Welcome to the Ohio Legislative Children’s Caucus webinar on education equity and reopening Ohio’s schools

Opening comments from our co-chairs:
Representative Allison Russo and Senator Peggy Lehner
Mark Black
Executive Director of Secondary Schools, Akron Public Schools
Reopening Plan
Presentation to Ohio Legislative Children’s Caucus Webinar
July 10, 2020
Reopening and Recovery
Rooted in our Mission

High Quality Instruction
- Focus Area 1: Rigorous Teaching & Learning

Learning Conditions
- Focus Area 2: Safe Learning Centers

Collaboration & Engagement
- Focus Area 3: Public Engagement

Academically Prepared and Well-rounded Students
Planning Team Convened
<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
<th>Image</th>
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<tbody>
<tr>
<td>Safety</td>
<td>Physical and Social-Emotional Well-Being of Students and Staff</td>
<td><img src="image1.jpg" alt="Safety Image" /></td>
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<tr>
<td>Equity</td>
<td>in Addressing Student Needs</td>
<td><img src="image2.jpg" alt="Equity Image" /></td>
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<td>Seamless Transitions and Designed Learning</td>
<td>Between Remote, Blended and Site-Based as COVID Needs Arise</td>
<td><img src="image3.jpg" alt="Seamless Transitions Image" /></td>
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<td>Recommendations</td>
<td>Family Engagement and Community Needs</td>
<td><img src="image4.jpg" alt="Recommendations Image" /></td>
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<td>Fiscal Responsibility</td>
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Principles Used for Planning and Recommendations

Health Advisory – Based on CDC, Draft ODE/ODPH

Will Confirm When Governor & ODE Release Restart Guidance

- Six feet of social distance at all times (results in 12 or less students per class)
- 50% capacity on each school bus (results in no more than 25 students per bus)
- Personal Protective Equipment (PPE) for students/staff
- Health assessments (taking of temperatures) of students/staff and plans for either if they are symptomatic
- Increased sanitation requirements throughout the school when in session for persons and facilities (bathrooms, water fountains, high touch areas to be cleaned every 2 hours)
- Large group gatherings - current limits are not more than 10 in a confined space/50 with an areas with proper social distancing
School and Metro Buses

Space Considerations

66 Passenger Bus

- 1 Student Reserved
- 22 Student Passengers
- 1 Per Seat

66 Passenger Bus

- 1 Student Reserved
- 11 Student Passengers

APS: METRO Rules to Remember

For the many students who ride METRO:

Buses are running at a 50% capacity and cannot be at more than 50% capacity at any point.

Face coverings are mandatory for METRO employees and passengers. This applies to children ages two and up. Per the CDC, children under two years old should not wear face coverings.
From 25-30 students to 12 or 15 students, if station removed from back of room and Social distancing cut to 3FT apart
Health Advisory Action Team recommends personal protective face coverings for all students and staff unless there is a medical exception

- Identifying different options of face coverings that meet CDC standards (e.g., cloth, plastic shields)
- Identifying costs per student for different types of face coverings
- Once the governor releases the K-12 Restart Guidelines, APS will finalize plans

Source: Summit County Public Health
Recommendations

School Models - Considerations

**Family Choice:** Every family will have a choice between two high-quality school models for their PK-12 student:
1. **100% Remote Learning** (APS Connected Learning 2.0) or
2. **100% Site-based or Blended Learning** model listed for their grade level on the next 4 slides

**Based on Student Needs:** Students with severe disabilities will be 100% site-based with their intervention specialist; all other students on an IEP will follow the models offered and will work closely with their IEP teams to provide appropriate services.

**Start & End Times:** School start and end times will be announced by the end of July after review of restart guidelines, and logistics are established for transportation and meal service.
Family Engagement

Recommendations

- Deploy a district-wide communication plan that keeps families informed throughout the summer and school year
- Provide virtual family trainings on remote learning tools
- Use a central point of contact for family engagement in all schools
- Continue to expand Family Resource Centers
- Provide linkages to community resources, including child care, out-of-school time, and extended learning opportunities for families
Recommendations

Mental Health and Transitions

- Provide a district resource about COVID-19
- Expand strategies to support mental health needs of students, staff and families
- Ensure wraparound supports for students identified with high-risk factors
- Deploy strategies for transitions into kindergarten, 6th grade, and 9th grade
Recommendations

Logistics and Technology

Transportation: changes in routing; cleaning and health checks

Safety provisions for children walking to school, PPE for supporting student entry/exit

Shift meal service to grab-and-go and/or in-classroom, provide meals to 100% students

Classroom space utilization to meet social distancing, provide classroom set-up for new rooms

Technology: computer repair procedures for 100% remote, blended or site-based; expand access for EL
Bethany Colvin
5th Grade Teacher,
Washington Elementary School,
Marietta City School District
Bethany Colvin
Fifth Grade Teacher
Marietta, Ohio

-12 years teaching experience in various elementary grades
-Taught in Ohio, Illinois, and Texas

