



BASA UPDATE

LEGISLATIVE.....	2
House Bill 197 Summary.....	2
Coronavirus Legislation Update, HB 197 ~ Recorded Webinar.....	3
PARTNER RESOURCES.....	5
Educator’s School Safety Network.....	5
Forecast5 Analytics.....	5
Ohio Ethics Commission.....	8
Scholastic.....	8
SPECIAL EDUCATION.....	10
UPDATES: Considerations for Students with Disabilities During Ohio’s Ordered School-Building Closures.....	10
Navigating the COVID-19 Crisis – CASE & Council for Exceptional Children.....	10
PROFESIONAL DEVELOPMENT.....	13
Remote Leading for Remote Learning.....	13
Zoom and INFOhio Resources for Remote Learning from ITCs and the Management Council.....	14
Zoom Privacy Standards.....	14

LEGISLATIVE

House Bill 197 Summary

Summer Food Programs

- Continues exemptions for schools

Distance Learning

- Make up through distance learning days and hours necessary due to school closures
- Check policy/negotiated agreements—current law limits make up through distance learning to three days

License Extension

- License renewals extended to December 1 or 90 days after the emergency ends, whichever is sooner
- ODE can issue a one-year “provisional license” to graduating teacher candidates who have met all requirements except for taking the OAE.

Open Meetings

- May use electronic communication in lieu of in-person meetings
- Still have to have a way for public to view/hear the meetings

Waiver of Education Requirements

- No state assessments and alternate assessments
- No school report card for 2019-2020
- Schools “held harmless” from penalties and sanctions due to no report card
- Third Grade Reading Guarantee exemption—principal and reading teacher determine if “the student is not reading at grade level.”
- Right to grant a diploma if a student is “on track”; principal makes a decision in consultation with teachers and counselors if the student has successfully completed the school’s high school curriculum or IEP requirements
- Continue General Assembly’s intent that schools “continue to find ways to keep students actively engaged in learning opportunities for the remainder of the school year.
- Grant to students who need in-person instructional experiences to complete diploma requirements or career-tech education programs access to schools facilities as soon as reasonably possible after the Director of Health permits access, even if it’s past the last instructional day.
- No employee evaluations if it is deemed “impractical” or “impossible” by the board.
- Prohibits use of value-added data from ‘19-‘20 for teacher evaluations (SLOs)
- Gives the Superintendent of Public Instruction the authority to waive or extend various deadlines, such as:

- Nonrenewal deadlines
- Filling board vacancies
- Updating teacher evaluation policies to conform to the OTES 2.0 framework
- Identification and screening of gifted students

Delivery of Services to Special Needs Students

- The following can provide services electronically:
 - Ohio Speech and Hearing Professional Board;
 - Ohio Occupational Therapy, Physical Therapy, Athletic Trainers Board;
 - State Board of Psychology;
 - Counselor, Social Worker, and Marriage/Family Therapist Board;
 - State Board with respect to **intervention specialists**.

Step Up to Quality Ratings Deadline

- Extended from July 1 to September 1

Primary Voting

- Extends absentee voting from March 17 to April 28, 2020
- If registered as of February 18, can cast an absentee ballot through 7:30 p.m. on April 28 (must register for absentee ballot by April 25)
- A post card must be mailed to each elector in Ohio about how to vote under the new bill
- The absentee ballot postage must be prepaid
- Can cast a ballot at the office of the board of elections if disabled and in need of an accessible voting machine or unable to receive mail

EdChoice

- No new schools come on board
- The current 517 remain eligible
- Can receive if:
 - sibling received a performance-based voucher in '19-'20
 - is enrolled in or would be enrolled in an eligible building from '19-'20
 - private/parochial can still come back to claim a voucher
 - if eligible in '19-'20 but didn't get one, can still claim one
 - are new to the eligible school

Coronavirus Legislation Update, HB 197 ~ Recorded Webinar

BASA, OSBA, and OASBO want to thank the over 200 participants who joined the webinar on the Coronavirus Legislation Update on Friday March 27. The organizations' lobbyists hosted a webinar with details of HB 197, Coronavirus legislation signed by Governor Mike DeWine Friday afternoon. The webinar was recorded for viewing by those who were unable to participate, or for participants' review.

Click [here for a link](#) to the March 27 HB 197 webinar recording.

There are a number of items brought up during the Webinar that we will be discussing with State Superintendent Paolo DeMaria. He and the Department of Education will be working on further guidance based on the passage of HB 197.

