

Rethinking School

Planning for Fall 2020 While Dealing with COVID-19



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Meetings lately are mostly like this:

- we don't know much
- what we do know we can't really tell you
- everything is going to change
- given the above, please make a plan

12:24 PM · May 19, 2020 · [Twitter for iPhone](#)

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Discussion Topics

Student Issues

Staff Concerns

**Communicating
with Parents**

**Operational
Questions**

**Lobbying and
Legislation**

Students

Practical and Legal Concerns for Returning Students to School in Fall 2020



- High-risk populations (students and families)
- Masks
 - Who will provide them and/or clean them?
 - Consider the need for 504 Plans to exempt wearing masks in certain cases.
- Quarantine areas

Basic Scheduling Parameters

- Plan for 3 possible scenarios:
 - Fully in-person learning
 - Fully remote learning
 - Blended learning
- Social distancing requirements
- Implications for lunch/recess
- Implications for transportation



MARYLAND'S RECOVERY PLAN FOR EDUCATION

COVID-19 RESPONSE AND THE PATH FORWARD

One-Day Rotation

Students report to school one full day a week at all levels (e.g., Elementary, Middle and High) for four days. Students will be provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, distance learning, or a combination.

All English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts, Physical Education and Health teachers would be included in the rotations to reduce the student teacher ratios. *** One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue.**

Two-Day Rotation

All students report to school two full days a week (e.g., Tuesday/Thursday or Wednesday/ Friday). Students would be provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, eLearning or a combination.

All English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts teachers, Physical Education and Health will be included in the rotations to reduce the student teacher ratios. *** One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue.**

A/B Week

Half of the student population will report to school for four full days each week, while the remaining second half of the school population participates in distance learning at home. The student population will alternate between each week. All grade bands will be included. Students will be provided assignments to support their learning on the days in which they do not report to school that could include paper, pencil, eLearning or a combination.

All English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts teachers, Physical Education and Health will be included in the rotations to reduce the student teacher ratios. *** One day is used for teacher planning and professional learning. Students will not report to school, distance learning will continue.**

Elementary Face-to-Face and Secondary Distance Learning

Elementary students will start school first and attend four full days a week, spread out across two buildings (e.g., Elementary and Middle) to reduce the student teacher ratio to support social distancing. Secondary students would complete distance learning. **This would continue until it is deemed appropriate by the public health officials that it is safe to relax the social distancing. Once it is deemed safe, elementary students would transition back to their home school and secondary students would start.**

All elementary English for Speakers of Other Languages, Special Education, and resource teachers will work with small groups of students to reduce the student teacher ratios to 10 or less in each learning environment. Fine Arts teachers, Physical Education and Health will be included in the rotations to reduce the student teacher ratios. *** One day is used for teacher planning and professional learning. Students will not report to school, distance learning would continue.**

Grade Band Phase-In

The grade band phase-in approach would begin when the public health officials deem it is safe to relax the social distancing. Elementary students will return to school first, for a week. Middle school students would report the second and high school would report the third week. Middle and high school students will continue distance learning while waiting to phase back into school.

- Public schools must provide equal access to all children
 - Includes ensuring access to any technology necessary to the educational program.
- Special education: How can services be provided remotely to the maximum extent possible?
 - If you are providing any educational program to regular ed students, you are required to provide a full educational program to special ed students.
- Food insecurity: Develop plans under all 3 scenarios for delivery/pick-up of free/reduced meals.

Code of conduct applies in full force whether in-person or distance learning.

- Reiterate expectations to students and parents
- Consider how failure to follow social distancing and other mitigation protocols might fall under your code.

