

SPONSOR UPDATE

MAY 2020

Peggy Young,
Director

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OUR MISSION

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

OUR VISION

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.

School building closure extended through year-end

As widely reported by various media outlets, the DeWine Administration has extended its ordered closure of school buildings through the end of the 2019-2020 school year, but no decisions have been made about the start of the 2020-2021 school year.

Although the risk of death from COVID-19 for children is “exceedingly low,” spread of the virus would likely be exacerbated with students and staff traveling between school buildings and home.

“Not only do we have to be concerned about the risk to students but also, obviously, teachers and, ultimately, the risk to the community,” DeWine said.

Ohio's response to the pandemic is a “work in progress.”

“I wish I could signal to every parent out there that we know exactly what's going to happen in August when kids go back to school, but we don't,” DeWine said. “We're working on it.”

DeWine has indicated that a mix of in-person and remote education may be necessary, and that the best approach may vary in communities across the state.

“As these decisions are made, we're going to allow a great deal of flexibility,” he said.

Announcing BCHF's 2020 online School Leadership Summit: Rebooting Education in a Time of Uncertainty

Buckeye Community Hope Foundation (BCHF) is excited to announce that its 2020 School Leadership Summit will be offered online this year using a combination of Zoom and Moodle

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GROUP OBJECTS TO ROLL BACK OF NUTRITION GUIDELINES

The Robert Wood Johnson Foundation program's Healthy Eating Research recently released a report in opposition to changes to the U.S. Department of Agriculture's rules governing standards for foods served to students in school.

The Trump Administration's proposed rollback of guidelines put into place by the Obama Administration would allow schools to serve less fruit, fewer types of vegetables and more starchy vegetables through the National School Breakfast and Lunch programs.

The report states that the current standards result in "healthier, well-balanced meals and has had significant short and long-term positive implications for child health and cognitive performance."

"Weakening school nutrition standards does not solve problems; it creates them," the Foundation's president and CEO said in a statement. "We sincerely hope USDA reconsiders this misguided rule."

School Leadership Summit — continued

technologies. The format of the two-day session will be "learn a little, share out with colleagues, and work (on your own) a little." Summit events will be offered virtually, June 11-12, 9 a.m. to 3 p.m. BCHF will provide a series of presentations and breakout sessions, with shared readings and resources. Information and discussion sessions will be offered "live" online with time for work and collaboration off-line after each segment of shared learning. School leaders are invited to participate with their administrative or building leadership teams in order to maximize planning for the coming 2020-2021 school year.



Typically, BCHF bases its Leadership Summit on spring needs assessment results. However, 2020 has proved to be an atypical school year with the COVID-19 outbreak placing schools in uncharted territory. Based on more recent input from school leaders, the theme of the Summit will be "Rebooting Education in a Time of Uncertainty." The theme echoes the sentiments of school leaders, teachers, staff and many other stakeholders who feel overwhelmed at the lack of certainty. Schools need *plans and contingency plans* for the 2020-2021 school year given the public health crisis we face.

The Leadership Summit will cover topics essential for 2020-2021 school year planning. These include public health models and considerations, options for curriculum planning and delivery, scheduling, lessons vs. busywork, instruction for special student populations, synchronous tools, operational issues and family engagement. In this new educational 'reboot,' BCHF does not claim to have all the answers. Instead, the team promises to engage talented leaders in brainstorming and exploring answers!

Ashland University credit will be offered for participation in the complete Summit and completion of a planning outline for the coming year.

Registration for the Leadership Summit is now open online at: <https://annualschoolleadershipsummit.eventarc.net/e/43145>

Writing Challenge shows power of growth mindset

Despite the disruption of schools in the past six weeks, Buckeye Community Hope Foundation's (BCHF) Writing Challenge had a plethora of amazing students who submitted entries to the sixth annual competition. This year's theme was "Developing a growth mindset," a topic that students and teachers have discussed throughout the last year. Each essay was blind double-judged by

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PREVENTING ABUSE, NEGLECT DURING SCHOOL BUILDING CLOSURE

Since Ohio's school buildings have been closed, reports of child abuse and neglect have declined by nearly 50 percent statewide. As a result, the Ohio Department of Education and Ohio Department of Job and Family Services have collaborated to increase awareness of the need for continued assessment of families and children for safety and to promote implementation of local safety practices.

