



Learning Recovery & Extended Learning Plan

District Name:	Youngstown Community School
District Address:	50 Essex Street, Youngstown, Ohio 44502
District Contact:	Rachael Smith, Director
District IRN:	134072

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



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[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:		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.) <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? 		
Spring 2021	<p>Continue to use district diagnostic data to determine students with greatest learning loss.</p> <p>KRA and AIR fall scores and data analysis Fountas and Pinnell Benchmarking scores Heggerty Phonemic Awareness assessments Running records iReady diagnostic and growth reports My Math Assessments Individual student data by subject</p>	
Summer 2021	<p>Diagnostic data (iReady) Retention requests Individual student data by subject ORF (Oral Reading Fluency through running records)</p>	



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2021 - 2022	<p>State Assessments (KRA, AIR) Diagnostic data (iReady) Retention requests Individual student data by subject Fountas and Pinnell Benchmarking scores Heggerty assessments Running records Developmental Spelling Assessment (Kathy Gansky) Math Box Tasks, Recognizing Student Achievement Tasks, and progress checks for Every Day Math</p> <p>Utilize the Ohio Improvement Process (TBTs and BLT) to regularly analyze and discuss individual, grade level and building level data and improvement plans (Student Success and Wellness, Building Improvement/Focus Plan, Reading Achievement Plan)</p> <p>Purchase updated Fountas and Pinnell Benchmarking assessment kits utilized in classroom and tutoring settings to determine reading levels of all students.</p> <p>Purchase updated Fountas and Pinnell Phonics and Spelling Word Study System to properly administer the Developmental Spelling Assessment</p> <p>Purchase access to iReady Diagnostic Assessment Screener (and individualized digital instruction)</p> <p>Hire Data Coordinator to manage, collect, organize, analyze, interpret and share assessment data in order to help teachers use results for instructional decision making and communicate with teachers, administration and parents about school data and goals. Data will be provided to administration to determine placements of students in interventions, after school and summer programming.</p>	<p>\$13,000 for stipends</p> <p>\$2,550</p> <p>\$5,148</p> <p>\$12,320 annually</p> <p>\$60,000 salary \$10,800 fringes</p>
2022 - 2023	<p>State Assessments (KRA, AIR) Diagnostic data (iReady) Retention requests Individual student data by subject Fountas and Pinnell Benchmarking scores Heggerty assessments Running records Developmental Spelling Assessment (Kathy Gansky) Math Box Tasks, Recognizing Student Achievement Tasks, and progress checks for Every Day Math</p> <p>Utilize the Ohio Improvement Process (TBTs and BLT) to regularly analyze and discuss individual, grade level and building level data and improvement plans (Student Success and Wellness, Building Improvement/Focus Plan, Reading Achievement Plan)</p>	<p>\$13,000 for stipends</p>



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	<p>Purchase access to iReady Diagnostic Assessment Screener (and individualized digital instruction)</p>	<p>\$12,320 annually</p>
	<p>Hire Data Coordinator to manage, collect, organize, analyze, interpret and share assessment data in order to help teachers use results for instructional decision making and communicate with teachers, administration and parents about school data and goals. Data will be provided to administration to determine placements of students in interventions, after school and summer programming.</p>	<p>\$61,800 salary with 3% increase \$11,124 fringes</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:		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.) <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? 		
Spring 2021	<p>Individual Tutoring - students will be tutored in all areas that have been identified through analysis of all assessment data (Reading and Math); skills and standards will be based on individual student needs</p> <p>Leveled Literacy Intervention(LLI) is provided to students identified most at risk through RIMP plans and benchmarking. One LLI tutor works with all identified students at their instructional reading level on a daily basis for 30 minutes per day.</p> <p>All students in grades K-3 will receive daily instruction in Heggerty Phonological Awareness lessons.</p>	<p>\$16,520 for 4 tutors (for remainder of year)</p> <p>\$3,062.50 (for remainder of the year)</p> <p>\$1,140 Supplies for Heggerty lessons (sound cards and Bridge the Gap</p>



