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AASA UPDATES

Concerns and Challenges to Providing Meaningful IDEA-related Services During COVID-19

As schools prepare to reopen in the fall, there is a growing concern that school districts and educational service agencies will face unparalleled rates of litigation for their inability to meet requirements under the Individuals with Disabilities in Education Act (IDEA) during the COVID-19 pandemic. This concern is well-founded. IDEA guarantees eligible students with disabilities a “free appropriate public education” (FAPE) and a right to pursue a complaint through a due process hearing and federal court. Similarly, Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) require equal access to educational opportunities for students with disabilities. Also, the regulations implementing Section 504 require FAPE. However, during this unprecedented pandemic, FAPE comes with tremendous costs to budgets and additional burdens on personnel that challenge school districts trying their best under the circumstances to meet the requirements.

To gauge the degree of concern, the Association of Educational Service Agencies (AESA) surveyed a subset of its members in 28 states between May 20 and June 16, 2020. AASA, the School Superintendents Association, also surveyed school leaders nationwide on the school response to the coronavirus pandemic in May of 2020. The National School Boards Association (NSBA) has been collecting examples of IDEA-related concerns across the country since the beginning of COVID-19. The data gathered by these organizations informs our understanding of how potential and actual special education litigations related to meeting the IDEA requirements during the pandemic may impact the budgets and operations of schools.

To read the full article, please see the attachment in the email.

CoSN UPDATES

EmpowerED Superintendent Webinar Series, Driving K-12 Innovation, Diversity in IT

The [Consortium for School Networking \(CoSN\)](#) and its Ohio state chapter organization, [Learn 21](#), are pleased to continue to support the work of current and aspiring superintendents and district leadership teams in leading all aspects of digital learning transformations.

EmpowerED Superintendent Webinar Series - Season 2 Wrap, Season 3 Launch

CoSN, AASA, and edWeb.net co-host a free monthly webinar series designed to support superintendents and school leaders in leading digital transformations in their school systems. The current season's lineup concluded on July 13 with the broadcast of Smart Education Networks by Design: The CoSN SEND Initiative which featured a lively discussion with Dr. Mark Benigni, Superintendent, Meriden Public Schools, CT, Dr. John Marcus, Superintendent, Stoughton Public Schools, MA and Ohio's own Matthew Miler, Superintendent Lakota Local Schools. You are invited to view the webinar recording at: <https://home.edweb.net/webinar/supers20200713/>

The complete list of recordings of all previously broadcast EmpowerED Superintendent webinars is available at <https://home.edweb.net/supers/>

In addition to the free access to live and recorded webinars, the EmpowerED Superintendent webinars are now also available via podcast. You can listen with Apple Podcasts or Stitcher. Learn more at <https://home.edweb.net/podcasts/>

On Monday, September 14, 2020 at 5:00 pm Eastern Time the EmpowerED Superintendent Webinar Series will begin its third season with a broadcast focused on Leading Learning in the 2020-2021 School Year. Guest panelists include Dan Domenech, Executive Director, AASA, Keith Krueger, CEO of CoSN and Dr. David Schuler, Superintendent Township High School District, 214, IL and Chair of the CoSN Superintendent Advisory Panel.

Driving K-12 Innovation: 2020 Hurdles and Accelerators

CoSN's Driving K-12 Innovation International Advisory Board has published a new report on the top five Hurdles hindering school innovation in 2020 along with the top five Accelerators that advance teaching and learning innovation. The CoSN Driving K-12 Innovation Advisory Board is comprised of distinguished educational technology experts who identify and rank the Hurdles (barriers) and Accelerators (megatrends) for innovation. School leaders will find the information provided in this 2020 report highly relevant to the challenges we are all facing in rethinking how best to lead learning today. You are welcome to read the full report at:

https://cosn.org/sites/default/files/CoSN_H%26A_Report_MedResolution.pdf

Super Power of Techni-Color in IT

If you missed this session during the CoSN 2020 Virtual Conference, you can now view the recording of this wonderfully engaging and timely panel conversation about diversity in the IT sector at this link: <https://tinyurl.com/cosn2020diversity>

If your school or district would like more information about joining CoSN or getting more involved with CoSN, please contact Brian Calvary, CAE, CoSN Director of Membership and Chapters, at bcalvary@cosn.org.