The goal of the work is to ensure student safety by empowering educators and school personnel to support families, assess student safety needs and follow mandatory reporting requirements.

In remote learning environments, it may be more difficult to assess safety and detect signs of child abuse and neglect. There also may be less structured support and guidance for making a report. However, educators and other school personnel are still mandated reporters.

Access a variety of relevant resources - including questions to help assess needs and safety within the home - online at: <http://education.ohio.gov/Topics/Student-Supports/Coronavirus/Student-Safety-During-Coronavirus-Related-Ordered>

Writing challenge — continued

BCHF's School Improvement and Accountability Team members — virtually this year.

The elementary (grades 3-5) topic was “The power of yet.” Students wrote about a time when they had to try several times to reach a goal or an accomplishment. The middle school (grades 6-8) topic was “How a growth mindset could change the world.” The high school (grades 9-12) topic was “The science of a growth mindset.”

BCHF is excited to announce the winners of the 6th annual Writing Challenge:

3rd grade winner: Melody Dorn --

Bennett Venture Academy

4th grade winner: Timya Reynolds --

Constellation Schools: Westside Community School of the Arts

5th grade winner: Isabelle Birge --

Constellation Schools: Westside Community School of the Arts

ELEMENTARY GRADE BAND

WINNER: Isabelle Birge

6th grade winner: Victor Vorkmelker -- **Horizon Science Academy Lorain**

7th grade winner: Hiba Lamkhanter -- **International Academy of Columbus**

8th grade winner: Cole Winslow – **Constellation School: Puritas Community Middle**

MIDDLE SCHOOL GRADE BAND WINNER: Cole Winslow

9th grade winner: Kennedy Short – **Horizon Science Academy Lorain**

11th grade winner: Amaiya Rivera Brown – **Horizon Science Academy Lorain**

HIGH SCHOOL GRADE BAND WINNER: Kennedy Short

OVERALL HIGH SCORE FOR ALL GRADE BANDS:

Kennedy Short earned a perfect score from both judges!

Students will be sent trophies for their accomplishments. BCHF is so proud of all the contestants and cannot wait to see what next year's writing challenge brings. Maybe the topic will be “Quarantine 2020.”



COURT RULING ON DISTRICT'S PLAN TO ARM STAFF OVERTURNED

The 12th District Court of Appeals has overturned a lower court ruling allowing a Butler County school district to arm certain staff, citing a section of the Ohio Revised Code that prohibits schools from employing police officers, security guards or other armed personnel unless they have completed basic peace officer training or 20 years of active duty.

The Madison Local school board approved a resolution permitting several employees to carry concealed firearms following a 2016 shooting at the Madison Junior-Senior High School. A group of concerned parents filed a lawsuit to block implementation of the plan.

Judge Robert Ringland made clear in his ruling that the court was not responsible for determining "the wisdom of permitting concealed firearms in a school safety zone," but rather on the General Assembly's restrictions against such activity.

"By requiring more than 700 hours of training or 20 years of peace officer experience, the Legislature expressed its clear intent that only individuals of the highest caliber, with significant training and experience be permitted to carry a firearm on school grounds," wrote Presiding Judge Robert Hendrickson.

ODE offers guidance for charter schools

Against the backdrop of the DeWine Administration's extension of school building closures through the end of the 2019-2020 school year, the Ohio Department of Education (ODE) released guidance in response to questions posed by various charter school stakeholders, clarifying that charter schools may continue to enroll new students and acknowledging that current circumstances make it more difficult to verify where applicants live.

"A school still is required to obtain proof of residency, however, given the current health crisis, flexibility can be exercised," the document states.

"The student should be enrolled and every attempt to verify residency should be made by the school. That could include the submission of a signed statement from either the parent(s) or student if 18 years of age through submission of a photo or electronic copy."

