for families to engage the communities and all they have to offer.</p>	
Summer 2021	<p>Addressing the needs of our students will take place by creating and distributing the summer activities list for families. Seeking funds to facilitate their participation in the listed activities will also be needed.</p>	
2021-2022	<p>The 2021-2022 school year will be an updated and extended listing of school and community activities to address any deficits in the social and emotional needs of our students.</p>	

2022-2023	<p>When the 2022-2023 school year arrives, we shall have created a valuable network of activities and events for our families. This will enhance the opportunities to help families draw closer together, make lifelong memories with their children and create an overall healthy family structure.</p> <p>The social and emotional needs don't start and stop with just our students. Strengthening the family bond can do more to improve a child's life than just the school alone can do.</p> <p>We will use the "<i>Planning Support Document</i>" to give us direction for now and in the future to work together as a team to create new and effective strategies to help our students grow academically, emotionally and socially.</p> <p>Our future has been and will continue to be uncertain in the trying times we are experiencing. One thing that will stay consistent is our love for our students and the desire to make their lives as full, productive and enjoyable as we possibly can.</p>	
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