If you have questions that were not addressed in the webinar, feel free to contact Kevin Miller at miller@basa-ohio.org.

PARTNER RESOURCES

Educator's School Safety Network

The Educator's School Safety Network (www.eSchoolSafety.org), an education-based national non-profit, is offering an array of resources and professional development opportunities BY educators, FOR educators that will assist teachers and administrators in delivering instruction and expanding their professional practice. The web page (www.eSchoolSafety.org/alone-together) features options for professional development and training, along with free resources for educators, administrators and parents.

Potential Impacts of COVID-19 on School Revenue from Forecast5 Analytics

Mike Sobul, Senior Analytics Advisor, Forecast5 Analytics

Overview

Several weeks into the coronavirus crisis, it is difficult to draw conclusions about the potential impacts on school district revenue and operations. The purpose of this analysis is to outline both short- and long-term risks, analyze past experiences for insight, and identify key information to watch for over the next several months that are likely indicators of emerging trends.

The Overall Economy

At this point, it is difficult to know whether the impact of the virus will be a short-term phenomenon or will continue to linger. At a minimum, it is likely we will see depressed national economic numbers in both the first and second quarters of 2020. Any forecast of the implications beyond the second quarter now is speculative. The key variable is when the virus will be contained and regular economic activity will resume. A resumption of normal day-to-day life in April or May would be expected to lead to a fairly strong economic rebound in the third quarter and only short-term economic disruptions. If May passes and there are still significant restrictions in place, it will become more difficult to avoid a recession.

Areas of Potential Impact

This situation has the potential to impact all three major sources of school district revenue—property taxes, state aid, and income taxes. There are potential short- and long-term impacts for all three.

Property Taxes

The short-term impact on property taxes would be seen in delinquency rates, as both homeowners and businesses face cash flow difficulties. Although your spring

settlements are likely not to reflect issues, it is still worth looking at them. For the most part, due dates for first-half payments will have passed prior to the widespread responses to the coronavirus. If delinquency rates are to be an issue, you are more likely to see it over the summer when second-half payments are due.

Any long-term impact on property tax revenues would be tied to a potential general economic recession. Should the national economy fall into a recession, we would expect the sharp increases in home values we have been seeing over the last three years to subside, with additional potential for values to decline. Some losses could be mitigated by reverse "HB 920," where tax rates increase in response to deflation. The more likely impact on property tax revenue in the interim period will be in the form of increased delinquency, contained projected growth, and depressed new construction. Much of any negative impact can take two- to three-years to substantially impact school district revenue flow, as revealed by the great recession in 2008.

State Aid

The impact on state aid is more long-term. State tax revenues through February are running about 1.6 percent ahead of the estimates that were done last summer. Short-run economic disruptions will have little noticeable impact on the current fiscal year as far as schools are concerned. However, the longer the current crisis measures stay in place, the more the drag on state revenues.

The first state revenue issues to show up will likely be in sales tax receipts. We are likely to see some weakening in March, followed by deeper shortfalls in April. If May returns more to normal, we would expect to see much stronger receipts in May and June because of pent-up consumer demand and a reacceleration of business activity. The last two months of the fiscal year could offset much of the March and April shortfalls.

If the coronavirus restrictions remain in place into the summer, we would expect to see a domino effect on state revenues. Sales tax shortfalls would continue. State income tax withholding receipts will also deteriorate. Right now, many are working from home or are on paid leave. The longer the disruption continues, the less sustainable current employment practices become. Furloughs and layoffs will replace paid leave and remote working.

The last shoe to drop will be estimated payments and refunds with annual tax returns filed in 2021 for 2020. First quarter estimated payments due April 15 may show some impact from sharp drops in the stock market and small business economic activity. A full-scale recession creates potential negative impacts on funding for schools. There could be some pressure for reductions in state aid to schools in FY 2021. There would almost certainly be negative consequences in the next budget.

Income Taxes

Much of the discussion above is also relevant for local school income tax revenues. However, the potential consequences are pushed further out. The April SDIT payment

should not show any impact from the coronavirus. April withholding revenue distributions reflect economic activity from December – February and, as we have already seen, February state withholding revenue, which is paid more currently than school district withholding, came in as expected. Almost all other revenue in the April payment reflects economic activity during 2019.