The guidance also addresses the impact of legislation (H.B. 197) recently passed by the Legislature in response to the pandemic on Ohio's charter school automatic closure laws which waives state testing for the current school year.

"For the purposes of determinations regarding closure after the 2020-2021 school year ... the department will review a school's performance during the 2017-2018, 2018-2019 and 2020-2021 school years," the document states.

ODE also offered assurance that charter school funding would not be impacted by the inability of schools to administer state-mandated tests.



English learner, auxiliary services resources available

The Ohio Department of Education (ODE) has created a webpage to address how schools can best serve English learners during the COVID-19 pandemic. It provides a wide range of resources to assist educators in providing high-quality services in a remote learning environment. Access the resources online at:

<http://education.ohio.gov/Topics/Student-Supports/Coronavirus/English-Learners>

ODE has also created a webpage to address questions surrounding auxiliary services. Information on the site focuses on how to provide services and how to allocate auxiliary services funds. Access the information online at:

<http://education.ohio.gov/Topics/Student-Supports/Coronavirus/Auxiliary-Services-FAQ>

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CONGRATS TO AUDITOR OF STATE AWARD RECIPIENTS

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Twenty-three schools sponsored by Buckeye Community Hope Foundation recently earned the Auditor of State's Award for the 2018-2019 school year for achieving "clean" audit reports. The schools' audit reports do not contain any findings for recovery, material citations, material weaknesses, significant deficiencies, Uniform Guidance (single audit) findings or questioned costs. Congratulations to:

- ◆ (The) Academy for Urban Scholars
- ◆ Academy for Urban Scholars Youngstown
- ◆ Bennett Venture Academy
- ◆ Chapelside Cleveland Academy
- ◆ Constellation Schools: Lorain Community Middle
- ◆ Constellation Schools: Old Brooklyn Community Middle
- ◆ Constellation Schools: Westpark Community Middle
- ◆ Constellation Schools: Westside Community School of the Arts
- ◆ Flex High School
- ◆ Great Western Academy

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Graduation, accountability guidance issued

Following the announcement that Ohio school buildings will remain closed through the end of the current school year, the Ohio Department of Education (ODE) issued guidance on providing flexibility in meeting graduation requirements.

"It is important to ensure the thousands of graduation-ready students are able to receive diplomas and successfully transition to college, the workforce, the military or self-sustaining vocations," the document states.

Students who met all the requirements prior to the school closures are, of course, eligible to graduate. Legislation (H.B. 197) passed by the Ohio General Assembly grants schools and districts flexibility to determine whether other students are also eligible.

"It is up to a student's principal, in consultation with teachers and counselors, to determine whether eligible students have successfully met the curriculum requirements or if the individualized education program team has determined the student has met the individualized education program," the document states.

ODE instructs school officials to make determinations of whether a student has successfully completed the curriculum by: reviewing a student's progress; deciding whether the student has completed each course and issue grades; determining whether the student received the required number of credits to graduation; and, documenting the decision and reasoning behind it. Decisions should also be consistent with board-approved graduation policies.

ODE also issued a guidance document on accountability since H.B. 197 prohibits issuing state report cards for the current school year.

"In this situation, measures that use prior-year data or data that already has been collected for the 2019-2020 school year will be reported for informational purposes only," the document states. "While this does not represent the full picture of a school or district's academic performance this school year, it will provide helpful information that can be used for planning and program purposes.

Guidance issued on grading, promotion and attendance

The Ohio Department of Education (ODE) has issued guidance allowing districts and schools to use "traditional letter grades, opt for a pass/fail/incomplete approach or utilize a standards-based/mastery approach to report learning."

