SPONSOR CONNECTION
for Schools Sponsored by St. Aloysius
May 2020

Upcoming Events

- 5/1 | Open Meeting and Public Records are due to sponsor
- 5/1 | Application submissions close for **next round of Purple Star Awards**
- 5/11-8/4 | Register for regional **Operation Graduation 2.0 Design Lab**
- 5/18 | Applications close for **Innovative Education Pilot Program**
- 5/19-20 | Trauma Informed Care Summit (Virtual) -Register for free **HERE**
- 5/23 | Applications close for **Innovative Education Pilot Program**
- 5/23 | 5 Year Forecast due to sponsor
- 5/31 | Grant submission deadline for **Perkins V Reserve Funds**
- 6/10 | Application deadline extended for **Comprehensive Literacy State Development Grant**
- 6/15 | Diplomas & Transcripts are due to sponsor

For a list of ODE Meeting and Event Updates click **HERE**

Transitioning to Online Education: *Engaging and Supporting All Learners*

Thank you to the 100+ school leaders, management company representatives and teachers who joined our virtual training on *Transitioning to Online Education* led by School Improvement Coordinator and Online Education expert, Andrea Dobbins.

The session offered tips and tricks for delivering instruction virtually. Educators learned best practices and strategies for delivering instruction using an online platform. This session is available for viewing **HERE**.

For questions related to online instruction, contact Andrea Dobbins at **adobbins@charterschoolspec.com**.

Operation

Mrs. Dixon-Harris, Principal of Harvard Performance Academy, engages with students through a read aloud using **Facebook** *Live.*

Harvard Avenue Performance Academy Helping Students Succeed During Mandated School Closure

Harvard Avenue Performance Academy's administration and Operator, Performance Academies, have been working diligently to ensure that all students have access to teachers and curriculum during the school closure due to COVID-19.

Performance Academies is ensuring learning opportunities for all students via paper and pencil and online. This has included launching a new online platform for students to access content rich and standards, based materials. Students are able to access additional resources such as Study Island, Moby Max, and Lexia.

They have provided Chromebook computers to families with no other ability to access the internet as needed, and provided contact information to Spectrum, who is offering free internet service to families who may lack internet connectivity at this time.

The school has continued to offer no charge breakfast and lunch to students every day, even during spring break where these meals are not reimbursable. They are serving hundreds of "grab-and-go" breakfast and lunch meals every day. This is also a vital opportunity to check in with families (from a safe distance) and offer additional paper and pencil resources to any family who needs. The fitness staff has been collecting and posting drills, indoor activities, outdoor activity, and general fitness materials.

Ongoing communication from principals and PA directly to parents has been critical and they have translated parent communications, including social media, in Spanish to schools where Spanish speaking families are in

Graduation 2.0 Design Labs: New events scheduled

Ohio's new graduation requirements will affect every Ohio high school. **Personalized graduation plans** that emphasize career readiness are becoming essential to earning a high school diploma in Ohio. Following the release of final guidance, and to support schools as they create policies and graduation plans for at-risk students, three more **Operation Graduation 2.0 Design Labs** are planned.

Register now: 2020 Career Connections Conference planned for July 27

Career Connections are designed to support the whole child through intentional career advising practices. This year's conference is planned for July 27th at the Hilton Columbus – Easton. Interested participants are encouraged to register now and will be notified if event details need to be changed in light of any coronavirus-related impact. Register **HERE**

attendance. Students also have the capacity to email with their teachers directly via secure email accounts PA provided to every family. These efforts also applied to special needs students, that continued to be served during this period.

Additional Information on State Testing During the Ordered School-Building Closure

updated information about changes to the ACT, SAT, Advanced Placement (AP) Exams and Career-Technical Education Exams has become available and the latest information is posted on ODE's **coronavirus webpage devoted to state testing**

Appeal for 2020 Assessment Data Open through May 29

Starting Monday, April 27th through Friday, May 29th, **superintendents may appeal 2020 assessment data**, including assessment data for kindergarteners, grades 3-8 and end-of-course data.

These data may affect measures on the 2020 Ohio School Report Cards as well as state funding received by the district.