As is the case with state income tax revenue, the longer the economic disruptions continue, the more impacted SDIT revenues will be. In the July payment, we would expect to see weakening withholding receipts and estimated payments that reflect the slowdown in small business activity for districts with income taxes. The downward movement in the equities market would be expected to cause lower receipts in districts with a traditional income base. These weakened conditions would continue beyond the July quarter if the overall economy moves closer to recession.

Analyzing Past Experiences

For insight into potential revenue losses, we looked back at revenue patterns during the 2008/2009 recession. Unfortunately, we were only able to analyze the impact on school districts with traditional base income taxes. The earned income tax was too new at the time of the recession; districts that had them in place were still going through their ramp-up periods.

We analyzed the results for 131 traditional-base districts that had income taxes which began prior to 2006 and which did not change tax rates around the time of the recession. From FY 2008, the peak year of revenue, to FY 2009, income tax revenues in these 131 districts declined an average of 2.2 percent. In FY 2010, they fell another 10.7 percent. Overall for the two-year period, revenues fell a total of 12.6 percent, with the highest drops around 30 percent.

We also analyzed to see if there was a relationship between the relative income wealth of districts and the percentage decline in revenues. While we expected to see larger drops in wealthier districts, the data showed no relationship between average income in a district and its percentage drop in SDIT revenues during the recession.

Key Metrics to Watch

Over the next several months, there will be key datapoints that will help us to gauge the severity of the economic impacts of the virus. There will be a several in the April economic report from the State Office of Budget and Management. Auto and nonauto sales tax receipts and personal income tax withholding revenue performance compared to monthly estimates will be key indicators of the short-term impact of the coronavirus measures. Income tax estimated payment performance reported in the May and July

OBM reports could also provide some insight into the impact of the sharp declines in equity markets. Forecast5 analysts will continue to monitor these and other data and provide insight to our customers as the situation warrants.

Ohio Ethics Commission Provides Online Training for Public Officials and Employees Working From Home

The Ohio Ethics Commission is reminding public officials and employees working from home that the Commission provides free and convenient online training options in lieu of normally scheduled classroom-style training. The newly updated annual [e-course](#) is a helpful overview of the Ethics Law for anyone in public service and is available on-demand. For state officials and employees, the course fulfills the Governor's annual [Ethics Law training requirement](#). As an added bonus for attorneys, the e-course is also approved for one hour of general Continuing Legal Education (CLE) credit.

The Ohio Ethics Commission also provides monthly live webinars available to anyone in public service, both state and local governments. The Ethics Commission encourages all public servants currently working from home to take advantage of two upcoming webinars:

- On Friday, April 3 at 10am, the Commission will provide a one-hour webinar that will specifically outline potential missteps under the Ethics Law that could occur while working from home. Register [here](#) for the April 3 webinar.
- On Wednesday, April 15 at 2pm, the webinar will provide a general overview of the Ethics Law. Register [here](#) for the April 15 webinar. (scroll to the April 15 date to register for this class).

Both webinars will also fulfill the Governor's training requirement for state employees and officials. The April 15 webinar also provides one hour of general CLE credit for attorneys.

Instructional Support for Remote Learning from Scholastic

During this crisis, Scholastic stands united with educators and families around the common goal of ensuring our children continue learning at home. As you strive to offer meaningful remote learning to your students, we are here to help. Scholastic resources can offer comfort and continuity to help your entire community. And with ongoing support, teachers will continue do what they do best: help children learn and thrive.

Free Resources from Scholastic

Learn at Home ([scholastic.com/learnathome](https://www.scholastic.com/learnathome)) is an essential website that gives children, families and educators valuable cross-curricular, literacy, and current events resources. Scholastic will continue to update and augment this resource as the crisis unfolds.

Scholastic has created **Teaching Our World** ([scholastic.com/coronavirus](https://www.scholastic.com/coronavirus)) to help educators and families provide age-appropriate information about the coronavirus to inform students and ease their fears.

Additionally, **Scholastic Home Base** ([scholastic.com/homebase](https://www.scholastic.com/homebase)) is an online environment where children can meet their favorite book characters, write stories, and hang out with other readers in a safe, moderated space. Many favorite authors will host live events in Home Base; parents, teachers, and students are encouraged to log in and participate.