- Social-emotional well-being of students
- Academic gaps related to technology/Internet availability
- Technology/Internet availability-teachers
Teresa Kobelt
Director of Strategy, Innovation, and Forecasting, Ohio Center for Autism and Low Incidence (OCALI)
Ohio Children’s Caucus

Friday, June 10, 2020

Teresa L. Kobelt, MSW, LSW
Director – Strategy, Innovation, Forecasting
Family Experiences During COVID

- Interagency Work Group on Autism (IWGA) Survey
  - 200 families who have a member with a disability
  - Wide geographic and socio-economic representation
  - Few respondents identifying as people of color

- Teaching and learning continued
- Some IEP services continued
- Even when schools did everything “right” families experienced tremendous amounts of stress and their children lost ground
- Addressing trauma/building resilience should be part of plans
Family Experiences During COVID

• Teaching and learning continued when buildings were closed
  • Most students spent 1-3 hours/day on distance learning
  • Families also spent 1-3 hours/day on distance learning

• Individualized Education Program (IEP) Services
  • About 70% continued receiving academic supports and/or related services (OT, PT, Speech)
  • Nearly 60% continued receiving assistive technology/supports
  • Only 25% continued receiving behavior supports

• Over 40% of families were satisfied or extremely satisfied with the services received during distance learning
Family Experiences During COVID

• ...school tried very hard...he definitely lost progress in many areas. Most days were filled with meltdowns and a large amount of stress trying to complete his work.

• ...school provided all services but our son would not participate. For him school is at school not at home. The battle was too much for me so we stopped trying.

• Our school was amazing!! ...not being in school was extremely difficult. He would spend hours crying, throwing items and self harm because the bus wouldn’t show up...It was emotionally and physically exhausting every day.
Please indicate your level of agreement with the following statements:

1. I feel confident my family member's school will have a plan in place for fall.
2. I am concerned my family member fell behind during distance learning.
3. Distance learning was stressful for our family.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
As a result of COVID-19, how much of a struggle has it been for your family to:

- Get food or household supplies?
- Find medical equipment, supplies, or prescriptions?
- Balance work, school, care-taking?
- Pay bills, earn money?
- Feel safe and cope with anxiety?
- Stay connected to family or friends?
## During distance learning, my family member's school...

<table>
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<tr>
<th>Provided all print materials (worksheets, books, etc.) needed to continue with education.</th>
<th>Gave us access to all the technology (apps, websites, videos, etc.) we needed.</th>
<th>Provided on-going, support and instruction.</th>
<th>Communicated plans and important information about building closures, changes in the school schedule, grades, graduation, etc. in a way I could understand.</th>
<th>Helped me understand my role in distance learning.</th>
<th>Sought family input as they made decisions.</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>25%</td>
<td>40%</td>
<td>26%</td>
<td>37%</td>
<td>22%</td>
</tr>
<tr>
<td>Agree</td>
<td>31%</td>
<td>35%</td>
<td>36%</td>
<td>40%</td>
<td>23%</td>
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<tr>
<td>Neutral</td>
<td>19%</td>
<td>15%</td>
<td>21%</td>
<td>12%</td>
<td>28%</td>
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<tr>
<td>Disagree</td>
<td>8%</td>
<td>3%</td>
<td>10%</td>
<td>6%</td>
<td>13%</td>
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<tr>
<td>Strongly disagree</td>
<td>16%</td>
<td>7%</td>
<td>8%</td>
<td>6%</td>
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Toward Equitable Access

• Trauma
  • Real or perceived loss of agency
    • Building closures happened “overnight”
    • Very little “say” in what happened/how it happened
    • Loss
    • “Vulnerable” populations
    • Teachers are often parents

• Resilience
  • Voice, choice, control
    • Meaningful input
    • Happening “with” not “to”
    • Choice in big and small things

“Teachers, parents, and other members of the community not only need and deserve to be heard during the planning process, they can actually contribute crucial insights and expertise that will facilitate and accelerate the safe reopening of schools.”

- Robert Law, eSchool News
Priorities

- **Safety and well-being**
  - Physical safety
  - Targeted PD (including trauma and resilience)
  - Post-COVID culture building

- **Communication**
  - Time with positive, safe, adults
  - Ongoing, meaningful input/choice

- **Learning/Opportunity gaps**

- **Flexibility and contingency plans**
  - What if a learner can’t follow public health recommendations or needs physical assistance during the day?
  - What if a learner needs to see faces/mouths (students who are deaf or hard of hearing; students during speech therapy; students who rely on facial expressions or cues)?
  - What if an educator’s family gets sick or has a member who is medically fragile?
  - What if we create entrances or routes to/through school that aren’t accessible or lead to long-lines in inclement weather?
  - What if buildings need to close?
Questions & Answers

For legislators and legislative staff, please feel free to unmute yourselves to ask questions or share feedback.

For all other participants, please use the chat feature.
Thank you for joining today’s webinar!

For more information on upcoming Ohio Legislative Children’s Caucus webinars and meetings, please contact Alison Paxson at apaxson@childrensdefense.org