Additional Information on Instructional Hours and Student Attendance for the 2019-2020 School Year

Ohio's ordered school-building closure and subsequent emergency legislation (House Bill 197 of the 133rd General Assembly; section 15) have implications for how districts and schools meet minimum instructional hours requirements. The emergency legislation provides certain schools with more flexibility in using remote learning to meet the instructional hours requirement. However, it does not waive the instructional hours requirements found in Ohio Revised Code sections 3314.03(A)(11) or 3314.08(H) for community schools. Community schools are required to offer a minimum of 920 hours per year.

The Governor's expressed intent is for schools to continue providing educational services and learning opportunities to students through alternative means during this ordered school-building closure period. (Visit Ohio's **Remote Learning Resource Guide** for more information on remote learning strategies and approaches.)

Minimum Instructional Hours
The Ohio Department of Education has published multiple frequently asked questions and answers (FAQs) related to the ordered school-building closure. In those initial FAQs, it was stated schools should make a good faith effort within available capabilities to support continued learning outside of school. This could be done in a variety of ways, including **remote** learning opportunities, depending on available options at the local level.

Schools should implement plans to continue instruction, including during the ordered school-building closure period, and meet the instructional hours requirements through the duration of their locally approved calendars.

As outlined in Ohio Revised Code section 3313.482, districts already should have plans to address instruction in the case of short-term calamities. Those plans should be implemented and revised as appropriate to address the longer-term reality of the ordered school-building closure. HB 197 (Section 15) explicitly affords boards of education and most governing authorities the ability to amend or adopt new plans. In amending or adopting new plans, schools should feel free to include the full range of remote learning strategies, including the use of online learning, as they seek to continue providing educational services and supports to students. While Ohio Revised Code section 3313.482 provides some extended student assignment deadlines during short-term closures, during the current coronavirus-related ordered school-building closure period, districts should maintain flexibility to address assignment completion deadlines based on local needs.

As stated in the **coronavirus (COVID-19) FAQ**, schools and districts should **not** consider shortening their school years or ending school early.

E-schools. The Governor's ordered school-building closure applies to school buildings only. Internet- or computer-based schools should continue operations in their normal fashion according to their regular calendars. For e-schools and community schools implementing blended learning, schools must document all *non-classroom-based* learning opportunities. For more information, please consult the **FY20 FTE Manual** and the informational document for **Community Schools** on the Department's coronavirus webpage.

Career-tech courses. Career-technical education students should complete their courses based on the demonstration of the learning expectations, not based on time spent in courses. Typically, minimum course hours are based on the scheduled seat time of a class. In remote learning, the completion of a course should be based on the demonstration of the learning expectations for the course.

EMIS Reporting. Districts and schools must continue to report EMIS data. The EMIS reporting instructions will be updated to repurpose the code previously used only for calamity days to now mean calamity days prior to March 1, 2020, *and* days closed due to ordered school-building closure after March 1, 2020. Any true calamity days used after March 1, 2020, to the end of the 2019-2020 school year will be reported, per the updated EMIS instructions, with a different EMIS code to differentiate those days from ordered school-building closure days. Districts and schools should locally track these true calamity days, report those that occur after March 1 using the different EMIS code and manage their impact as they would under normal circumstances.

E-schools or community schools that use blended learning. E-schools are not included in the HB 197 provisions related to flexibility in meeting minimum hours and must continue to document hours of instruction based on their software capturing logins and logoffs. Community schools implementing blended learning similarly must document all non-classroom-based learning opportunities. Please consult the **FY20 FTE Manual** and the informational document for Community Schools on the Department's **coronavirus webpage**.

Student Attendance and House Bill 410 Intervention Requirements (does not apply to e-schools or blended learning schools). While all students whose learning was interrupted by the ordered school-building closure will be counted as present during this time, it is expected that districts and schools are making a good faith effort, using processes and strategies within their capabilities, to ensure students are regularly participating in educational opportunities and are provided with supports when needed.

The opportunity to engage fully in remote learning is an equity challenge for Ohio's disadvantaged students. Students and families will have varying degrees of access to digital resources. Students may be in home environments that are not ideal settings for remote learning (for example, lack of quiet workspace or competing responsibilities). Families will be dealing with other stressors, such as job loss or increased health concerns. Resources that can inform effective remote learning practices can be found in the Department's **Remote Learning Guide**.