PARTNER RESOURCES

Screening, Isolating and Excluding Students & Staff During a Pandemic



Screening, Isolating and Excluding Students & Staff During a Pandemic

Screening & Mitigation	Exposure ¹ to COVID+ or presumed COVID+ individual?	When an individual exhibits symptoms at school	When can an individual return after COVID illness?
<ul style="list-style-type: none"> • District should consider providing written instructions to staff and families about when individuals should stay home and what information should be reported to school officials • District should consider whether and if so, how it will conduct temperature checks² <ul style="list-style-type: none"> ○ Rely on staff/parent to assess at home? ○ Take temperature at school? • If, under the District's face covering policy, an individual who is required to wear a face covering arrives without one, one should be provided 	<ul style="list-style-type: none"> • Individual must stay home until 14 days after last exposure • Individual should self-monitor for symptoms: <ul style="list-style-type: none"> ○ Check temperature twice a day ○ Watch for fever over 100°F, cough, or shortness of breath, or other symptoms of COVID³ • If no symptoms after 14 days, individual may return to school 	<ul style="list-style-type: none"> • Student must be immediately separated from others; Staff must be immediately relieved of duties and sent home • Student must be given a face covering • District should designate an isolation room/area for students who exhibit symptoms to wait for parent/guardian transport: <ul style="list-style-type: none"> ○ Area should be separate from clinic/other areas students are likely to visit⁴ ○ Area should be supervised by school personnel maintaining social distance and wearing PPE ○ If symptoms intensify before parent/guardian transport, District may arrange for emergency medical transport • District should consider establishing a transportation protocol for situations where parent/guardian has no transportation • Close off and thoroughly sanitize any areas of the building occupied by individual exhibiting symptoms 	<ul style="list-style-type: none"> • Individual may return to school after all of the following has occurred: <ul style="list-style-type: none"> ○ They are free of fever (without the use of medication) for at least 72 hours ○ Symptoms have improved ○ At least 10 days have passed since symptoms first appeared⁵ <li style="text-align: center;">OR • If testing is readily available, individual with a COVID+ test but no symptoms may return to school after all of the following has occurred: <ul style="list-style-type: none"> ○ They continue to have no symptoms ○ 10 days have passed since positive test ○ They have 2 negative tests, at least 24 hours apart⁶ <p style="font-size: small; margin-top: 10px;"> ** District should contact the local health department in all COVID+ or suspected COVID+ cases ** School Officials should inform staff and families of students who have had close contact with a diagnosed COVID+ individual (while maintaining confidentiality consistent with applicable state and federal law) to stay home and self-monitor symptoms </p>

¹The CDC defines "exposure" as close contact with an individual (less than 6 feet) for more than 15 minutes. <https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>

² See, ODH/ODE's COVID-19 Health and Prevention Guidance for Ohio K-12 School, p. 6, which provides: "Schools should take temperatures of student and staff as they enter the building."

³ See, <https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>

⁴ See, ODH/ODE's COVID-19 Health and Prevention Guidance for Ohio K-12 School, p. 7.

⁵ See, <https://coronavirus.ohio.gov/static/publicorders/Ext-Exp-2nd-Amended-Order-Contact-Sport-Practices-reader.pdf>

⁶ See, https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html

The information is based on guidance available as of July 17, 2020.

Imagine Learning, Educational Equity: An Examination of Current Practices in the United States

The National Equity Project, defines educational equity as a function where, "each child receives what they need to develop to their full academic and social potential (National Equity Project, n.d.)." Current practices in the United States indicate inequitable practices that limit educational opportunities for students attending our nation's schools.

Educational equity is achieved when students who hold unique identities receive:

- an adequate amount of resources,

- human capital,
- instructional time, and
- all other encompassing academic and social support to ensure that they are learning and growing at their full potential.

School district leaders, administrators, and teachers play a critical role in ensuring students receive the appropriate instruction needed to succeed.

[Download the white paper](#)

Please contact us if you have questions, need additional information or want to schedule a demo:

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PROFESSIONAL DEVELOPMENT



Remote Learning Alliance

Remote Leading for Remote Learning

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

In partnership with Actionable Leaders and [BASA](#), these educator-led Zoom conferences are now being supported by the [Remote Learning Alliance](#), a partnership of the [ESC of Central Ohio](#), [Montgomery County ESC](#), and other education-focused organizations committed to helping make the transition to remote learning as easy and robust as possible for Ohio school leaders, teachers, and support personnel. To learn more, please see here: [Remote Learning Alliance Overview](#).