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AUDITOR OF STATE AWARDS — continued

- ◆ Horizon Science Academy
Columbus Middle School
- ◆ Horizon Science Academy
Dayton Downtown
- ◆ Horizon Science Academy
Lorain
- ◆ Horizon Science Academy
Dayton High School
- ◆ Horizon Science Academy
Elementary
- ◆ L. Hollingworth School for
the Talented and Gifted
- ◆ Lincoln Park Academy
- ◆ Noble Academy -- Cleveland
- ◆ Noble Academy --
Columbus
- ◆ Stambaugh Charter
Academy
- ◆ University Academy
- ◆ Village Preparatory School
Woodland Hills
- ◆ Westside Academy



Grading, promotion, attendance guidance — continued

Districts and schools that opt not to use letter grades should weigh the potential impact on college admissions, NCAA eligibility and other considerations.

“Teachers should play the primary role in making grading decisions regarding student performance,” the document states. “Teachers should consider the totality of the student’s performance on the course or grade-level curriculum as it was delivered during the entire school year, including prior to the ordered school-building closure as well as during the closure period.”

Decisions made regarding grade promotion should focus on the best interests of the student and be consistent with board-approved policies.

In a separate guidance document released on attendance, ODE emphasized that there have been no changes to requirements on how many hours of education students must receive during a school year: 920 for charters; 455 for half-day kindergarten; 910 for full-day kindergarten through sixth-grade; and, 1,001 hours for seventh through 12th grade.

School hosts dynamic Read Across America event

Let’s flash back to the beginning of March – before our new COVID-19 “normal” began – to celebrate Horizon Science Academy (HSA) Lorain’s Read Across America event which was featured in a story published by *The Morning Journal*.

All of the school’s K-12 students participated, with younger and older students paired to read to one another. They sat in classrooms and hallways to read and connect.

“I think it’s amazing to read to the younger guys,” said freshman Carlos Avila. “It gives me the chance to meet new people.”

“I loved being able to read with my brother at school,” said fourth-grader Dy’Nasti Kirk. “It was so cool that his class got to come into mine.”

In it together

Marrissa Gracia – special education and student ancillary services coordinator at L. Hollingworth School for the Talented and Gifted (LHSTG) – describes the environment as unlike any other place she’s ever worked.



Photo credit: The Morning Journal

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TEACHER LICENSURE IMPACTED BY PANDEMIC

The ordered school-building closure and other measures taken in response to the coronavirus health crisis impact the educator licensure process for both current and prospective educators. Impacts include the closure of many background check locations and licensure examination testing sites and challenges to completing professional development requirements.

However, the ongoing pandemic has not disrupted the Ohio Department of Education's (ODE) ability to receive and process licensure applications and renewals. ODE's Office of Educator Licensure is still processing applications within five business days and is ready to assist educators, schools and districts with licensure-related inquiries and needs.

ODE is providing flexibility regarding the licensure renewal deadline. The deadline for all licenses set to expire July 1, 2020 will now be September 1, 2020.

Learn more online at:
<http://education.ohio.gov/Topics/Teaching/Tools-for-Teachers/April-2020-1/Updates-on-pandemic-s-impact-on-educator-licensing>

In it together — continued

"I feel like I'm part of a family," she said.

Family members support one another during difficult times, and Gracia – whose educational background includes a Bachelor's Degree in Human Development and Family Studies, a field which coincides with mental health, as well as a Master's Degree in Education, Special Education – was eager to support others on the LHSTG team.

"I was sitting at home with my daughter thinking of ways to bring a smile to the faces of my co-workers," the single parent of a kindergarten student said. "It's a stressful time – none of us have ever experienced anything like it."

After producing a video featuring highlights of updated state COVID-19 guidelines relating to special education, Gracia decided to take communication with LHSTG staff a step further. She and her daughter Viviana teamed up to produce a fun video – a beauty tutorial – that has led to a series dubbed "Self-Care Tuesdays."



"Self care is important!" Gracia said. "That's true for both men and women. Vivi loves TikTok videos, so I thought that would be a great way to present our 'feel good' messages in a personal way. Our goal is simply to help others smile and laugh during this difficult time."

It's been a fun activity for mother and daughter to do together, and the feedback from staff has been very positive. Gracia said she receives immediate positive replies after sending out 'Self-Care Tuesday' messages.