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		intervention lessons)
Summer 2021	<p>4 week intensive summer program will run July 19 - August 13. We will employ 6 teachers, 4 days/week for 5 hours/day (2 sessions, AM andPM).</p> <p>The summer learning program will supplement academic instruction in both Reading and Math with enrichment activities that are relevant and engaging to the students. The learning will be grounded in a real-world context and integrate hands-on activities. The program will engage children in games, group projects, virtual field trips and science experiments. Finally, the content will complement curricular standards and be based on individual student needs. The program will integrate learning activities that supplement learning during the school year and will be aligned with statewide, grade-level curricular standards for English Language Arts and Mathematics.</p> <p>Youth Intensive Services will provide social and emotional support to our students during the course of the summer program, and United Way of Youngstown and the Mahoning Valley will be a partner in providing activity leaders (champions) to support students in their learning and physical activities. Youth Intensive Services and United Way will provide funding for staff salaries.</p> <p>Success By 6 (pre K program for incoming K) - The students will receive 64 hours of instruction from a licensed teacher in pre reading and pre math skills, as well as in school readiness skills. They will get ready to step foot into kindergarten well prepared both academically as well as socially and emotionally.</p>	<p>\$15,400 salaries \$8,000 incentives \$1,000 supplies \$1,000 snacks \$12,000 transportation</p> <p>\$0</p> <p>(United Way covers all financial obligations for their SB6 program)</p>
2021 - 2022	<p>Extend the school day by 1/2 hour per day for all students; time to be used specifically for intervention by classroom teachers.</p> <p>Individual Tutoring - students will be tutored in areas that have been identified through analysis of all assessment data (Reading and Math); skills and standards will be based on individual student needs.</p> <p>Leveled Literacy Intervention(LLI) is provided to students identified most at risk through RIMP plans and benchmarking. One LLI tutor works with all identified students at their instructional reading level on a daily basis for 30 minutes per day.</p> <p>Use of a secretarial/clerical position to maintain records of attendance, parent contacts and feedback and coordinate all incentive programs for day school, after school and summer programming.</p>	<p>\$35,000 (\$1,000 stipend for each teacher and administrator)</p> <p>\$72,000 (5 tutors @ \$20/hr, up to 24hr/wk for 30 weeks)</p> <p>\$36,810 for LLI teacher/tutor(s)</p> <p>\$30,234 clerical</p>



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	<p>Further increase instructional time during the day by maximizing classroom schedules and transitions for all K-8 teachers. Schedules will be created by the administrative team based on selected grade level curriculum and developmentally appropriate time frames for classroom learning activities.</p> <p>After school programming with United Way - Success After 6 (SA6) provides wrap-around services to help break down barriers many of the students and their families face on a daily basis. Our United Way works in partnership with YCS to help the students achieve success through after school intervention in Reading and Math that is based on grade level standards. Success After 6 serves our students and their families through various enrichment programs, tutoring, health screenings, food pantries, clothing drives, and our main piece – an after-school program with our Education Partners and Enrichment Partners: Ohio State University Extension, SMARTS, OH WOW! The Roger and Gloria Jones Children’s Center for Science and Technology, Chess is Life.</p> <p>4 week intensive summer program will run July 19 - August 13. We will employ 6 teachers, 4 days/week for 5 hours/day (2 sessions, AM andPM).</p> <p>The summer learning program will supplement academic instruction in both Reading and Math with enrichment activities that are relevant and engaging to the students; content will be delivered by YCS teachers. The learning will be grounded in a real-world context and integrate hands-on activities. The program will engage children in games, group projects, virtual field trips and science experiments. Finally, the content will complement curricular standards and be based on individual student needs. The program will integrate learning activities that supplement learning during the school year and will be aligned with statewide, grade-level curricular standards for English Language Arts and Mathematics.</p> <p>*See Data Coordinator in “Identifying Academic Needs.” The Data Coordinator will also be responsible for identifying approaches to addressing academic gap filling strategies with teachers and administration, not only assisting in identifying academic needs.</p>	<p>\$0</p> <p>(United Way covers all financial obligations for their SA6 program)</p> <p>\$15,400 salaries \$8,000 incentives \$1,000 supplies \$1,000 snacks \$12,000 transportation</p>
<p>2022 - 2023</p>	<p>Extend the school day by 1/2 hour per day for all students; time to be used specifically for intervention by classroom teacher</p> <p>Individual Tutoring - students will be tutored in areas that have been identified through analysis of all assessment data (Reading and Math); skills and standards will be based on individual student needs</p> <p>Leveled Literacy Intervention(LLI) is provided to students identified most at risk through RIMP plans and benchmarking. One LLI tutor works with all</p>	<p>\$35,000 (\$1,000 stipend for each teacher and administrator)</p> <p>\$72,000 (5 tutors @ \$20/hr, up to 24hr/wk for 30 weeks)</p> <p>\$36,810 for LLI teacher/tutor(s)</p>