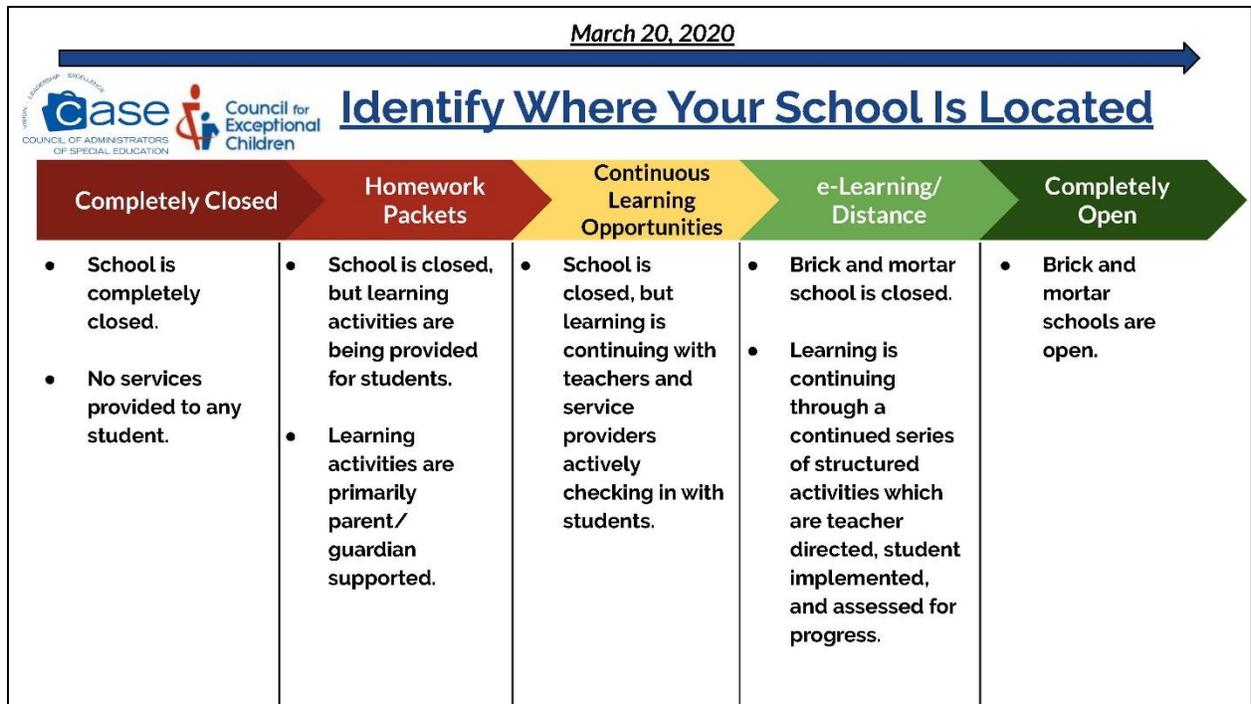
SPECIAL EDUCATION

3/27/20 UPDATE: Considerations for Students with Disabilities During Ohio's Ordered School-Building Closure

Please click [here](#) to see updated information about Considerations for Students with Disabilities During Ohio's Ordered School-Building Closure.

Navigating the COVID-19 Crisis

*****Excerpts provided by CASE and the Council for Exceptional Children**



March 20, 2020



Focus of Your Efforts

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none"> Planning for when schools move to the next level on the continuum. 	<ul style="list-style-type: none"> Is the work being provided accessible to all students? How are you documenting what is being provided to all of your students? 	<ul style="list-style-type: none"> Is the work being provided accessible to all students? Is it focused on IEP goals? What reasonable efforts are you making to engage students? 	<ul style="list-style-type: none"> Is the learning goal focused and uniquely tailored? Is the learning accessible in the new learning environment? Are we providing as high quality services to students as possible? 	<ul style="list-style-type: none"> Brick and mortar schools are open. What's appropriate? Andrew F. Standard

March 20, 2020



FAPE Considerations

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none"> If no students are receiving services, then there is no obligation to provide FAPE to students with disabilities. 	<ul style="list-style-type: none"> What's appropriate in light of the <u>current</u> circumstances? Compare learning of students with disabilities to other students (i.e. is any student getting appropriate instruction?) 			<ul style="list-style-type: none"> What's appropriate? Andrew F. Standard

March 27, 2020



Continuum of Closure Efforts

	Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/Distance	Completely Open
Key Factors	No services provided to any student	Learning activities are primarily parent/guardian supported	Learning activities are supported by teachers and providers.	Learning activities are continuous, structured, and ongoing. Little parent support necessary.	Brick and mortar schools are open.
Focus of Efforts	Planning for next stage	<ul style="list-style-type: none"> Is the work accessible and accommodated? Is there any way to tailor this work for students? Is there any way to focus it on goals and progress? Are you engaging with all students? 			What's appropriate?

