



# **Southern Ohio ESC & Region 14, Hopewell Center**

## **RESET & RESTART PLANNING GUIDE**

***Our Vision: Leading with innovative solutions for student and community success.***

## Section 1: Physical Health and Safety

As schools plan to reopen, the following links may provide some guidance and resources that will assist you in your decision making surrounding health and safety of students and staff. Feel free to modify the templates for your specific districts and the protocols you are putting into place.

[Planning Guide for Ohio Schools and Districts](#)

[American Academy of Pediatrics Guidance for Schools Reopening](#)

[OSBA Restart Education](#)

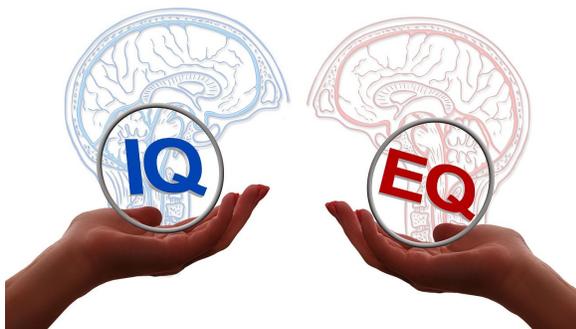
[Return To Work Guide Lines](#)

[COVID Emergency Leave Flow Chart](#)

[Exposure Notification](#)

[COVID Leave Request Form](#)

## Section 2: Social Emotional Learning



Since the closure of schools due to the COVID-19 Pandemic, this has been a challenging time for students and many children are experiencing trauma right now. It is important that school districts continue to keep Social Emotional Learning at the forefront irregardless of the type of plan that each school district determines is the most appropriate path as they look ahead to the start of the 2020-2021 school year.

School districts will need to determine how they may best provide educators with ongoing resources, support, and professional development for how they can create a safe space for students to talk through their fears and apprehensions and have a strong understanding and the confidence to implement these strategies and tools as transitions occur with plans as updates are provided from both the federal and state level.

In the [Social Emotional Learning Recommendations and Resources](#) guide provides considerations for districts in the areas of Digital Citizenship, Reducing Stress & Anxiety, Expectations for Learning, and Family Engagement. Recommendations are given for both a return to face to face learning and also a virtual/blended model.

## Section 3: Exceptional Students

### Section A: Students with Disabilities



As students return from an extended closure of schools, we need to keep in mind students with disabilities may have a harder time transitioning back to face to face instruction with social distancing recommendations. If students with disabilities continue with virtual instruction or will be utilizing a blended model of both face to face and virtual learning we will need to be cognizant of the individual needs of students in accessing their curriculum. The [SWD Recommendations and Resources](#) guide provides recommendations in the areas of Instruction, Progress Reporting, Communication and Family Engagement. Recommendations are given for both a return to face to face learning and also a virtual/blended model.

### Section B: Students Identified as Gifted



High sensitivity is a common characteristic in gifted students which may be increasing anxiety and depression during these unprecedented times.

#### **Guiding Principles to Support Gifted Learners include**

- ways to demonstrate knowledge/skill (e.g. pretest),
- alternative assignments when that knowledge/skill is demonstrated,
- faster pacing, and
- opportunities to use creativity and critical/higher order thinking skills.

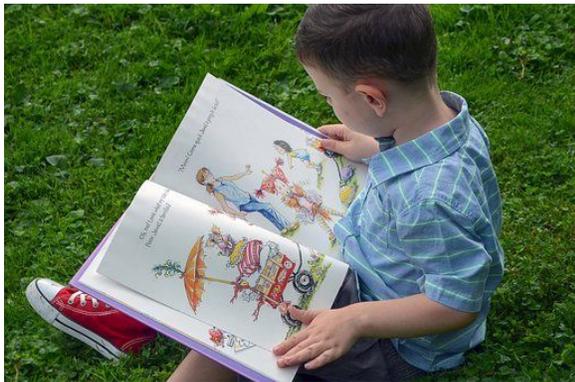
[The Support Resources for Gifted Education guide](#) provides links to various state and national publications, standards, lesson plans, and social & emotional supports for educators, students, and parents.