"We're all in this together," she said. "It feels good to connect with others from the team to bring smiles to their faces."

The school's gym teacher, Josh Lindke, has joined the fun. "I am proposing a challenge," his email message to LHSTG staff reads. "If you were called out, you have 24 hours to post your video workout response and time!"

The workout videos are posted to a webpage that both staff and students can access, and those who participate can challenge other members of the team.

"We're all just trying to get through this together," Gracia said. "We're looking to find a little joy in a very stressful situation."

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COURT RECOGNIZES CONSTITUTIONAL RIGHT TO LITERACY

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The Education Law Association (ELA) recently reported in its *ELA Weekly* publication that the U.S. Court of Appeals for the Sixth Circuit has overturned a decision by a U.S. District Court in Michigan that dismissed a lawsuit brought against the State of Michigan by students from two district schools and two charter schools in Detroit.

Students at several of Detroit's worst-performing public schools were subject to poor conditions within their classrooms, missing or unqualified teachers, physically dangerous facilities, and inadequate books and materials.

In 2016, the plaintiffs filed suit against state officials, claiming that these conditions deprive them of a basic minimum education that provides a chance at foundational literacy, in violation of the due process and equal protection clauses, and sought recognition of a fundamental right to a basic education.

The Sixth Circuit reversed part of a lower court's decision, reinstating claims that students were denied a basic minimum education and deprived of access to literacy.

Team members stay connected to students, parents and one another

At Constellation Schools: Lorain Community Middle, maintaining a positive climate and culture in the building is important. Principal Maureen Millett remains committed to that goal despite the fact that engagement must now occur outside the building.

Millett has personally called each member of her team to see how they're doing during this difficult time, and to offer support as needed.

In an effort to reduce the monotony of staff being cooped up in their homes all day, Millett and Assistant Principal Jordan McHugh recently hosted a staff trivia night. The fun game featured diverse challenges – from name the celebs, BandAnagrams and number enigmas, to music, logo and general trivia rounds.



“It was a lot of fun and helped all of us stay connected ... we used humor to destress a bit from our daily ‘new normal,’” Millett said. “The feedback was so positive and contagious that it inspired some of our teachers to take on the task of putting together the next Zoom trivia night.”

The top three winners – Jessica McDonald, Donna Zychowski and Walter Meagrow – received prizes in the form of gift cards when they visited the school to pick up their blizzard bags (while carefully adhering to social distancing guidelines).

Millett and her team are also committed to staying closely connected with students and parents. A weekly newsletter, *The Bulldog*, features “Top Dog” students deserving recognition for academic performance, attendance and behavior. The newsletter also serves to promote community service and provides resources for distance learning.

“We’re trying to keep everyone’s spirits up during this challenging time,” Millett said. “We post videos on YouTube, and the Dojo communication platform that parents really like. Staff are finding a new rhythm in connecting with students ... they’ve done a great job adapting to this unusual situation and supporting one another.”

The school also maintains and regularly updates a COVID-19 Google folder featuring frequently asked questions and answers, a message board and other resources for staff.

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THINK TANK RECOMMENDS CREATION OF EDUCATION SAVINGS ACCOUNTS

The Buckeye Institute has renewed its call for the creation of education savings accounts of \$500 for every K-12 student in the nation, arguing that the COVID-19 pandemic and school closures have placed “stressful and unfamiliar burdens” on families that could be alleviated by providing additional funding to address individual students’ needs.

“The COVID-19 pandemic is changing the way teachers, parents, and students approach education in America,” said Buckeye Institute Research Fellow Greg Lawson in a written statement. “And federal education savings accounts – which should be funded by eliminating wasteful spending to ensure that the overall level of government spending does not increase – can help families afford the new costs of home education and help students maintain their progress through learning resources and equipment.”

The Buckeye Institute estimates implementation costs at about \$28 billion.

Stay connected — continued

Millett and McHugh are also holding weekly online staff meetings, for which they’ve received positive feedback.

“We’re working with our community to support student success despite the challenges we face,” Millett said. “It’s important to remain flexible and to continue to stress that learning is a top priority.”

