



OHIO LEGISLATIVE CHILDREN'S CAUCUS

JULY 2020

COVID-19 WEBINAR SERIES

EDUCATION EQUITY AND REOPENING OHIO'S SCHOOLS

**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*



**Akron Public
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

A large yellow graphic consisting of a thick line that starts as a horizontal arrow pointing right at the top, turns 90 degrees down on the left, turns 90 degrees right at the bottom, and turns 90 degrees up on the right, ending as a horizontal arrow pointing left at the bottom. This frame encloses the text.

REOPEN AND
RECOVER

APS Principles Serving as Guideposts for Reopening Design

Safety

Physical and Social-Emotional Well-Being of Students and Staff



Equity

in Addressing Student Needs



Seamless Transitions and Designed Learning

Between Remote, Blended and
Site-Based as COVID Needs Arise



Recommendations

Family Engagement and Community
Needs



Fiscal Responsibility



Unknown



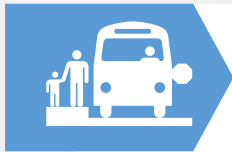
Principles Used for Planning and Recommendations

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


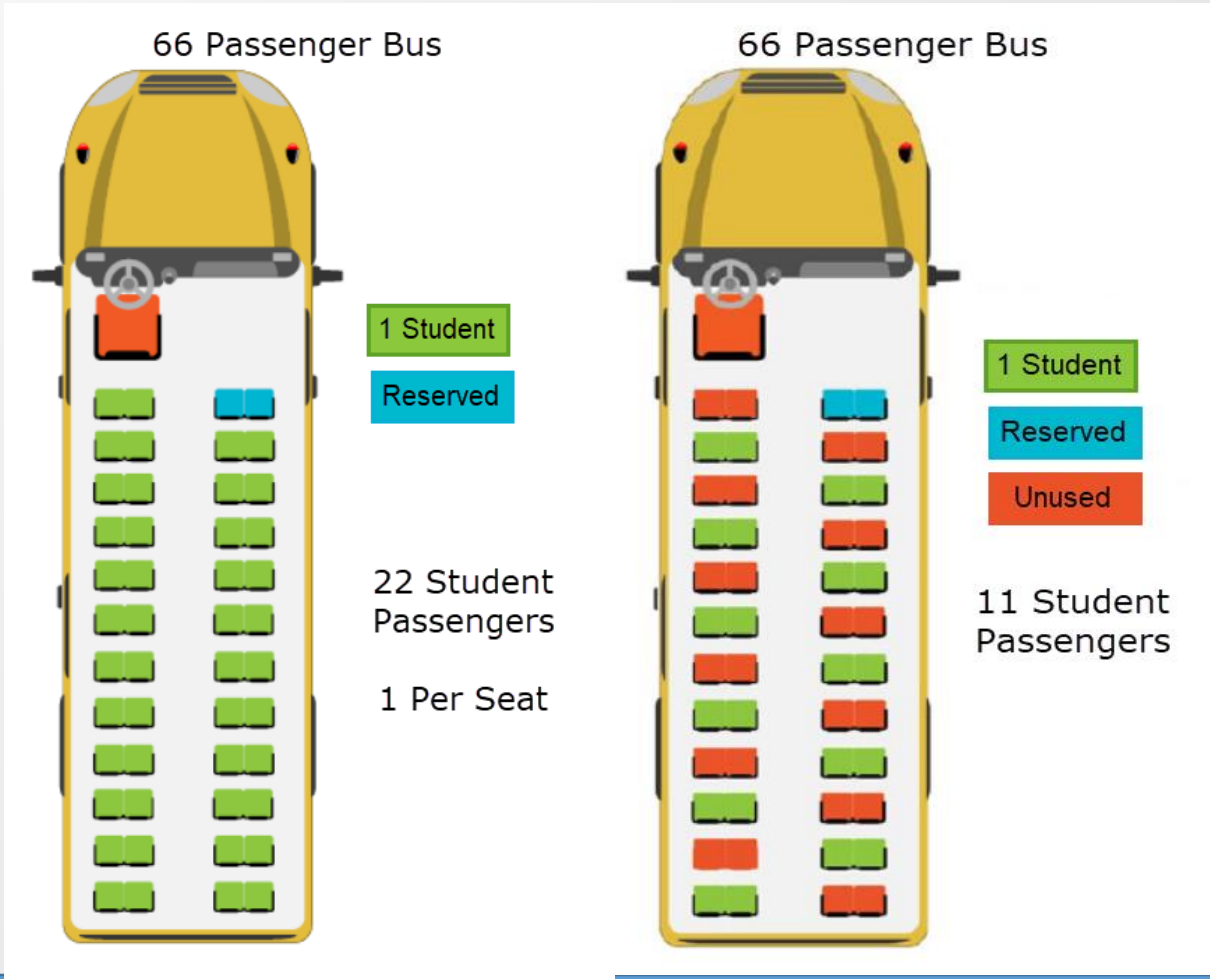


Increased sanitation requirements throughout the school when in session for persons and facilities (bathrooms, water fountains, high touch areas to be cleaned every 2 hours)



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




APS CONNECT

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.