### Section C: English Language Learners

Supporting English Language Learners (ELLs) requires that we consider their unique challenges to accessing distance learning, both in the technological and comprehensible sense. For ELLs, especially those who are at the beginning proficiency levels, it is crucial that they have continued access to

materials in their home language(s) to continue their literacy and language development. The [English Language Learners](#) guide will provide resources for virtual learning; planning instruction, literacy development, and family supports.

#### **Section 4: Literacy**



As we approach instruction in literacy skills, we need to make sure that we're always addressing the "5 big ideas of reading" for elementary school students: phonological awareness, phonics, vocabulary, fluency, and comprehension (National Research Council, 2000). For Adolescent students, the recommendations are: Vocabulary/Word Study, Comprehension/Text instruction, Motivation, and Intensive Interventions for Struggling Readers when needed (Institute of Education Sciences, 2008).

In the [K-3 Literacy Recommendations and Resources](#) document there are specific sections for each of the 5 "big ideas" as well as links to the state of Ohio's Plan to Raise Literacy Achievement and other helpful resources. Recommendations are made

for an in-person setting, perhaps with social distancing, as well as for a virtual setting.

In the [Grades 4-12 Literacy Recommendations and Resources](#) document, there are specific sections for the big ideas of adolescent literacy, as well as a section on identifying specific needs for remediation of older students who cannot read the words. There are recommendations for an in-person, socially-distanced setting and a virtual setting.

#### **Section 5: Content Area Resources**



As districts are collaborating with their planning team to design plans for the return to school options, one of the greatest areas of need that has been identified is the inequity in educational services for students that was brought to light during the mandated school closure.

As district planning teams and teachers continue to reflect upon the return to school options that are being developed by their local planning teams at each of

their districts, they are in need of tools and resources that can not only support their content areas and instructional plans, but most importantly, support the various learning needs of their students.

The [SOESC Remote Learning and Online Instructional Resources for Educators](#) guide provides considerations for resources in the area of English Language Arts, Mathematics, Science, Social Studies, Unified Arts, Technology, as well as many other additional resources. District teams may also consider information provided by the Ohio Department of Education [Reset & Restart Education Planning Guide for Ohio Schools and Districts](#) and the [Reset & Restart webpage](#).

### Section 6: Family Engagement



As school systems across the country move toward reopening, they should focus more than ever on strengthening relationships with students and families and providing them with regular opportunities to share feedback and elevate concerns. Research shows that when parents and families are engaged in student learning there are tangible

benefits: higher test scores, higher grades, increased school-readiness and improved attendance ([TNTP, 2020](#)). The [Family Engagement](#) resource guide provides information on how to engage families, set up home schedules, and build school-family partnerships.

### Section 7: Early Childhood



Young children have the least capacity to understand and process all the changes that are happening in our world, in THEIR world. As we begin to restart “school” for them, whether that means full time child care/preschool or part-time preschool, it is of vital importance that we provide an environment that is not only safe and sanitary, but emotionally safe and secure.

The Ohio Department of Education and Ohio Department of Job and Family service are using the same emergency licensing rules for reopening amid this crisis. And we can't forget the basics of developmentally appropriate practices for learning in all domains: physical and social emotional as well as academic and creative. And play is the way

children learn so we can't just send home paper-pencil activities.

The [Early Childhood Recommendations and Resources](#) document has up-to-date information about licensing as well as recommendations for maintaining ratios, carrying out routines, and providing developmentally appropriate activities in both a socially distanced and a virtual setting.

### Section 8: OESCA Reframing Education Project

Reframing Education



A statewide network of ESC personnel have worked collaboratively to create a decision-making framework to support districts as they consider best practices, have authentic conversations about instructional expectations, and make plans to “*reframe education*” moving forward. School Improvement personnel from the Southern Ohio ESC served on the leadership team to facilitate this statewide initiative.