Drive-thru distribution of laptops supports students

Horizon Science Academy (HSA) Lorain staff donned gloves and masks and distributed Chromebooks to students during a drive-thru event in the school’s parking lot.

A survey sent to families mid-March revealed a need for laptops to support students’ online learning.

The school reached out to the community – including businesses – to request assistance in funding the cost of the 300 laptops available for distribution.

“We wanted to create a system for our parents at home, give them some guidance, a little bit of a break for planning, and some academic structure and support,” said the school’s assistant principal, Jayson Bendik.

The local newspaper, *The Morning Journal*, ran a very positive story about the school’s efforts to support students’ technology needs. The Ohio Department of Education also featured the event in an email update sent to schools statewide.

Submit grade 3 paper testing resolution for 2020-2021 by July 1

School boards must make the decision regarding use of paper tests and submit a resolution to the Ohio Department of Education by the extended deadline of July 1. Learn more online at:

<http://education.ohio.gov/Media/Ed-Connection/April-13-2020/Submit-grade-3-paper-testing-resolution-for-2020-2>

Free virtual suicide prevention training available

The Ohio Suicide Prevention Foundation is offering a free, hour-long, evidence-based virtual suicide prevention training for Ohio’s K-12 staff. This training can be helpful for staff who provide virtual instruction and check-ins with students. The online Kognito training uses an avatar to walk teaching staff through a step-by-step process of talking to students at risk of suicide. Learn more online at:

<http://education.ohio.gov/Media/Ed-Connection/April-13-2020/Free-virtual-suicide-prevention-training>

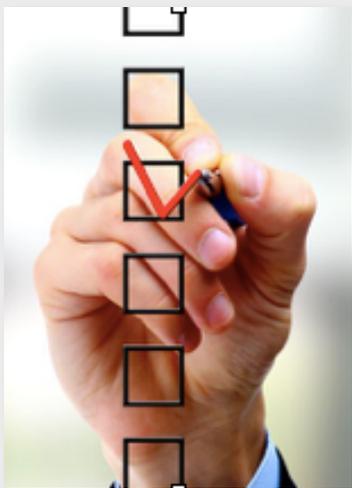
COMPLIANCE UPDATE

Drill logs

Schools are responsible for reporting any drills performed between the midpoint of the year (January) to the time of building closures due to COVID-19. Email drill logs to Jennifer Smith at Jennifer.smith2@com.state.oh.us. Please notify your sponsor representative upon completion.

Career advisory policy

Please take a look at the date on your school's career advisory policy. Evidence the policy was reviewed/updated is required every two years. If you have any questions, please reach out to your sponsor representative.



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

It is so important to make connections among educators during this critical COVID-19 outbreak. As a means of connecting, Buckeye Community Hope Foundation's (BCHF) current and upcoming professional development sessions are all being offered online through June 30, 2020. Custom "virtual" sessions to meet the needs of individual schools based on submission of a professional development request form are also being offered. Request forms are available from any member of BCHF's Accountability and School Improvement Department.

Spring Data User's Network Webinar – May 6 -- times to be announced

This webinar will address individual school questions and needs in terms of accessing useful data for school improvement.

Register online at:

<https://springdatausersnetwork.eventarc.net/e/43141>

New Teacher's Network Webinar – May 12, 4-5:30 p.m.

This series of network meetings will walk a new teacher through the important events and issues that are a part of this school year. In this meeting, end-of-year issues in the context of COVID-19 will be considered. Teachers need not to have participated in prior sessions in order to join this webinar.

Register online at:

<https://newteachersnetwork4.eventarc.net/e/43143>

K-8 Mathematics Network Webinar – May 13, 4-5:30 p.m.

This series of meetings will bring together K-8 teachers of math to discuss successful learning strategies and best practices. Participants need not to have participated in prior sessions in order to join this webinar.

Register online at:

<https://registerk8mathnetworkspring.eventarc.net/e/43369>

Spring English Learner Network Webinar – May 14, 4-5:30 p.m.