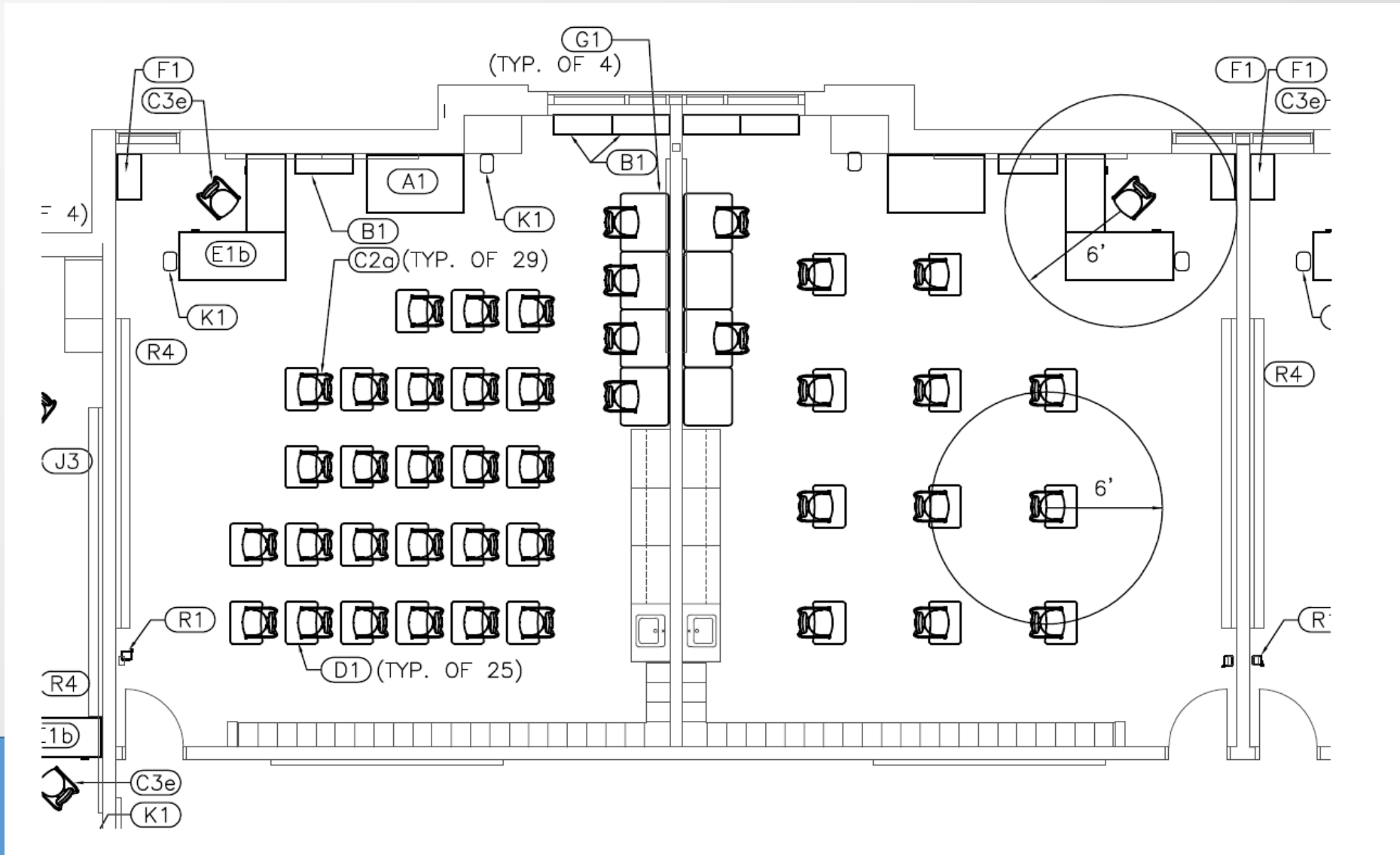
ezfare
A Safe Way to Pay

DOWNLOAD
PURCHASE BOARD

Google Play App Store

Classroom Layout

Space Considerations