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	<p>identified students at their instructional reading level on a daily basis for 30 minutes per day.</p> <p>Further increase instructional time during the day by maximizing classroom schedules and transitions for all K-8 teachers. Schedules will be created by the administrative team based on selected grade level curriculum and developmentally appropriate time frames for classroom learning activities.</p> <p>Success By 6 (pre K program for incoming K) - The students will receive 64 hours of instruction from a licensed teacher in pre reading and pre math skills, as well as in school readiness skills. They will get ready to step foot into kindergarten well prepared both academically as well as socially and emotionally!</p> <p>After school programming will be organized and provided to all students identified through data analysis in the areas of Reading and Math. The program will be 4 days/week for 1 hour per day for up to 30 weeks. The goal will be to have 6 teachers for the program. Interventions will be provided to individual or small groups of students based upon their individual gap analysis (non mastery of grade level equivalent skills and grade level standards)</p> <p>4 week intensive summer program will run July 18 - August 12. We will employ 6 teachers, 4 days/week for 5 hours/day (2 sessions, AM andPM).</p> <p>The summer learning program will supplement academic instruction in both Reading and Math with enrichment activities that are relevant and engaging to the students; content will be delivered by YCS teachers. The learning will be grounded in a real-world context and integrate hands-on activities. The program will engage children in games, group projects, virtual field trips and science experiments. Finally, the content will complement curricular standards and be based on individual student needs. The program will integrate learning activities that supplement learning during the school year and will be aligned with statewide, grade-level curricular standards for English Language Arts and Mathematics.</p> <p>*See Data Coordinator in "Identifying Academic Needs." The Data Coordinator will also be responsible for identifying approaches to addressing academic gap filling strategies with teachers and administration, not only assisting in identifying academic needs.</p>	<p>\$0</p> <p>(United Way covers all financial obligations for their SB6 program)</p> <p>\$14,400 salaries \$8,000 incentives \$7,500 supplies \$7,500 snacks</p> <p>\$15,400 salaries \$8,000 incentives \$1,000 supplies \$1,000 snacks \$12,000 transportation</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 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>Youth Intensive Services will employ a school based counselor to work with staff on PBIS and social emotional strategies in the classroom</p> <p>JJC EWS program referrals - As part of EWS, multidisciplinary teams throughout the districts meet regularly to identify students who have, or are at risk of having, poor attendance, behavior and grades. Once a student is identified, the teams attempt to engage the student and their family to determine barriers to school success, while building upon student and family strengths.</p> <p>Attendance referrals identify students that will be referred to the JJC EWS program. They identify and address poor school attendance, behavioral issues, poor academic performance and potential future involvement with the justice system. These factors can be utilized in determining our most at risk students and then action planning can occur on how to address identified issues.</p> <p>Parent and student surveys, with the guidance of Youth Intensive Services and ALTA Behavioral Health, will be utilized to determine factors that put students at risk. After survey data is compiled, we will make necessary referrals to the appropriate agency for individual services.</p>	<p>\$6,500 (for rest of year)</p> <p>\$0 direct costs</p> <p>\$0 direct costs</p> <p>\$0 direct costs</p>
Summer 2021	<p>Youth Intensive services will offer character building and respite services throughout the summer during summer camp. YIS staff assists in building social skills through mind, body and character exercises and activities. The staff provides activities where kids can begin to build a mutual trust and respect and where kids can show their ability to be responsible. The camp is focused around team building and social skill development.</p>	<p>\$0 direct costs</p>
2021 - 2022	<p>Youth Intensive Services will employ a school based counselor to work with staff on PBIS and social emotional strategies in the classroom.</p> <p>Youth Intensive services will provide a school lead to manage the program.</p>	<p>\$32,500</p> <p>\$0 direct costs</p>



