## Upcoming Events
*see what's happening this month*

### Local Equity Access Planning Training Opportunities

Local Equity Access Planning seeks to ensure that poor and minority students have equitable access to excellent educators who are effective, experienced, and properly licensed or certified. Districts and schools complete local equitable access plans using district and building-specific data to identify areas of opportunity and growth. Sign up for one of the regional equity labs in STARS through the OH|ID Web Portal. Meeting locations and dates are:

- Tiffin – Educational Service Center of North Central Ohio, March 2;
- Dayton - Montgomery County Educational Service Center, March 9.

### First annual School Safety Summit, June 10-12

The Ohio School Safety Center will host the 1st Annual School Safety Summit June 10-12 at the Greater Columbus Convention Center. The free summit will offer school safety, public safety, mental health and other professionals the chance to share best practices, training and resources with schools and community leaders across the state.

### Community School Mergers

Any community school considering or exploring the possibility of merging with another community school must meet new requirements in ORC 3314.0211.

Please review the section on mergers outlined in the HB 166 FAQ document. If you have additional questions, please contact Tammie Osler.



### 2020 Future History Makers Award

On Friday, February 28, 2020, Broadway Academy Principal, Sherree Dillions was awarded a "Future History Makers Award" for the city of Cleveland, sponsored by Radio One. The award is given to people in Cleveland who are positively changing Clevelanders lives now that will impact their future. Ms. Dillions will select a non-profit of her choice who will receive a monetary gift in her name.

Ms. Dillions became the administrator of Broadway Academy in August 2017 after being hired by the school's operator, Accel Schools*. The school was on the verge of closing with a Performance Index (PI) score of 32.8 and an 'F' in School Gap Closing. Within two years, the school has become one of the highest performing schools in the city improving its PI score to 75.3 and Gap Closing to 'A'.

Ms. Dillions has 28 years of experience as an administrator previously working with the Cleveland Metro School District and currently with Accel Schools. She has a proven track record of turning low performing schools into schools of academic success and achievement. Ms. Dillions has been highlighted in the New York Times and other news outlets for her talent to create "Dream Teams" of educators that are invested and committed to academic success and achievement for all students. Her belief is that all students "From the Neck Up" can learn and achieve regardless of life's circumstances. It doesn't matter where they live or what they have experienced, if there is a "Dream Team" of educators committed and

## Ohio Department of Health: CDC posting updated COVID-19 guidance for schools

The U.S. Centers for Disease Control and Prevention has posted **interim guidance for child care programs and K-12 schools**. This interim guidance is based on what is currently known about the transmission and severity of coronavirus disease 2019 (COVID-19).

## Districts and schools: Do you have a Student Wellness and Success funding story to share?

The Ohio Department of Education has launched the **Student Wellness and Success Funding: Ideas for Innovation webpage**, highlighting the great work of schools and districts to support the needs of the whole child and inspire ideas for using Student Wellness and Success funds. Has your school or district established programs or services to support the whole child or student wellness? Do you have a success to share with others? The Department is asking for your help in identifying initiatives that align with the **Student Wellness and Success funds**.

invested in the students' academic success, it will happen. Believe it and achieve it!

*\* Accel Schools is the largest operator of public charter schools in Ohio. The board of Broadway Academy hired Accel Schools to implement a comprehensive turnaround of Broadway Academy.*

## Comprehensive Local Needs Assessment: Perkins V technical assistance conference calls

The Ohio Department of Education's Office of Career-Technical Education in partnership with the **Ohio Department of Higher Education** is offering biweekly Skype sessions to help local leaders implement the Comprehensive Local Needs Assessment. Session presenters will offer guidance, answer questions and suggest materials to review in individual planning sessions.

All Skype sessions are from noon to 1 p.m. Please click on the applicable session below to access the meeting log-in webpage:

- **Thursday, March 12, 2020**, call-in number 1-614-721-2972, access code: 941498546#
- **Thursday, March 26, 2020**, call-in number 1-614-721-2972, access code: 941498546#

For questions about the conference calls, please email **Rhedeshia Young-Willingham** or call (614) 387-6001.

# Disproportionality in Ohio Student Suspensions

Shelly Beard, Director of Office for Exceptional Children shared information regarding data that demonstrates Ohio schools suspend more students of color when compared to the total student population.
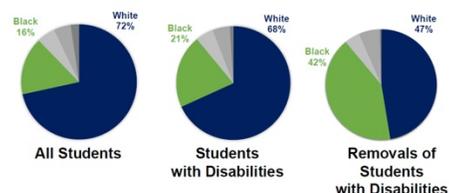
This year schools will be required to report the number of suspensions for all students and indicate student's educational program and demographics. If you want more information on this data, please contact: **shelly.beard@education.ohio.gov**. For more information on the Technical Document on Disproportionality: **Ohio Department of Education Technical Document on Disproportionality**.
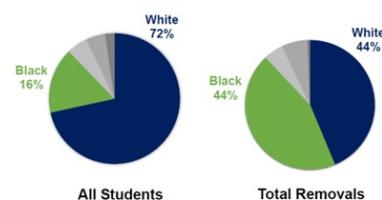
**DID YOU KNOW?**

When compared to their peers of other races, Black students in Ohio are:

» More than **2 times** as likely to be identified with intellectual disabilities, placed in restrictive settings, or removed for discipline.