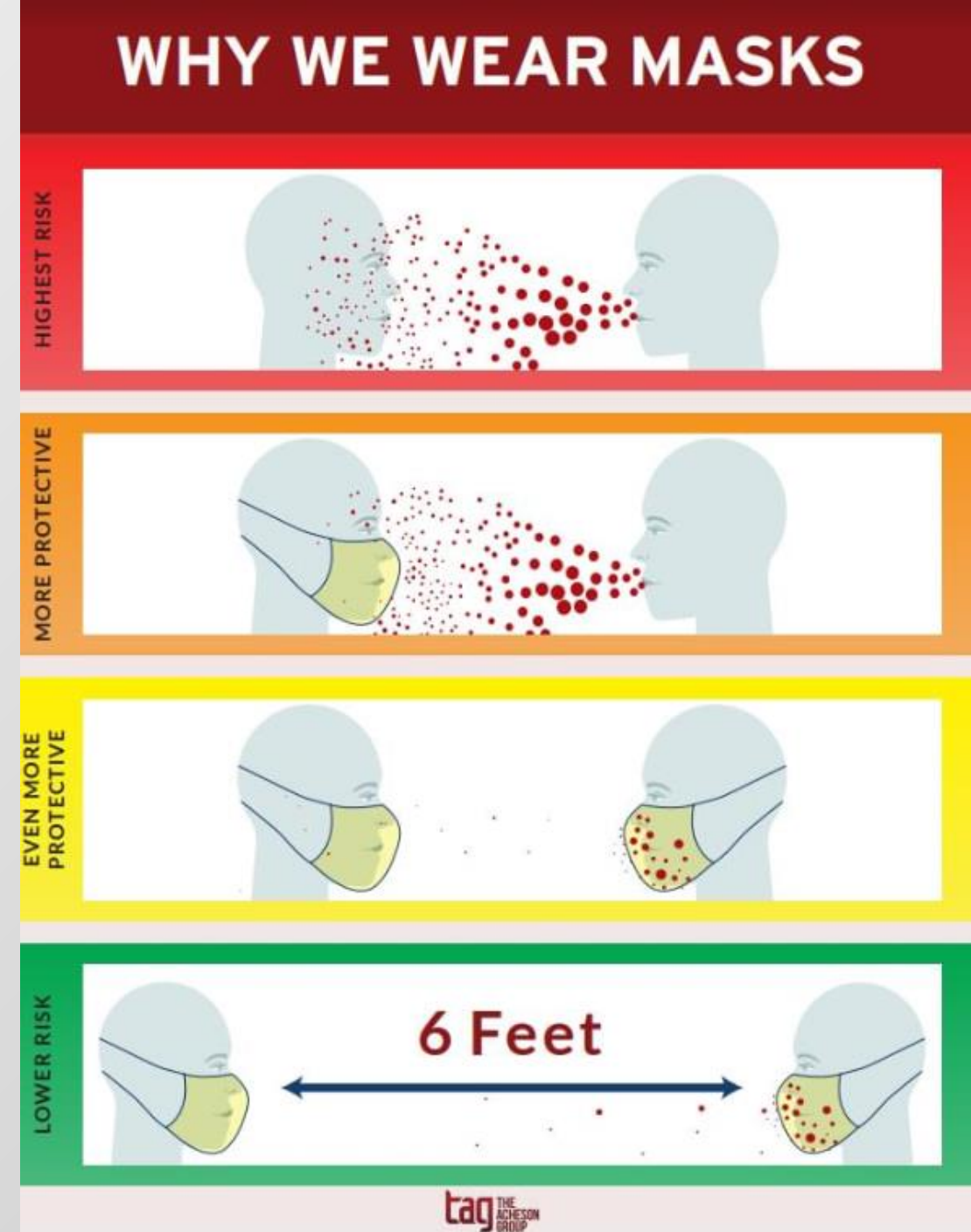
From 25-30 students to 12 or 15 students, if station removed from back of room and Social distancing cut to 3FT apart