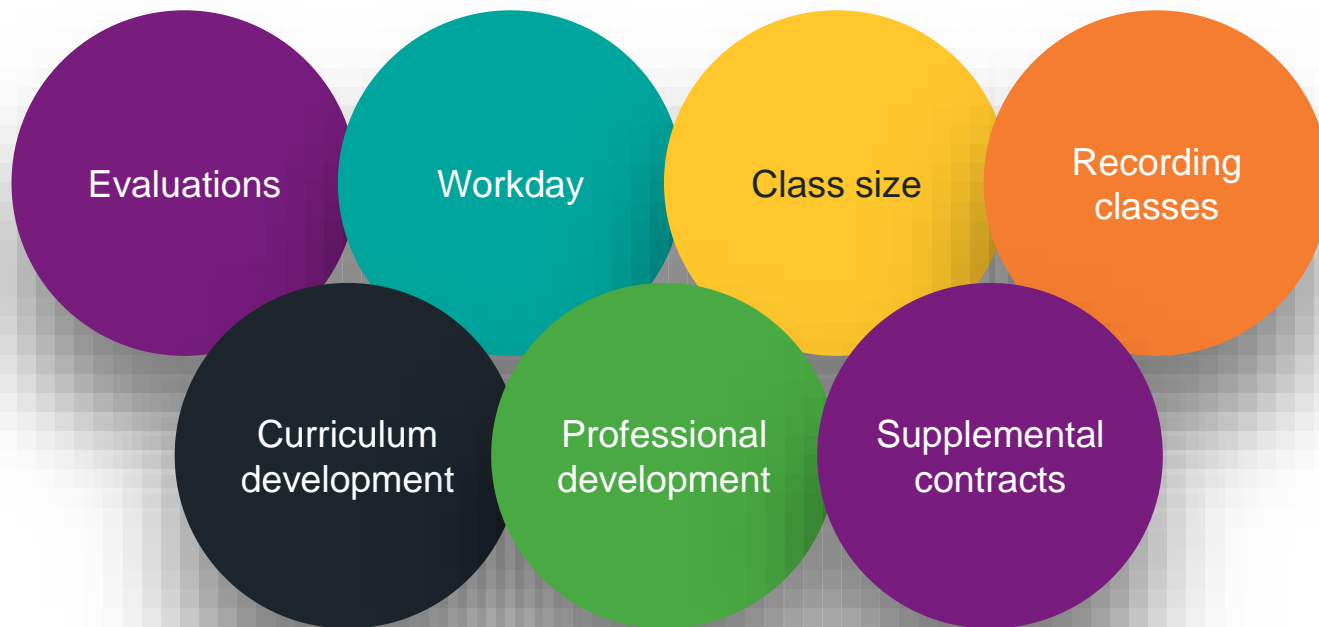
Staff

Practical and Legal Concerns Facing Employers Amid the COVID-19 Pandemic



- State funding reductions and possible CARES Act offsets
- Reductions in force
 - Review applicable contracts and statutes
 - Assess whether salary or step freezes, or salary reductions, might be enough
- Return-to-work protocols: Watch for mandatory subjects of bargaining.

Consider MOUs with your teachers' union regarding:



Consider the need for MOUs regarding:

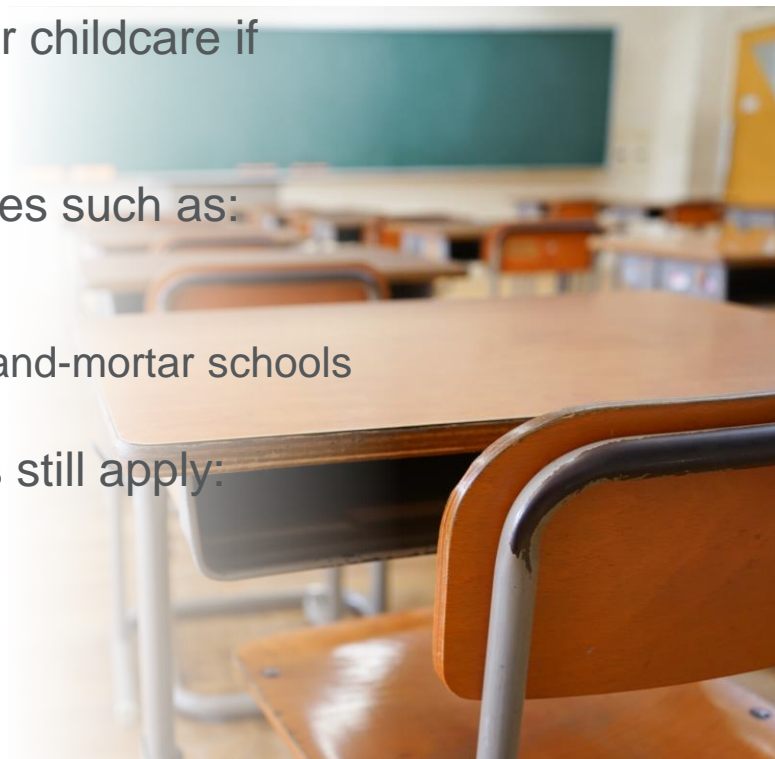
- Workday
- Classifications and assignment parameters

Community Relations

Involving parents and other constituencies in planning for the 2020-21 school year



- Consider impact of job loss (or the need for childcare if parents are returning to work).
- Consider surveying parents regarding issues such as:
 - Access to technology
 - Likelihood of returning their children to brick-and-mortar schools
- Parents may need reminders that old rules still apply:
 - Truancy
 - Vaccination requirements
 - Discipline



Budgeting and Operations

Planning for an uncertain 2020-21 school year



Reset & Restart-Education Planning Guide for Ohio Schools and Districts

- **Physical/Social Distancing:** Maintain physical distancing (at least 6 feet apart) among all persons on school grounds and those utilizing school transportation. Utilize visual cues (i.e. floor markings) and other strategies to reinforce (i.e. alternative units that are meaningful for students to understand 6' spacing). Create transition schedules that minimize the number of students and staff in common spaces including hallways, cafeteria, etc.
- **Face Masks:** Require all persons on school grounds and utilizing school transportation to wear facemasks. School nurses or personnel who care for sick persons should utilize appropriate PPE. Will this be provided by districts/schools? Will employees be expected to have their own? What standards must be met?
- **Good Hygiene Practices:** Make hand sanitizer (60-95% alcohol based) and sanitizing products available for personnel and students, especially in high traffic areas, including at each school entrance and in every classroom (See *Guidelines for the Use of Alcohol Based Hand Sanitizers in Ohio Schools* guidance document at: https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/school-nursing-program/media/use_of_alcohol-based_hand_sanitizers_in_ohio_schools).
- **Clean and Sanitize:** Frequently clean surfaces paying particular attention to high-touch areas (stair handrails, door handles, counters, desks, tables, chairs, lavatories, computers, books, etc.). Cleaning and disinfection should be done after each cohort of students leaves a facility or classroom, including between class changes (if applicable), between groups in the cafeteria (when utilized), and after each school day. Limit sharing of supplies and equipment and sanitize between student use. What is the appropriate level of staffing to accommodate additional needs?

- ODE is signaling strict requirements for sanitizing if schools return in-person
- Explore grant options
 - Pay particular attention to grant parameters
 - Watch for waivers of traditional state and/or federal requirements for spending

Lobbying and Legislation

Where school districts should lend their weight in COVID-19 lawmaking



State Legislative Topics

Expanding
online
learning
approvals

Requirements
for in-person
school return

Allocation of
CARES Act
funding



Federal Legislative Topics

Additional
support to
individuals

Potentially
more funding
to schools

Additional
paid leave
options



Questions?



Thank You