The time is right for Ohio to begin reframing its education model so that learning can become the constant and time and place can become the variables. The intent of this Reframing Education project is to support Ohio

school districts as they strive to meet the needs of all students in both a multifaceted and multilayered manner.

Guiding questions, supporting documents and links, and related resources are included within the Reframing Education website, which align to each of the following focus areas:

- Establishing a Reframing Team;
- Data Use;
- District and Building Level Educational Considerations;
- Determining Student Educational Needs;
- Teacher Level Educational Considerations and Planning;
- Non-Building Based Learning Opportunities Considerations;
- Exceptional and At-Risk Populations;
- Remote/Blended Instructional Delivery Resources;
- Technology Needs;
- Communications Planning;
- Professional Development for Educators;
- Culture & Climate; and
- Mental Health of Students & Staff.

Links to [Ohio's Strategic Plan for Education](#), [ODE's Reset and Restart Planning Guide for Ohio Schools and Districts](#), [Ohio Local Stakeholder Engagement Kit](#), and [Health and Prevention Guidance for Ohio K-12](#)

[Schools](#) are embedded within the Reframing Education website.

Additionally, a [Remote Learning Plan template](#) with additional support guidance to help support districts with the development and communication of a Remote Learning Plan are embedded within the Reframing Education website.

The entire Reframing Education website with all accompanying support resources is available at this link: <http://reframingeducation.org/>.

Please find the session recording of the [July 13, 2020 Southern Ohio ESC & Brown County ESC Regional Roll Out virtual session](#) linked [here](#), if you have an interest in watching a recorded preview of the Reframing Education website and support resources.

## Section 9: Additional Resources



Many of the school districts are Google Apps for Education schools. There are a variety of free Google Chrome extensions that can support educators to increase productivity, efficiency, and also support various student learning needs. The [Google Chrome Extension](#)

[Resource Guide](#) provides educators with a list of Google Chrome extensions that may support them in each of the following areas listed above. Make sure to continue checking this list as there will be additional extensions added to the document to provide ongoing support for educators.

## The Ohio Improvement Process



As districts across the state of Ohio prepare for the upcoming school year, district and building leadership teams are determining how they may continue to engage in team meetings, focus on district and building initiatives, and how to best gather pertinent data to monitor district and building progress for adult implementation of evidence based strategies that impact student learning.

In the [Ohio Improvement Process Resource Guide](#), districts may consider any of the various links to videos, webinars, and podcasts that focus on supporting building and district level

teams with the implementation of the Ohio Improvement Process as teams reflect on the areas of Curriculum, Instruction, and Assessment.

## **Section 10: Professional Development Support**



As district planning teams engage in the development of their learning plans for the 2020-2021 school year, the Southern Ohio Educational Service Center and Region 14, Hopewell Center are preparing to support districts with high quality professional development.

Please review the bulleted list below regarding the upcoming FY21 professional development opportunities. Each bulleted item contains a link where you can access additional information about each session.

### **Upcoming FY21 Professional Development Opportunities:**

- [Creatively Productive Book Study](#)
- [Introduction To Restorative Practices: Day 1](#)
- [Restorative Practices: Day 2](#)

- [Trauma-Informed Care 2-Part Learning Series](#)
- [The Grid Method: Mastery Learning System](#)
- [SOESC Google Training & Support](#)
- [Region 14 PBIS-Better Than Carrots & Sticks Book Study: Restorative Practices for Classroom Management](#)
- [Raising Reading Achievement in Region 14](#)
- [Early Childhood Professional Learning 20-21](#)

### **District & Building Level Administrative Professional Development and Supports**

- [SOESC 2020-2021 Building Administrator Forums](#)
- [SOESC 2020-2021 Curriculum Director Roundtables](#)
- [Region 14 Literacy Leaders Network \(K-12\)](#)
- [Region 14 Early Childhood Literacy Network](#)
- [Region 14 Special Education, ECE, and Psychologists' Networks](#)
- [Preschool Itinerant Network](#)
- [New Preschool Administrator Network](#)