This network is designed for school personnel focused on educating English learners. A portion of the meeting will be devoted to sharing strategies, concerns, best practices and updates in the field. A portion of the time will also be dedicated to in-depth discussion and presentations on a topic set by the group.

Register online at:

<https://SpringEnglishlearnerNetwork.eventarc.net/e/43144>

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**SHARE YOUR
IDEAS, BEST
PRACTICES; SEEK
SOLUTIONS TO
CHALLENGES**

As part of its ongoing efforts to provide the best possible support to its sponsored schools, Buckeye Community Hope Foundation (BCHF) has established a networking opportunity that allows members of the BCHF family to connect through Basecamp - a project management and team communication application that brings people working remotely together.

Through Basecamp, board members, school leaders and other selected staff can connect through a message board, group chats, and sharing of documents and files. Have a great idea - or seeking one? Connect with your colleagues from other schools sponsored by BCHF.

School leaders from all school sponsored by BCHF have been sent invitations to join. To request that invites be sent to others, email Catherine West at: cwest@buckeyehope.org.

**UPCOMING PROFESSIONAL
DEVELOPMENT EVENTS — *continued***

**Best Practices for Holding Public Meetings in the
COVID-19 Era: A Webinar – May 20, 4-5:30 p.m.**

Recent changes to Ohio law to address challenges from the COVID-19 pandemic included provisions to allow public bodies to conduct meetings electronically. Boards can hold telephonic or video meetings through the end of the state of emergency or December 1, 2020, whichever comes first. Charter schools need to be more open than ever to the public as they navigate the unprecedented challenges brought forth by COVID-19 and make important decisions regarding how and when schools should re-open. Join an interactive Zoom conversation moderated by Stephanie Klupinski, BCHF's vice president of legal affairs, with three Ohio charter attorneys — Amy Goodson (Amy Goodson Co., LLC), Becky Scheiman (Nicola, Gudbranson, and Cooper), and Adam Schira (Dickinson Wright) — as they discuss best practices for holding public meetings that uphold the spirit of Ohio's open meetings and public records law. As time permits, the group will also delve into other issues charter boards may want to consider in the next few months.. *Please note this training will fulfill the contractual and legal requirements for open meeting and public records training.*

Register online at:

<https://publicmeetingslaw.eventarc.net/e/44200>

**Rebooting Education in a Time of Uncertainty –
June 11-12, 9 a.m. - 3 p.m.**

See related article on pages 1-2. Reserve a virtual “spot” now for this important event!

Register online at:

<https://annualschoolleadershipsummit.eventarc.net/e/43145>

**FOR COMPLETE COURSE DESCRIPTIONS, SEE
BCHF's PROFESSIONAL DEVELOPMENT CATALOG
available on the home page of BCHF's website:**

<http://buckeyehope.org/community-schools/>

For more information about professional development opportunities, please contact Dr. Carol Young at: cyoung@buckeyehope.org

Remember, BCHF staff are also here to assist you with questions about school programming or responses during the pandemic. Refer questions to: help@buckeyehope.org.

SCHOOL IMPROVEMENT

Can you reinvent school over the summer? I think you can - I think you can - I know you can!

By Carol S. Young, Ph.D., Department Lead, Accountability & School Improvement

With his announcement that school buildings will remain closed through the end of the 2019-2020 school year, Governor Mike DeWine suggested that school in the fall may also look very different due to the COVID-19 pandemic.

“Schools need to prepare how they will handle things within social distancing rules,” he stated, suggesting also that blended learning may be needed.

Schools were taken by surprise by sudden building closures in March. With the extension of building closures, schools have regrouped with surprising responsiveness. Most are staying connected with students and offering remote learning through a variety of solutions including online lessons and materials sent home. The Governor’s announcement now gives us some time to reinvent delivery of instruction to meet our student’s needs in better ways given the likelihood that social distancing and protective health measures will be needed.

Leaders should begin now to assess their schools, consider options, and plan in the face of several “unknowns.” Thought and planning are needed in at least four important areas: communications; capacity assessment; delivery of learning opportunities; and, operations. These areas might be addressed through coordinated teams of educators from within the school, working alongside boards, parents and community agencies.