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	<p>JJC EWS Program Referrals - As part of EWS, multidisciplinary teams throughout the districts meet regularly to identify students who have, or are at risk of having, poor attendance, behavior and grades. Once a student is identified, the teams attempt to engage the student and their family to determine barriers to school success, while building upon student and family strengths.</p> <p>UMADAOP surveys</p> <p>Parent and student surveys, with the guidance of Youth Intensive Services and ALTA Behavioral Health, will be utilized to determine factors that put students at risk. After survey data is compiled, we will make necessary referrals to the appropriate agency for individual services.</p> <p>YCS is a partner in the Stand Grow Thrive Mahoning Resilience Movement. This coalition is a partnership between the Juvenile Justice Center in Youngstown and several school districts in Mahoning County. The coalition provided professional development opportunities around the following concepts: resilience, trauma and trauma informed care. The coalition also provides networking opportunities between mental health professionals and local school districts. The professional development opportunities will allow YCS staff to better serve students dealing with trauma and be able to provide quality trauma informed care practices when needed.</p> <p>YCS will employ a full time school counselor to assist in supporting students by providing strategic services that identify and address the social-emotional-environmental issues that interfere with the educational process. The counselor will provide individual and group therapeutic counseling to students and their families to work on long term effects of the pandemic and how it has impacted our students and their families.</p>	<p>\$0 direct costs</p> <p>\$0 direct costs</p> <p>\$0 direct costs</p> <p>\$0 indirect costs</p> <p>\$45,000 salary \$8,100 fringes</p>
<p>2022 - 2023</p>	<p>Youth Intensive Services will employ a school based counselor to work with staff on PBIS and social emotional strategies in the classroom</p> <p>Youth Intensive services will provide a school lead to manage the program.</p> <p>JJC EWS Program - As part of EWS, multidisciplinary teams throughout the districts meet regularly to identify students who have, or are at risk of having, poor attendance, behavior and grades. Once a student is identified, the teams attempt to engage the student and their family to determine barriers to school success, while building upon student and family strengths.</p> <p>UMADAOP surveys</p> <p>Parent and student surveys, with the guidance of Youth Intensive Services and ALTA Behavioral Health, will be utilized to determine factors that put students at risk. After survey data is compiled, we will make necessary referrals to the appropriate agency for individual services.</p>	<p>\$32,500</p> <p>\$0 direct costs</p> <p>\$0 direct costs</p> <p>\$0 direct costs</p> <p>\$0 direct costs</p>



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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	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.)?	
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	<p>Youth Intensive Services - YCS will be assigned five behavior intervention specialists to support students in and out of the classroom and one school based counselor. All YIS staff will work to support students with any social-emotional needs both in school and in the community.</p> <p>JJC EWS program - Early Warning System (EWS) program is a partnership between the Juvenile Court, Alta Behavioral Health and YCS. There are four components to the Early Warning System: Regular multidisciplinary team meetings at the school, Case management services provided by a Court Intake Officer, Girls and Boys Programming provided by a Court Intake Officer and Behavioral health screens by Alta. As part of EWS, multidisciplinary teams throughout the districts meet regularly to identify students who have, or are at risk of having, poor attendance, behavior and grades. Once a student is identified, the teams attempt to engage the student and their family to determine barriers to school success, while building upon student and family strengths. If appropriate, an Intake Officer will provide case management services to the student and family.</p> <p>Use of a full time behavior intervention specialist to assist in the welfare & development of the school’s students by implementing and supporting the school’s positive behavior system, making parental contacts when needed, maintaining a positive, structured learning environment and assisting in maintaining appropriate classroom discipline. The behavior intervention specialist will work closely with the school counselor in identifying students’ social-emotional needs that may be manifesting in poor behaviors.</p>	<p>\$0 indirect costs</p> <p>\$0 indirect costs</p> <p>\$12,736 for remainder of the year</p>
Summer 2021	<p>Youth Intensive Services - YCS will be assigned five behavior intervention specialists to support students in and out of the classroom and one school based counselor. All YIS staff will work to support students with any social-emotional needs both in school and in the community.</p> <p>United Way provides wrap-around services to help break down barriers many of the students and their families face on a daily basis. Our United Way works in partnership with YCS. United Way serves our students and their families</p>	<p>\$0 indirect costs</p> <p>\$0 indirect costs</p>