» More than **3 times** as likely to be identified as having an emotional disturbance.

» More than **3 times** as likely to be expelled from school.

**Because of the Data?**

Black 16% / White 72% — All Students
Black 21% / White 68% — Students with Disabilities
Black 42% / White 47% — Removals of Students with Disabilities

**Because of the Data?**

Black 16% / White 72% — All Students
Black 44% / White 44% — Total Removals

# Ethics Legal Reminder

The Ethics Law prohibits a public official from soliciting or accepting 'anything of value,' if the thing of value could have a substantial and improper influence on him in the performance of public duties. A "public official or employee" is any person who is: (1) elected or appointed to an office of a public agency; or (2) employed by a public agency. A "public agency" is any department, division, institution, board, commission, authority, bureau, or other entity of the state, or any county, city, village, township, or other instrumentality of the state. Included are any public library, school district, regional transit authority, and all other public bodies. [R.C. 102.01(C)]. Governing Authority Members of charter schools qualify as public officials as they hold an office of a public agency (school district).

'Anything of value' is defined in state law to essentially include anything with any monetary value. So, before a governing authority member accepts a gift or thing of value, both the source and the value must be considered. The Ethics Law prohibits public officials from accepting substantial things of value from improper sources. The word 'substantial' is not defined by a specific dollar amount, so the Ethics Commission has provided guidance to help public officials understand and comply with the law. In **Advisory Opinion 2001-03**, the Commission offered examples of substantial things of value which cannot be accepted, but also gave examples of items that are considered nominal under the law. Items that are considered nominal – and therefore not prohibited - could include a cup of coffee, a box of popcorn, an inexpensive picture frame, or a plate of cookies.

Accepting gifts of this type would not be prohibited under the law. Be aware, though, that the Commission has cautioned that nominal items or expenses could have a substantial cumulative value if extended over time.

So, while a governing authority member would not be prohibited from accepting the occasional modest gift from a vendor or regulated party, routine acceptance of such gifts from the same source will add up over time. Examples of substantial gifts include outside consulting jobs or private employment, payment of debts, loans, travel to exotic locations, lavish meals, entertainment activities, such as golf outings or season tickets for a professional sports team, or significant discounts on major consumer items.

In addition to determining the value of a gift, a public servant must also consider the source – or the giver – of the thing of value. The Ethics Law prohibits public officials from accepting substantial things of value from improper sources.

The Commission defined an "improper source" as any person, company, organization, or other entity that has any of these relationships with the public agency an official or employee serves:
· Doing or seeking to do business with the agency;
· Regulated by the agency; or
· Interested in matters before the agency.

In our case, the public agency is the school. Any person or company in one of these categories is considered an 'improper' source and therefore may not gift a governing authority member with substantial gifts.

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## Comprehensive Plan

As a part of the Sponsor Evaluation last year, all schools sponsored by St. Aloysius were asked to review & approve a "comprehensive plan." The "comprehensive plan" is a statutory requirement that typically has been met by incorporating the required elements (a plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school) into each school's charter

## Additional Career Exploration Resources Available for K-12 Students and Teachers

Looking for guidance to offer students about the latest in-demand jobs in Ohio? **Ohio's Top Jobs website** provides searchable information on occupations across Ohio, including salaries, job growth opportunities, education required and current openings. Ohio's Top Jobs website offers valuable insight into available career

agreement as attachments. Recently, the Ohio Department of Education (ODE) has indicated that each school should separate out these elements and approve them as a separate document, for the purpose of "creating" a "comprehensive plan" from already existing elements of the schools charter agreement. All schools did so last year and the "comprehensive plans" were submitted to ODE. The ODE contracted evaluators rejected all of the submissions with no explanation. After Charter School Specialists appealed all the rejections, ODE reconsidered and accepted nearly all of those "Comprehensive Plans" as originally submitted. ODE indicated that a handful of comprehensive plans (missing signatures, outdated information, etc.) would not be accepted. The board and/or legal counsel of the schools whose plans that ODE did not accept will be/have been notified and asked to re-approve or address any deficiency. Fortunately, if a school's plan was accepted, they are not required to annually approve this item. Of course, if any part of the plan is modified or changed, an updated "comprehensive plan" would need to be approved.