Effective communication is a key to success in most endeavors. Right now, parents and students are uncertain and scared. Some, in consideration of health conditions, may be thinking of enrolling in an online school. Schools should begin now to reassure parents that they are studying options for fall to meet the needs of all students. Schools also want to acknowledge that not all information and guidelines are available yet. The most reassuring approach with parents is regular, consistent communications. Communications should highlight student accomplishments, fun “events” in remote learning, and updates on plans for fall.

Community capacity is an area of planning that should bring educators -- as well as parents and health officials -- to the (virtual) table. Schools will want to know what the outbreak in their region, or in the areas from which students are drawn, could look like in fall and beyond. Local health departments can provide information about likely models and social distancing guidelines. Health officials should also advise schools on protocols for checking health of individuals coming into the building and responses to any COVID-19 diagnoses among staff or students. This information will need to be updated periodically. Schools will also want to determine what resources families have for options like online learning. How many families have access to needed computers and internet services? What is the work situation of most families and how many will need child-care if students are not in school every day? What agencies can help?

Schools also need to consider the individual situations of students. As Governor DeWine mentioned, schools should give special attention to the needs of children with disabilities, those with health challenges, those with limited access to the Internet, and those who do not have a supportive home life. Schools should assess how many of these students are enrolled, and how the needs of each group might best be addressed. Learning plans for some families may differ.

We expect flexibility from the Department of Education to enable schools to offer learning opportunities in new ways. BCHF is currently advocating for community schools to have flexibility to vary education plans during this crisis. Specifically, we want to allow credit for learning outside of brick and mortar classrooms in the required 920-hour school calendar. We await more guidance on this issue.

Teachers can be very helpful in considering options for delivering instruction within social distancing guidelines: synchronous and asynchronous online

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Reinvent — continued

curriculum; take-home modules; split- or alternate-day solutions; individual appointments with students or families; teleconferencing; or, a menu that combines the above. Before determining the methods of lesson delivery, grade-level teams should first develop a new curricular map, organizing *what is taught* into a prioritized, cross-disciplinary sequence of units. Mapping schedules should incorporate presentation of new content, formative assessment, review and reteaching, intervention and curricular enrichment. Teams can then move on to *how* to deliver instruction.

Use of an online learning management system such as Moodle, Google classroom, Schoology, or Blackboard is a viable option, especially for students in grade 3 and above. Schools may choose to have some grade levels online, freeing up space in the building for other grade levels to spread out under the supervision of teachers and paraprofessionals. However, teachers, families, and students themselves need to be well trained in the use of online systems. It is difficult to even find the buttons for downloading a PDF in some online systems!

New instructional delivery systems may require redesign of staffing. For example, intervention services may be onsite on certain days and online on others. Families with siblings in the school will likely want students to receive direct lessons at the same time. Teachers serving middle and high school students in different academic areas will need to collaborate more than ever.

Operations planning encompasses many areas. First and foremost, operations planning is needed to determine how to keep everyone safe and well. Even if a limited number of students are in the school building at the same time, students need to be educated in good hygiene and maintaining distance. Good operations planning should consider environmental supports, X's or arrows on the floor, for example, for social distancing. Close attention should be given to building cleanliness, which may require additional staffing. Systems of services including food service, busing and scheduling all need to be revamped. Financing will be a concern as the school must consider whether additional technology will be needed to give all students access. Perhaps the biggest challenge for the operations team will be coordination. In the new version of school, how will these things all fit together?

The planning needed to re-invent school is daunting. However, educators must now begin to address this very real challenge with a Plan A that incorporates distancing guidelines and a Plan B for lifting of restrictions.

BCHF-sponsored schools have always responded to challenges with exceptional effort. Our leaders echo sentiments of *The Little Engine That Could* who said, "I think I can; I think I can." I am hopeful about this new opportunity to rethink education and plan for whatever comes with the talented leaders in our portfolio. I know you can!

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