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	through various social and emotional enrichment programs such as health screenings, food pantries, and clothing drives.	
2021-2022	Youth Intensive Services - YCS will be assigned five behavior intervention specialists to support students in and out of the classroom and one school based counselor. All YIS staff will work to support students with any social-emotional needs both in school and in the community.	\$0 indirect costs
	Kool Boiz Foundation - A program dedicated to providing educational, financial, and emotional support for boys and young men of color in Youngstown, Ohio. The group will be leading advocates for these youths and a catalyst for empowerment and change. Through college scholarships, mentoring programs, and youth conferences, they increase knowledge, wisdom, and understanding with these future leaders.	\$0 indirect costs
	Secret Life of Girls - A program dedicated to providing a safe and emotionally supported space for young girls at Youngstown Community School. The program is facilitated by YCS teachers and counselors. During the program time girls have a place to talk about issues they are facing; including trauma felt by the pandemic.	\$500 for supports, programming and incentives
	United Way - United Way provides wrap-around services to help break down barriers many of the students and their families face on a daily basis. Our United Way works in partnership with YCS. United Way serves our students and their families through various social and emotional enrichment programs such as health screenings, food pantries, and clothing drives.	\$0 indirect costs
	JJC EWS Program - Early Warning System (EWS) program is a partnership between the Juvenile Court, Alta Behavioral Health and YCS. There are four components to the Early Warning System: Regular multidisciplinary team meetings at the school, Case management services provided by a Court Intake Officer, Girls and Boys Programming provided by a Court Intake Officer and Behavioral health screens by Alta. As part of EWS, multidisciplinary teams throughout the districts meet regularly to identify students who have, or are at risk of having, poor attendance, behavior and grades. Once a student is identified, the teams attempt to engage the student and their family to determine barriers to school success, while building upon student and family strengths. If appropriate, an Intake Officer will provide case management services to the student and family.	\$0 indirect costs
	UMADAOP - This is a school based program which targets inner city male and female youth and adolescents, ages 7-18 that is implemented in a variety of schools during school hours. Botvin's Life Skills (LST), Too Good For Violence (TGFV), and Smart Choices (SC) are the interventions that are utilized. Alternative activities and community service activities are also provided, along with assessment to measure for program change. Services are provided to our 4-8 students once per week throughout the entire school calendar year.	\$0 indirect costs
	PBIS - Framework that guides school teams in the selection, integration and	