APS Preparation High-Risk COVID Spread

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



Recommendations

Family Engagement



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



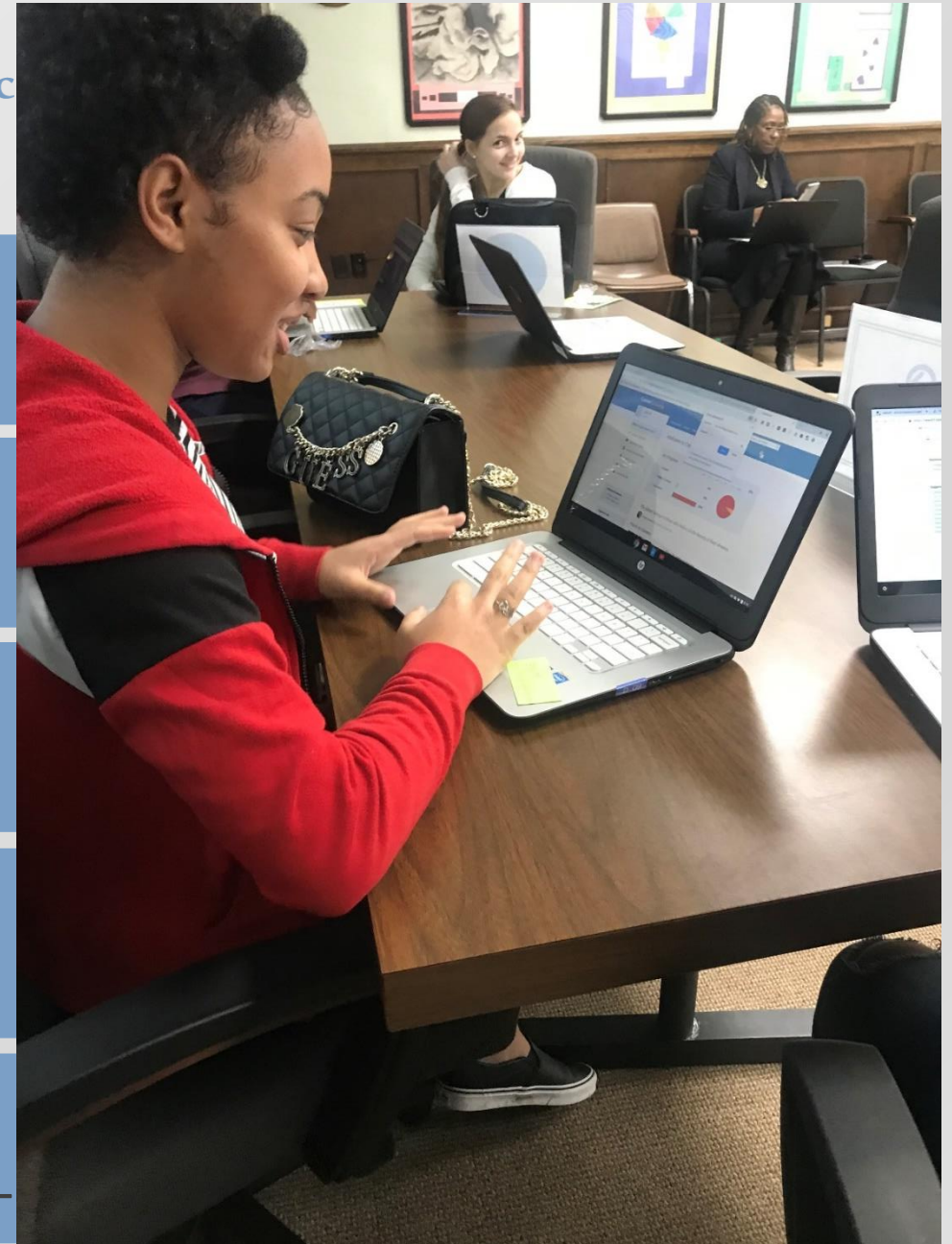
Transportation: changes in routing; cleaning and health checks