Teachers, social workers, counselors and other supportive staff should attempt to make regular contact with students and their families; and districts should have a process in place to provide supports when families are not participating.

Students will not accrue absence hours toward truancy during this time, thus will not be placed on formal absence intervention plans. Districts should continue to work with their local child welfare agencies, juvenile courts and other community partners to ensure the health and safety of students. Educators must continue to report suspected abuse and neglect to county child welfare agencies as mandated reporters. See the information document on the Department's **coronavirus webpage** related to children's services.

Students with **absence intervention plans in place prior to the ordered school-building**

closure should be provided supports outlined in the plan to the extent possible. Districts must check in with those students for the duration of the implementation period of the plan through alternative means, such as phone calls, video chat, emails or other ways to accommodate the needs of the families. At the end of the 60-day period, the district's absence intervention team must determine if the student made "satisfactory progress" and if it will choose to file a truancy complaint with the county juvenile court. "Satisfactory progress" should be considered based on individual student needs and account for barriers the student may have faced while implementing the plan during the school building closure.

Partnership with the local juvenile court is essential during this time. It is recommended that districts collaborate with juvenile courts to understand how best to handle truancy complaints of students who were truant before the closure and were not able to make satisfactory progress.

Click **HERE** for full article.

FLICS Data Review and Deadline

FLICS Data for All Community Schools Should be Reviewed by May 15, 2020.

The Federal Low Income Counting System (FLICS) EMIS Level 2 Report is available now for both community schools and public districts to allow them to review economically disadvantaged community school student data from the School Options Enrollment System (SOES). Anyone with access to the EMIS Data Collector can view the report.

Public districts have until **Friday, May 8, 2020**, to place error flags SOES. Community schools will have until **Friday, May 15, 2020**, to resolve error flags within the SOES that are preventing economically disadvantaged students from being allocated Title I-A funds.

Additional instructions regarding the review of the FLICS Report and a timeline for review can be found **HERE**.

May 2020 Compliance Update

Thank you to all those that have been providing final documents to wrap Fall/Winter compliance reviews. These reviews are being finalized and reports distributed to boards.

Please be aware that the 2020 Spring Survey Compliance Review is still planned to occur in May. The Ohio Department of Education will be providing guidance to sponsors regarding compliance requirements in light of the mandatory school building closure. Once this guidance is received, CSS will evaluate and update the remaining items included in the Spring Survey. Please monitor your email for announcements regarding the Spring Survey Compliance Review details, training, and schedule.

Information from Ohio Department of Education for serving English learners and answers to questions about auxiliary services

On the heels of Governor DeWine's announcement that school buildings will remain closed for the duration of the school year, the Ohio Department of Education today continues to provide information on its website pertaining to the ordered school-building closure.

Specifically, a page has been created to address how schools can best serve **English learners** during this public health crisis. The **webpage** provides a wide range of resources to assist educators in providing high-quality services to English learner students in a remote learning environment.

The Department also created a **webpage** to address questions surrounding **auxiliary services**. Information on the site will assist districts with questions about how to provide services and how to allocate auxiliary services funds.

Ohio State Fair contest Adds Color and Creativity to Staying at Home

The Ohio State Fair is offering a family-friendly art opportunity for students and adults statewide with a special CRAFTED contest.

This competition offers Ohioans an opportunity to show off the amazing things they can create with found items in and around the home — such as paint, rocks, magazines, sticks, dried pasta, cotton balls and food containers.

Ohio teachers are invited to make the contest an art project for their students while remote learning. As a bonus, 10 random winners from each grade division (K-5, 6-8, 9-12 and college/adult) will win a VIP family four pack to attend the next Ohio State Fair, including one parking pass, four admission passes and four round-trip SkyGlider passes. Entering is simple! Post a photo of completed crafts on the appropriate Facebook post by June 1, 2020 The links are below:

- **K-5 contest post**
- **6-8 contest post**
- **9-12 contest post**
- **College/adult contest post**

CHARTER SCHOOL SPECIALISTS

*If you would like to submit an article on the accomplishments of your school, students or staff members, please submit **HERE***