Document your good faith efforts so you know what has been provided!

March 27, 2020



FAPE During School Closures

	Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/Distance	Completely Open
What's Appropriate?	<ul style="list-style-type: none"> No regular services provided to any student means no FAPE requirements 	<ul style="list-style-type: none"> What is appropriate in light of the current circumstances? Are you making good faith efforts to provide appropriate services? Are you making good faith efforts to engage with families to determine FAPE? Are you making good faith efforts to tailor instruction? What level of student support is needed from parents and what level of consultation is needed to support them? 			<ul style="list-style-type: none"> Endrew F. Standard

PROFESSIONAL DEVELOPMENT

Remote Leading for Remote Learning

Coming together for Ohio's Students during the COVID-19 Crisis

Monday - March 30th

Secondary Math Teachers	11:00 AM	https://zoom.us/j/925529243
Special Education Leaders/Teachers	2:00 PM	https://zoom.us/j/403583153

Tuesday - March 31st

Guidance Counselors	9:00 AM	https://zoom.us/j/165160007
Tech Prep/Career Education	10:00 AM	https://zoom.us/j/867556709
Secondary English Teachers	2:00 PM	https://zoom.us/j/589830485

Wednesday - April 1st

Tech Directors/Instructional Coaches	9:00 AM	https://zoom.us/j/862385152
Superintendents	11:00 AM	https://zoom.us/j/436328560
Superintendents	2:00 PM	https://zoom.us/j/623524241
Central Office	7:00 PM	https://zoom.us/j/332123210

Thursday - April 2nd

Communications	9:00 AM	https://zoom.us/j/803827512
Arts and Fine Art	11:00 AM	https://zoom.us/j/798629167
Social Studies	1:00 PM	https://zoom.us/j/798629167

Friday - April 3rd

Science	11:00 AM	https://zoom.us/j/359875914
Elementary Principals	1:00 PM	https://zoom.us/j/984974045
Secondary Principals	2:00 PM	https://zoom.us/j/834703802

Great Zoom and INFOhio Resources for Remote Learning from ITCs and the Management Council

The Management Council, INFOhio and the ITCs have compiled a very useful list of resources and training videos that support remote teaching and learning at this site: <https://community.mcoecn.org/display/RL>

An exponentially growing group of nearly 20,000 Ohio educators have begun to leverage Zoom professional licenses to support remote teaching and learning. Available for \$5 per teacher and free for students, (and many ITCs are waiving the \$5 fee for licenses), Zoom has become widely used across Ohio and the world. INFOhio has been and continues to be a treasure trove of free, vetted digital resources for use by Ohio's students, educators and families. To learn more, contact your ITC or the Management Council.

Zoom meets privacy standards – some background and resources:

Schools and educators are experiencing an Apollo 13 moment – educating children in ways for which many of us were not formally prepared. We applaud how you have poured such effort into finding ways to ensure learning continues for your students. Many of your innovations leverage technology, including robust interactive video.

In times of crisis, timelines are compressed and faulty information can travel quickly. Vendors may share misleading claims. There are competitors who resent the ascension of Zoom in the distance learning space. A few of you have questioned articles implying Zoom does not comply with certain privacy policies. Those implications are not true.

Zoom was identified as the platform of choice more a year ago. In late 2018, a structured process was set up in Ohio to evaluate top video collaboration platforms. In conjunction with the Ohio Distance Learning Association and statewide content providers, the Management Council invited members of ITC and ESC staff to conduct an evaluation of video collaboration platforms. Part of the process included privacy and security evaluations. Zoom was selected and has been available to and used in Ohio school districts since that time. Its use has increased exponentially during this time of remote teaching and learning.

Ohio schools using Zoom are in good company. Independent research documents that Zoom is used in 60% of Fortune 500 companies and in 96% of the top 200 US universities. Zoom has become the leader in this space and takes privacy – especially student privacy – very seriously.

Below are several links outlining Zoom's policies and practices as they relate to education, including FERPA, COPPA, and HIPPA compliance. If you have further questions, please contact Zoom, your ITC, the Management Council, or the Ohio

Distance Learning Association. And please continue your remarkable efforts in this unprecedented time. We are all in this together.

[Zoom FERPA Policy](#)

[Zoom K-12 Schools & District Privacy Policy](#)

[Zoom HIPPA Guidelines](#)