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

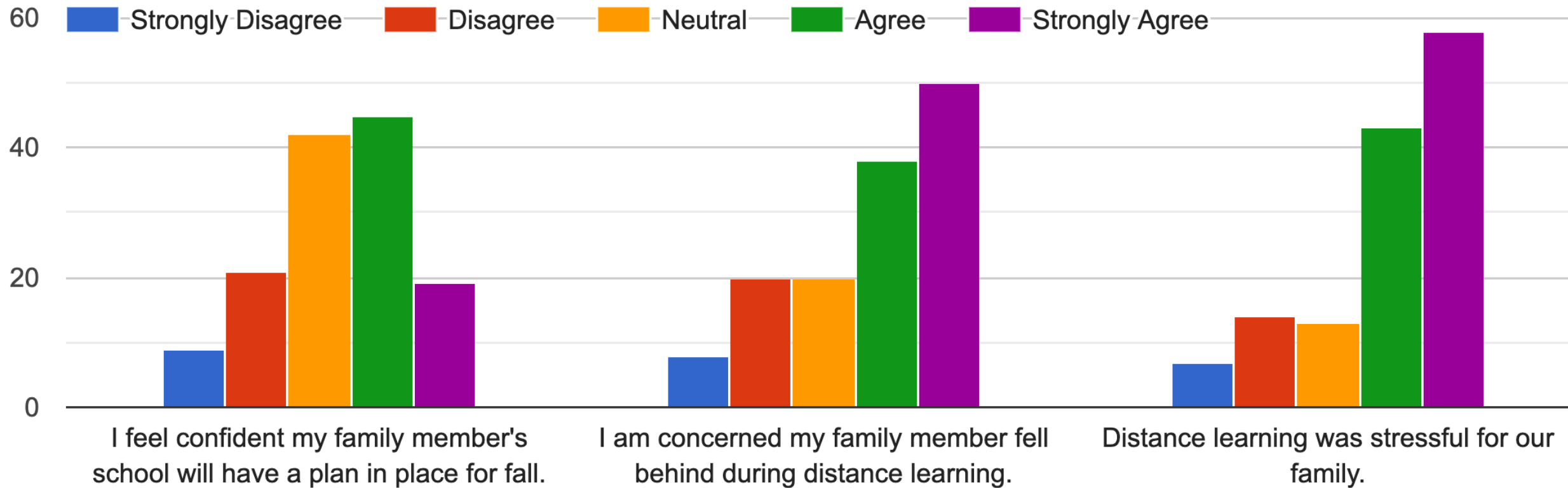
Family Experiences During COVID

- 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

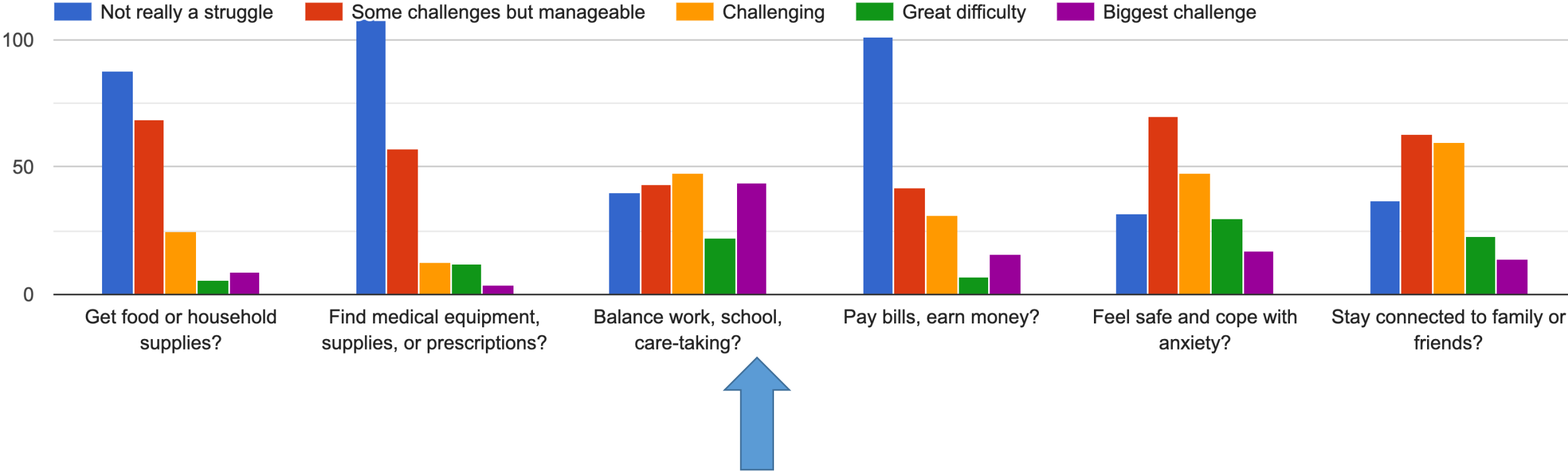
Family Experiences During COVID



- ...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:



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



	During distance learning, my family member's school...					
	Provided all print materials (worksheets, books, etc.) needed to continue with education.	Gave us access to all the technology (apps, websites, videos, etc.) we needed.	Provided on-going, support and instruction.	Communicated plans and important information about building closures, changes in the school schedule, grades, graduation, etc. in a way I could understand.	 Helped me understand my role in distance learning.	 Sought family input as they made decisions.
Strongly agree	25%	40%	26%	37%	22%	16%
Agree	31%	35%	36%	40%	23%	22%
Neutral	19%	15%	21%	12%	28%	26%
Disagree	8%	3%	10%	6%	13%	20%
Strongly disagree	16%	7%	8%	6%	14%	16%
Total	100%	100%	100%	100%	100%	100%

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 Low, 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 ques)?
 - 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