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	<p>implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. Staff will be provided the tools to teach the expectations of day to day procedures to our students. The program will showcase students that show exemplary behavior with school expectations. Programs will be created to provide students the opportunity to achieve different statuses based on meeting the expectations set forth by the PBIS team and its collaborators. A behavior intervention class will be built into the weekly schedule to cover, not limited to, what is good behavior, social skills and coping strategies.</p> <p>PAX Good Behavior support program -The PAX Good Behavior Game is a universal preventive intervention that will be used by teachers at YCS to teach self - regulation, self - management, and self - control in students. Creating this nurturing environment in students will lead to building positive behavior through grades and give students a positive way to self - regulate while in the community. The PAX support system aligns directly with the Core Principles of PBIS, giving teachers and students at YCS the tools to promote student prosocial behavior and intervene to reduce problematic behaviors.</p> <p>Use of a full time behavior intervention specialist to assist in the welfare & development of the school's students by implementing and supporting the school's positive behavior system, making parental contacts when needed, maintaining a positive, structured learning environment and assisting in maintaining appropriate classroom discipline. The behavior intervention specialist will work closely with the school counselor in identifying students' social-emotional needs that may be manifesting in poor behaviors.</p>	<p>\$5,000 for supports, programming and incentives</p> <p>\$1,000 for supports, programming and incentives</p> <p>\$32,500 salary \$5,850 fringes</p>
<p>2022-2023</p>	<p>Youth Intensive Services - YCS will be assigned five behavior intervention specialists to support students in and out of the classroom and one school based counselor. All YIS staff will work to support students with any social-emotional needs both in school and in the community.</p> <p>Kool Boiz Foundation - A program dedicated to providing educational, financial, and emotional support for boys and young men of color in Youngstown, Ohio. The group will be leading advocates for these youths and a catalyst for empowerment and change. Through college scholarships, mentoring programs, and youth conferences, they increase knowledge, wisdom, and understanding with these future leaders.</p> <p>Secret Life of Girls - A program dedicated to providing a safe and emotionally supported space for young girls at Youngstown Community School. The program is facilitated by YCS teachers and counselors. During the program time girls have a place to talk about issues they are facing; including trauma felt by the pandemic.</p> <p>United Way - United Way provides wrap-around services to help break down barriers many of the students and their families face on a daily basis. Our United Way works in partnership with YCS. United Way serves our students and their families through various social and emotional enrichment programs such as health screenings, food pantries, and clothing drives.</p>	<p>\$0 indirect cost</p> <p>\$0 indirect cost</p> <p>\$500 for supports, programming and incentives</p> <p>\$0 indirect cost</p>



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	<p>JJC EWS Program - Early Warning System (EWS) program is a partnership between the Juvenile Court, Alta Behavioral Health and YCS. There are four components to the Early Warning System: Regular multidisciplinary team meetings at the school, Case management services provided by a Court Intake Officer, Girls and Boys Programming provided by a Court Intake Officer and Behavioral health screens by Alta. As part of EWS, multidisciplinary teams throughout the districts meet regularly to identify students who have, or are at risk of having, poor attendance, behavior and grades. Once a student is identified, the teams attempt to engage the student and their family to determine barriers to school success, while building upon student and family strengths. If appropriate, an Intake Officer will provide case management services to the student and family.</p>	<p>\$0 indirect costs</p>
	<p>UMADAOP - This is a school based program which targets inner city male and female youth and adolescents, ages 7-18 that is implemented in a variety of schools during school hours. Botvin's Life Skills (LST), Too Good For Violence (TGFV), and Smart Choices (SC) are the interventions that are utilized. Alternative activities and community service activities are also provided, along with assessment to measure for program change. Services are provided to our 4-8 students once per week throughout the entire school calendar year.</p>	<p>\$0 indirect costs</p>
	<p>PBIS - Framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. Staff will be provided the tools to teach the expectations of day to day procedures to our students. The program will showcase students that show exemplary behavior with school expectations. Programs will be created to provide students the opportunity to achieve different statuses based on meeting the expectations set forth by the PBIS team and its collaborators. A behavior intervention class will be built into the weekly schedule to cover, not limited to, what is good behavior, social skills and coping strategies</p>	<p>\$5,000 for supports, programming and incentives</p>
	<p>PAX Good Behavior support program -The PAX Good Behavior Game is a universal preventive intervention that will be used by teachers at YCS to teach self - regulation, self - management, and self - control in students. Creating this nurturing environment in students will lead to building positive behavior through grades and give students a positive way to self - regulate while in the community. The PAX support system aligns directly with the Core Principles of PBIS, giving teachers and students at YCS the tools to promote student prosocial behavior and intervene to reduce problematic behaviors.</p>	<p>\$1,000 for supports, programming and incentives</p>
	<p>Use of a full time behavior intervention specialist to assist in the welfare & development of the school's students by implementing and supporting the school's positive behavior system, making parental contacts when needed, maintaining a positive, structured learning environment and assisting in maintaining appropriate classroom discipline. The behavior intervention specialist will work closely with the school counselor in identifying students' social-emotional needs that may be manifesting in poor behaviors.</p>	<p>\$33,475 salaries with 3% increase \$6,026 fringes</p>