The password to ALL Meetings: COVID19

Updated 7/2/2020

MONDAY, JULY 20		
EL Leadership	10:00 AM	NO MEETING
Secondary Math Teachers	11:00 AM	NO MEETING
Special Education Leaders/Teachers	2:00 PM	NO MEETING
TUESDAY, JULY 21		
School Counselors - High School	9:00 AM	NO MEETING
School Counselors - Middle School	9:45 AM	NO MEETING
School Counselors - Elementary	10:30 AM	NO MEETING
PE/Health	11:00 AM	https://us02web.zoom.us/j/83828650011
Secondary English Teachers	2:00 PM	NO MEETING
WEDNESDAY, JULY 22		
Tech Directors/Instructional Coaches	9:00 AM	NO MEETING
Superintendents	11:00 AM	https://us02web.zoom.us/j/85466935682 CHECK EMAIL FOR PASSWORD
Tech Prep/Career Education	2:00 PM	https://us02web.zoom.us/j/82661091131
THURSDAY, JULY 23		
Communications	9:00 AM	https://us02web.zoom.us/j/83236239728

Social Workers	10.00 AM	NO MEETING
Gifted Education	10:00 AM	NO MEETING
Arts and Fine Arts	11:00 AM	https://us02web.zoom.us/j/84882459321
Central Office Leaders	11:00 AM	https://us02web.zoom.us/j/85469802182
Music	12:00 PM	https://us02web.zoom.us/j/87056463285
Social Studies	1:00 PM	NO MEETING
Kindergarten	1:00 PM	NO MEETING
FRIDAY, JULY 24		
Science	11:00 AM	https://us02web.zoom.us/j/88028331494
Foreign Language	12:00 PM	https://us02web.zoom.us/j/86466705038
Elementary Principals	1:00 PM	NO MEETING
Secondary Principals	2:00 PM	NO MEETING





BASA Zoom Regional Meetings

BASA Members: Please join us for regional meetings held on Zoom for the latest updates on school reopening.

Regional Meetings

(the password for all sessions will be COVID19)

July 22, 2020	2:00 p.m. -3:00 p.m.	Join Meeting
July 23, 2020	10:00 a.m. -11:00 a.m.	Join Meeting

Agenda

Join BASA staff along with John Richard, Ed.D., Deputy Superintendent from the Ohio Department of Education and Nicole Donovan, Partner, from Bricker & Eckler as we unpack the latest guidance for the opening of the 2020-21 school year.

Staying Ahead: What You Need to Know About the New Title IX Regulations

Join Walter | Haverfield and BASA on August 14th at from 9:00 a.m. – 12:30 p.m. for a legal presentation on the latest Title IX changes and updates. [Register here!](#)

A Blueprint for Accelerating Achievement in the Core Content Areas

[Registration available here!](#)

SCHOLASTIC EDUCATION



Join Scholastic Education for a special presentation:
A Blueprint for **Accelerating Achievement**
in the Core Content Areas



Tuesday, July 21, 2020



9:00AM ET



The nationwide disruption to education caused by the pandemic has affected all students, creating gaps in access to core content instruction in literacy, mathematics, social studies, and science. In advance of the upcoming school year, district and school leaders must have a blueprint for making up for lost time and accelerating new learning. Donyall Dickey, Ed.D., a national expert on literacy, leadership, and school improvement, will provide participants with a roadmap for developing an instruction-centered plan to ensure that both students and staff rebound and thrive.

For more information, please contact your local Scholastic Education partner:

Kim Marron 📞 216-339-4547 ✉️ KMarron@scholastic.com

 SCHOLASTIC

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Balancing Workforce & Cost Control Strategies

What strategies are you considering minimizing healthcare costs while balancing the wellbeing of your employees? As we enter renewal season in this new reality, organizations have a unique opportunity to reassess and realign their overall healthcare investment to best impact organizational sustainability and meet employee needs.

Join Gallagher on Tuesday, July 21 for a virtual conversation with experts to help you plan ahead with confidence. We will review:

- Healthcare cost control considerations, modern methods and trends
- Potential cost impact regarding COVID-19
- Using data to drive an effective population health management strategy

[Register here!](#)

BASA and NWEA: Resetting for Fall

As an educator, you're facing new and unforeseen challenges in the wake of the COVID-19 crisis. We want to invite you to an upcoming event we are hosting in partnership with the Buckeye Association of School Administrators (BASA) that may be useful for your planning in the weeks and months ahead.

NWEA's research team has leveraged data and analysis on summer learning loss to project possible impacts of pandemic-related school closures on student achievement. On **Monday, August 3 from 1:00 p.m. – 2:00 p.m.**, we're bringing together a panel of experts for a live webinar to dive into this research and discuss implications for schools and education policy. Ben Hodge, the Assistant Superintendent at Avon Local School District, will provide an introductory overview of his experience as an administrator during the COVID-19 crisis, followed by the NWEA panel discussion.

[Register for the webinar today](#) to save your spot. If you can't attend the session live, be sure to register to receive a link to the recording.