Additionally, all new schools that opened this school year will be asked to review and approve a "Comprehensive Plan" that will be prepared for you by Charter School Specialists' legal counsel. It will consist of already existing attachments from your charter that ODE has determined need to be separated out and approved as a "Comprehensive Plan". If you any questions about this requirement please contact Brian Dunbar at 614.837.8945 ext. 15 or by **email.**

directions for both students and educators.

Ohio's free resource for researching and exploring careers, **OhioMeansJobs K-12**, now includes updated content that connects even younger explorers with their futures. In addition to age-appropriate career exploration activities, it continues to offer students up-to-date information on the skills, knowledge and tools necessary for various work. The dynamic website features recommended activities to guide students' career exploration and planning. Each student's experience using **OhioMeansJobsK-12** is customizable, based on his or her interests, using resources like the Dynamic Pathway Tool. Students also can customize their experiences through activities offered in the training and assessment center, such as the Armed Services Vocational Aptitude Battery (ASVAB) exam.

For more information, including how to sign up for the teacher administration tool that lets teachers view student activity, **visit the Department's website**.

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**Students can earn the OhioMeansJobs-Readiness Seal in after-school and summer programs**

The free **Young Entrepreneur Pitch toolkit** provides after-school & summer programs coaching on skills & experiences related to the OhioMeansJobs-Readiness Seal.

## Residency Verification Reminder

Governing Authorities please keep in mind that the law requires that governing authorities verify students' district of residence annually to ODE. It also requires a monthly review of residency records of enrolled students. The monthly review is based on student documentation on file at the school. While a school may also consider reports from EMIS and SOES to confirm documentation on file, it can't be the only source for monthly verification. *The verification is not to confirm how many students are being flagged by the district but to confirm the school has accurate documents on file to verify a student's correct resident district.*

It is recommended that governing authorities, working with their legal counsel, develop a monthly residency report that is reviewed and approved at every board meeting *(the residency review should be listed on the board agenda and in the board minutes)*. The report should include information such as how many new students have enrolled in the school; how many student records have been randomly reviewed including SSID numbers; how many parents or guardian address updates were provided to the school; disputed residency issues noted and the process that was used to confirm proof of residency was reviewed and meets school policy requirements. If you would like more information, please contact Brian Dunbar at 614.837.8945 ext 15 or by **email**.

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**ODE Change in Acceptable Documents for Student's Proof of Residency**

ODE recently made a minor change in the documents that may be used to determine a student's residency. The **FY20 FTE Manual** was updated September 2019 to remove "Voter Registration" as an acceptable form of "proof of residency" (POR). ODE determined it was an inappropriate since the student's residence could change but not be reflected on the voter registration.

If your school's Residency Verification Policy lists voter registration as one of the documents accepted as POR, you will need to update the policy.

Also, please remember the policy needs to specify how many documents (*one, two, etc*.) the board will require to confirm residency from the list below (ORC 3314.11(E), ORC 3314.11).
1.  A deed, mortgage, lease, current homeowner's or renter's insurance declaration page, or current real property tax bill;
2.  A utility bill or receipt of utility installation issued within ninety days of enrollment;
3.  A paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;
4.  The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
5.  Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. The superintendent of public instruction shall develop guidelines for determining what qualifies as an "official document" under this division.

For more information please refer to the **FY20 FTE Manual** located **HERE**.

## New 2019 Graduation Appeal Window



The Ohio Department of Education recently received new guidance from the U.S. Department of Education on cohort assignments for students in the graduating classes of 2019 and beyond. The guidance allows Ohio to accept appeals from districts asking to update the EMIS elements titled "Fiscal Year that Student Began Ninth Grade" and "Grade Level" in cases where a data reporting error caused the student to be assigned to the wrong graduating class. This is a significant change in policy.

ODE is going to allow districts to request updates for these EMIS elements through a new 2019 graduation data appeal window for the 2019 graduation cohort. The guidance does not allow Ohio to update a student's assignment to the 2018 cohort or earlier, so no appeals to move a student into the graduating class of 2018 will be accepted.

From March 2 through March 13, superintendents can review their 2019 graduation data submitted in EMIS to appeal **ONLY** the Fiscal Year that Student Began Ninth Grade element or the Grade Level element, which is used to place some students in a graduation cohort. Note, this appeals window allows districts the opportunity to correct data for the graduating class of 2019 based on the updated federal guidance, since these data have an impact the 2019 graduation rates to be published on the 2020 Ohio School Report Cards.

A district that finds inaccurate data should submit an appeal by the March 13 deadline using the 2019 Data Appeal for Cohort form, available in the OH|ID portal. A student assigned a FY20 or beyond cohort who was misreported may be appealed now. In future years, this element also will be appealable during the graduate appeal window held for each graduating class in the fall after that cohort graduates.

The superintendent, EMIS coordinator and superintendent designee have access to fill out the form. However, the form is not submitted officially to the Department until the superintendent completes the approval process.

For more information please click **HERE**.